

School District of Osceola County, FL

Horizon Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	13
III. Planning for Improvement	18
IV. ATSI, TSI and CSI Resource Review	27
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	27
VII. Budget to Support Areas of Focus	0

Horizon Middle School

2020 HAM BROWN RD, Kissimmee, FL 34746

www.osceolaschools.net

School Board Approval

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

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.

Horizon Middle School strives to support students by helping them grow and develop their critical thinking, their confidence, and their creativity

Provide the school's vision statement.

Horizon Middle School is committed to preparing ALL students to be college and career ready.

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
Gould, Megan	Principal	<p>To be responsible for the operation and management of all activities and functions which occur within a school. To be responsible for all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To develop positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.</p> <p>Oversee the academic and operational systems of the school. School Leader that oversees school wide operations, school administration, school leadership team, instructional and non-instructional staff, and students with the direction from the school's mission and vision where data is discussed, safety and security are priority, and problems of practice are resolved. Evaluates teachers and staff.</p>
Wold, Andrea	Assistant Principal	<p>To be responsible for the operation and management of all activities and functions which occur within a school. To be responsible for all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To develop positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.</p> <p>Oversee the academic and operational systems of the school. Oversees Instructional/Academic Content Implementation (Master Schedule for Staff/Students, MTSS), ESE Staff/Student Support, PLTs & PLCs, and facilitates monthly Stocktake Leadership Meetings. Evaluates teachers and staff.</p>
Hinds, Jacqueline	Reading Coach	<p>Focus on student achievement by working with teachers to ensure high fidelity implementation of Florida Standards in Literacy through research-based strategies.</p> <p>Oversee the instructional growth of teachers and the academic growth of students in Literacy.</p>
Baba, Georgina	School Counselor	<p>Responsible for planning and implementing a comprehensive school counseling program that provides equity and access to address the needs of students in growth and development, social, academic and career. Counselor will serve as a consultant to the student, teacher(s) and parents, provides leadership and organization to all school counseling activities within the school.</p> <p>Oversee the social and emotional growth of students through the guidance office. Facilitates Tier 2/3 interventions and participates on the Threat Assessment team.</p>

Name	Position Title	Job Duties and Responsibilities
Lopez, Sol	School Counselor	<p>Responsible for planning and implementing a comprehensive school counseling program that provides equity and access to address the needs of students in growth and development, social, academic and career. Counselor will serve as a consultant to the student, teacher(s) and parents, provides leadