

Orange County Public Schools

Horizon High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	23
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	0
VII. Budget to Support Areas of Focus	0

Horizon High School

10393 SEIDEL ROAD, Winter Garden, FL 34787

[no web address on file]

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 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
Jackson, Andrew	Principal	Supervises the administrative team; leads curriculum and instruction across the entire campus; provides student supervision assignments; curriculum leader for Social Studies, Student Leadership/SGA; Title IX decision maker, threatassessments, social media/website, and athletics; plans and coordinates preplanning and professional development; manages school budget/supplements.
Kenaio, Wessal	Assistant Principal	Curriculum leader for Science, ESE, and Student Services team; creates the master schedule; responsible for report cards, progress reports, grade verification, transcripts, curriculum/registration guide, ESE/504 documentation; coordinates student recognition events- Honor Roll, Pursuit of Excellence Award; facilitates FTE/Accountability, Dual Enrollment, FAFSA, Super Scholars, Scholarships, Student Services Parent Nights; monitors graduation rate; Class of 2023 Cohort Liaison.
Russell, Anthony	Assistant Principal	Curriculum leader for Mathematics, Fine Arts, Performing Arts, World Languages, and National Defense Cadet Corps; manages facilities, inventory, keys, and custodial; coordinates emergency drills; supervises discipline, oversees Title IX, deans and Positive Alternative to School Suspension; Minority Achievement Office representative; Class of 2025 Cohort Liaison.
Tomcykoski, Shannon	Assistant Principal	Curriculum leader for Language Arts, Reading, ESOL, Career and Technical Education, and Physical Education; coordinates Khan Academy/College Board/Official SAT Prep (OSP)/College Board Opportunity Scholarship/Princeton Review; liaison for transportation and field trips; leader for student attendance and guest teachers; completion and update of school improvement plan; attend School Advisory Council (SAC) meetings for the purpose of sharing school based information; supervise Advanced Studies; coordinates after school tutoring; supervises testing; Class of 2024 Cohort Liaison.
Siers, Sherrie	Curriculum Resource Teacher	Attend meetings necessary for the efficient operation of the school and curriculum development; provide professional development, to match instructional needs and/or to develop collective efficacy within the staff; provide support and resources, including intervention, accommodations, tutoring and other strategies to match student need; model and coach effective instructional techniques; communicate resources and needs to the administration team; monitor the lowest 25% of ELA students; assist in the orientation of new teachers, including on-going support and professional development, classroom visitations, and individual support; assist mentors and mentees; collect and disseminate student data to the corresponding departments and assist in the data mining protocol; establish and implement a plan with systematic checkpoints for progress monitoring in ELA and Reading; Khan Academy/Official SAT Prep; intern assignments; track and submit in-service records and points for the school

Name	Position Title	Job Duties and Responsibilities
		<p>faculty; classroom walkthroughs and providing actionable feedback; comprehensive assessment systems (CAS) representative; school volunteers coordinator; Partners in Education; other duties as assigned by the principal</p>
Fiquette, Morgan	Dean	<p>Supervise students before/after school, between classes and during lunches according to supervision schedule; provide after school/event supervision according to the activity schedule; attend administrative meetings; provide proactive discipline for referrals for assigned students; provide coaching for classroom teachers for level 1 infractions as necessary; Attendance Child Study Team (ACST) Team Meetings; communicate interventions from ACST to teachers and guidance counselor; monitor effectiveness of interventions from ACST; process Level 4 infractions; address digital infractions resulting in damage to devices; collect Code of Conduct student acknowledgement; Title IX Investigator, other duties as assigned</p>
Watts, Ashton	Dean	<p>Supervise students before/after school, between classes and during lunches according to supervision schedule; provide after school/event supervision according to the activity schedule; attend administrative meetings; provide proactive discipline for referrals for assigned students; provide coaching for classroom teachers for level 1 infractions as necessary; team (ACST) meetings; communicate interventions from ACST to teachers and guidance counselor; monitor effectiveness of interventions from ACST; address digital infractions resulting in damage to devices; collect Code of Conduct student acknowledgement; process Level 4 infractions; coordinate transportation (bus liaison), free/reduced lunch; other duties as assigned</p>
Salazar, Andrew	Dean	<p>Supervise students before/after school, between classes and during lunches according to supervision schedule; provide after school/event supervision according to the activity schedule; attend administrative meetings; provide proactive discipline for referrals for assigned students; provide coaching for classroom teachers for level 1 infractions as necessary; ACST team meetings; communicate interventions from ACST to teachers and guidance counselor; monitor effectiveness of interventions from ACST; address digital infractions resulting in damage to devices; collect Code of Conduct student acknowledgement; process Level 4 infractions; coordinate transportation (bus liaison), Attendance letters, free/reduced lunch; other duties as assigned</p>
Hassan, Elizabeth	Staffing Specialist	<p>Individual Education Plan (IEP) facilitation and Local Education Agency(LEA); Testing Accommodations; portal to Exceptional Education Resources (PEER) training; ESE Lead; (Multi-tiered System of Supports) MTSS Team; ESE Testing/FSAA; ESE facilities and equipment; ESE student and staff schedules; Facilitate enrollment and transition of new students with disabilities; assure appropriate placement of students with</p>

Name	Position Title	Job Duties and Responsibilities
		disabilities; assist in the development of post-secondary plans to include transition to; OCPS facilities where appropriate; monitor academic progress of students with disabilities and conference with students as needed; participate in child study team meetings as appropriate; articulate with middle schools for students with disabilities; assist with administration and proctoring of national, state, and district testing; complete/assure completion of ESE paperwork; schedule/hold/assure parent meetings are held as needed; process Social Security Disability (SSD) applications; any other duties as assigned by administration
Gallup, Jeffrey	Other	Facilitate digital checkout; provide and inventory print materials, audio visual materials, and equipment for staff; coordinate student laptop checkout with technology representatives/district; dual Enrollment voucher facilitation and inventory management; issue student identification cards; conduct media center inventory; webmaster; instructional Digital Support; any other duties as assigned by administration
Miller, Adam	Other	Assure appropriate professional and ethical sports program; assign and assess coaching staff that supports appropriate professional and ethical program; prepare athletic schedules and contracts; supervise officials for athletic schedules and contracts; maintain equipment inventory; Title IX Coordinator; support student athlete tutoring program; maintain athletic department budget; maintain athletic facilities; serve as FHSAA representative; field trips; facilitate staff parking; any other duties as assigned by administration
Geminiani, Christiane	ELL Compliance Specialist	ELL Compliance; World-class Instructional Design and Assessment (WIDA) Access testing, Pre-Idea Proficiency Test (IPT) testing, ESOL instructional support, monitoring of ESOL students, conduct Multilingual Parent meetings; facilitate testing accommodations, monitor academic progress of ELL students and conference with students and families as needed
Randolph, Paulette	Other	McKinney-Vento Program (MVP) Homeless family coordinator, liaison for student crisis issues, Student Assistance and Family Empowerment (SAFE) referrals, Baker Acts, Threat Assessments and school-based threat assessment team meeting, counseling/group sessions, attend administrative meetings, provide after school/event supervision according to the activity schedule, coordinate with school-wide discipline team, implement school crisis plan, arrest records, Florida Department of Children and Families (DCF) & Documentation for filing DCF claims (A-4 document); any other duties as assigned by administration
Rowland, Krista	Other	Responsible for all standardized testing with the exceptions of Advanced Placement (AP) CollegeBoard, Advanced International Certificate of Education (AICE) Cambridge, FSAA, and WIDA Access; alternate bell schedules for testing; coordination with faculty advisory council (FAC)

Name	Position Title	Job Duties and Responsibilities
		regarding alternative schedules, testing room assignments; state testing corrections
Rupp, Mell	Other	Coordinate Cambridge AICE Diploma Program, support Advanced Placement and AICE Program teachers; track student acceleration (AP and AICE); responsible for AP and AICE testing; provide after school/event supervision according to the activity schedule; create and monitor gifted plans; communicate gifted plans with parents/guardians

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.

The School Improvement Plan (SIP) was developed through teacher, staff, and community input through the Panorama Survey results and discussions with school leadership regarding specific school goals. The initial draft of the SIP was provided to the School Advisory Council (SAC) for input and discussions related to the school goals.

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 reviewed in professional learning communities (PLCs) after each standards-based unit assessment for English 9, English 10, US History, Biology, Algebra 1 and Geometry. PLCs will discuss/compare overall data, by teacher and level (honors versus standard) and then look at data for Every Student Succeeds Act (ESSA) subgroups to compare effectiveness of teaching strategies and use this data to drive their instruction. After each progress monitoring assessment in the above courses, PLC leads, school leadership team, and the curriculum resource teacher will review the data for trends and compare these trends to the school improvement plan goals. If progress towards these goals are not being met, PLCs, the curriculum resource teacher and the assessing administrator will complete classroom observations and discuss curriculum strategies that can be implemented to support the changes that need to be made.

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)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education

2022-23 Title I School Status	No
2022-23 Minority Rate	61%
2022-23 Economically Disadvantaged (FRL) Rate	25%
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: B
School Improvement Rating History	
DJJ Accountability Rating History	

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	49	50	65	49	51			
ELA Learning Gains				60					
ELA Lowest 25th Percentile				51					
Math Achievement*	50	34	38	52	36	38			
Math Learning Gains				54					
Math Lowest 25th Percentile				49					
Science Achievement*	81	66	64	77	31	40			
Social Studies Achievement*	67	66	66	75	43	48			
Middle School Acceleration					44	44			

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Graduation Rate		87	89		62	61			
College and Career Acceleration		65	65		70	67			
ELP Progress	54	45	45	37					

** 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	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	315
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	9
Percent Tested	98
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	36	Yes	2	
ELL	53			
AMI				
ASN	74			
BLK	51			
HSP	59			
MUL	85			
PAC				
WHT	73			
FRL	54			

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	39	Yes	1	
ELL	50			
AMI				
ASN	66			
BLK	54			
HSP	55			
MUL	57			
PAC				
WHT	66			
FRL	51			

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			50			81	67				54
SWD	25			17			56	46			4	
ELL	50			48			71	42			5	54
AMI												
ASN	68			65			93	68			4	
BLK	54			28			70	50			4	
HSP	58			45			76	58			5	56
MUL	72			83			100				3	
PAC												
WHT	69			58			87	79			4	
FRL	50			35			70	60			5	56

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	65	60	51	52	54	49	77	75				37
SWD	30	49	43	25	42	32	37	50				
ELL	49	57	50	42	50	48	58	61				37
AMI												
ASN	74	68		53	50		81	71				
BLK	50	44	33	35	58	65	73	75				
HSP	61	60	49	46	49	44	68	76				38
MUL	63	50										
PAC												
WHT	71	64	57	63	60	52	87	74				
FRL	52	46	40	40	50	46	67	78				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												
SWD												
ELL												

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												
HSP												
MUL												
PAC												
WHT												
FRL												

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
10	2023 - Spring	65%	49%	16%	50%	15%
09	2023 - Spring	59%	46%	13%	48%	11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	37%	47%	-10%	50%	-13%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	45%	12%	48%	9%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	79%	63%	16%	63%	16%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	62%	2%	63%	1%

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 data component that showed the lowest performance during the 2022-2023 school year was US History at 65% of students performing at proficiency. Although our overall performance was above the district average (63%), the performance of the students taking this test did not match the performance in other schools with similar demographics; this ranked us 11th with 24 high schools in the district. One contributing factor for this performance was that the two instructors were new to the content, and one was a brand new teacher, who resigned during the middle of the school year. We then moved another staff member into this position to fill the vacancy. After an adjustment period, scores did increase from the 2nd quarter progress monitoring assessment (62%) proficiency, which placed Horizon at 17th among high school's in the district to the 3rd quarter progress monitoring assessment at 67%, which placed us tied for 12th.

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

The greatest decline was also in US History; US History scores dropped from 73% in 2022 to 65% for 2023. One contributing factor for this performance was that the two instructors were new to the content, and one was a brand new teacher, who resigned during the school year. We then moved another staff member into this position to fill the vacancy.

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 on school average, our Students with Disabilities (SWD) achievement had the greatest gap. Multiple tested subject areas performed below the state threshold expectation of 41%; proficiencies for the tested subjects are as follows: English 9 (16%), Algebra 1 (11%), and Geometry (29%). Factors and trends that may have contributed to this gap were the increase of students with disabilities from 172 students in 2021-2022 to 262 students in 2022-2023 and the strategies and processes used in the classroom, regarding questioning of low expectancy students.

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

English Language Arts (ELA) 10 made the greatest gains from the 2021-2022 to the 2022-2023 school year (55% overall proficiency to 65% proficiency). The 10th grade English students also scored above the state 41% Every Student Succeeds Act (ESSA) threshold in all subgroups: Students with Disabilities (SWD) 51% proficient, English Language Learners (ELL) 51% proficient, Economically Disadvantaged 49% proficient, Race- Black/African-American 53% proficient, Race-Hispanic 58%, Race-Asian 74%, and Race-White 75%. Teachers were trained during the previous year on the new Benchmarks For Excellent Student Thinking (B.E.S.T.) standards that were implemented during the 2022-2023 school year. The 10th grade ELA team has a professional learning community (PLC) that works to find research-based strategies that meet the needs of all their students. The PLC makes data-based adjustments to the curriculum after formative and summative assessments to ensure students understand the benchmarks.

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

Two potential areas of concern include our achievement rate within Math assessments and attendance of students with 10 or more absences.

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

- 1) Ensure effective professional learning communities use data and research-based strategies to ensure that all students are monitored for the desired effects of the standards.
- 2) Provide data-based strategies to effectively reach the potential of our English language learners, ensuring that all students are questioned at the same frequency and depth.
- 3) Provide data-based strategies to effectively reach the potential of our students with disabilities, ensuring that all students are questioned at the same frequency and depth, with a focus in Algebra.

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 Other**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.

Horizon High School faculty and staff will develop an increased understanding of questioning students who are performing below the class average, scoring at the bottom quartile in assessments, and/or are identified in one of the ESSA subgroups (SWD, ELL, ED, minority), leading to improved engagement in the learning process, overall academic achievement, and a positive school culture and environment. This focus was determined based upon the proficiency scores for the subgroups that are below 41% (SWD in ELA 9, Algebra, Geometry, ELL in Algebra, ED in Algebra and Geometry, and minority subgroups in Algebra and Geometry.) Through observational data, assessing administrators noted that there is a need for ensuring that all students are being monitored for the depth of the standard during lessons. Horizon High School, while relatively new, will need to continue to build a foundation of positive and productive environment for learning for every student in the classroom.

Measurable Outcome:

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

By the end of the 2023-2024 school year, student engagement will increase as shown through classroom observation data with 80% of teachers asking questions of low expectancy students with the same frequency and depth of high expectancy students. This will be measured through classroom observations in iObservation.

Monitoring:

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

The leadership team will monitor the progress of student engagement throughout the school year by providing professional development deliverables and classroom observations. Student attendance will also be monitored for students missing more than 5 consecutive unexcused days. Participation of professional development will be monitored, by the curriculum resource teacher and the assessing administration. The leadership team will discuss school-wide trends using observational data from Effective Educators/iObservation.

Person responsible for monitoring outcome:

Shannon Tomcykoski (shannon.tomcykoski@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.)

The evidence-based strategy is the teacher will provide opportunity for students to demonstrate that the strategy is having the desired effect – in this case, all students are asked questions with the same frequency and depth. Teacher should be monitoring for this for this area of focus by monitoring all students responses. Some possible monitoring techniques are; using a tool to track response rates to ensure that all students

regularly answer questions, checking with students after asking questions to ensure that they knew the teacher thought they could answer the question, watching students after asking questions to check that they are attempting the content, listening to student responses to ensure that they are attempting rigorous

content, managing response rates when questioning, such as a name-randomizer technique, to ensure equitable questioning. This is based upon The Art of Science of Teaching Framework by Robert Marzano.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy supports the OCPS 2025 strategic plan objectives of high expectations for all student learning. Questioning all students with the same frequency and depth will allow all students to engage in learning equally by interacting with other students to process and understand content.

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.

Teachers will be provided professional development on Marzano Element 25, questioning of low expectancy students, to guide their planning.

Person Responsible: Sherrie Siers (sherrie.siers@ocps.net)

By When: October 1, 2023

School leaders will communicate and reinforce the premise that faculty and staff promote the importance of every student and that students' positive attitude towards school and their own well-being, resulting in a positive impact on academic achievement.

Person Responsible: Andrew Jackson (andrew.jackson2@ocps.net)

By When: Occurs throughout the school year, by various instructional leaders.

#2. Instructional Practice specifically relating to Social Studies**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.

Horizon High School staff will increase student performance in US History by focusing on standards-based instruction, progress monitoring student mastery of standards, and integrating opportunities for students to be organized into groups to process and deepen understanding of content. This focus was determined by using the 65% achievement on the US History EOC from the 2022-2023 school year and identifying this subject area as the largest area of need.

Measurable Outcome:

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

By the end of the 2023-2024 school year, Horizon High School will increase student performance on the US History EOC from 65% to 75%. This focus was determined by using data from EOC scores from the 2022-2023 school year and identifying the largest area of need.

Monitoring:

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

The assessing administrator over Social Studies, along with the instructional coach, will monitor the progress of US History throughout the school year. They will determine the effectiveness of instructional strategies and achievement of students based upon formative and summative assessments for each unit as well as progress monitoring assessments three times a year. This will be accomplished through classroom walks and analysis of student data, as available.

Person responsible for monitoring outcome:

Andrew Jackson (andrew.jackson2@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.)

The evidence-based strategy being implemented for this area of focus is using data to determine student needs and differentiating instruction based on those needs, using small groups to ensure student understanding of the standards, and ensuring that teachers are monitoring all students for understanding at the depth of the standard.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy supports the OCPS 2025 strategic plan objectives of high expectations for all student learning. Students will be grouped according to their differentiated instructional needs determined by summative and formative data.

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.

Teachers will be provided with professional development related to small group instruction.

Person Responsible: Sherrie Siers (sherrie.siers@ocps.net)

By When: October 1. 2023

The leadership team will conduct classroom walks and observations, provide teachers with constructive feedback on instructional strategies, ensure lessons are on standard to reach the level of rigor of learning required.

Person Responsible: Andrew Jackson (andrew.jackson2@ocps.net)

By When: The action steps will occur throughout the school year by the leadership team.

PLC groups will review summative data at the end of each unit, as well as the Progress Monitoring activities to monitor student mastery of standards and use this data to drive their instruction.

Person Responsible: Sherrie Siers (sherrie.siers@ocps.net)

By When: After standards-based unit assessments and progress monitoring activities, as they occur during the school year.

The CRT will meet, observe, and provide feedback to the individual teachers and the PLC to implement research-based strategies to strengthen engagement within their classroom.

Person Responsible: Sherrie Siers (sherrie.siers@ocps.net)

By When: On-going 2022-2023

#3. 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.

Horizon High School faculty and staff will increase proficiency for students with disabilities by focusing on standards-based instruction, progress monitoring, student mastery of standards and integrating opportunities for students to be questioned at the same depth and frequency as all students. This focus was determined from 2022-2023 scores on end of course and state test scores, English 9 (16%), Algebra (11%), and Geometry(29%), for all students with disabilities.

Measurable Outcome:

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

By the end of the 2023-2024 school year, Horizon High School will increase the overall performance of students identified as SWD from 38% to 45% proficiency on statewide end of course scores, specifically encouraging English 9 (16%), Algebra (11%), and Geometry(29%) to increase to a goal of 41%.

Monitoring:

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

The Assistant Principals supervising ELA and Math, the Instructional Coach, and the Multitiered Structural Support (MTSS) team will monitor the progress of SWD students throughout the school year. The AP will determine the effectiveness of the instructional strategies and achievement of students based upon formative and summative assessments for units of study and Progress Monitoring assessments three times per year. Additional support will be provided through the ESE department. This will be accomplished through classroom walks and observations, participation in weekly PLC meetings, and analysis of student data, as available.

Person responsible for monitoring outcome:

Anthony Russell (anthony.russell@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.)

The evidence-based strategy being implemented for this area of focus is questioning students with disabilities equally at the same depth and frequency as standard, using the principles of Marzano's Framework. Teachers will provide adequate think time, employ grouping strategies, probe misconceptions, give feedback, and redirect students as needed to ensure the understanding of the standard.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy supports the OCPS 2025 strategic plan objectives of high expectations for all student learning. Questioning of students with disabilities will allow all students to engage in learning by interacting with other students process and understand knowledge.

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.

Teachers will be provided professional development on Marzano Element 25, questioning of low expectancy students, to guide their planning.

Person Responsible: Sherrie Siers (sherrie.siers@ocps.net)

By When: Oct 1, 2023

The leadership team will conduct classroom walks and observations, provide teachers with constructive feedback on instructional strategies, ensure lessons are on standard to reach the level of rigor of learning required.

Person Responsible: Wessal Kenaio (wessal.kenaio@ocps.net)

By When: Ongoing throughout the school year

Professional Learning Communities (PLCs) will utilize planning time to develop lessons that include effective instructional strategies and assessments for all students to reach all students.

Person Responsible: Wessal Kenaio (wessal.kenaio@ocps.net)

By When: Ongoing throughout the school year

PLCs will review summative data at the end of each unit, as well as the Progress Monitoring activities to monitor student mastery of standards, using this data to form their instruction.

Person Responsible: Sherrie Siers (sherrie.siers@ocps.net)

By When: After each standards based unit assessment and progress monitoring assessment.

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)).

The Horizon High School leadership team has collaborated with the School Advisory Council (SAC) to discuss budget and school improvement funding allocations related to our Exceptional Student Education (ESE) students. Our ESSA subgroup, ESE, has performed less than 41% overall for the past two years. To ensure resources are allocated based on need, Horizon High School has added a second Staffing Support Specialist, will provide additional Reading and Math tutoring after school hours to help support ESE students, and has the Multitiered System of Supports (MTSS) team monitoring student data to determine if any changes in teaching strategies should happen based on data.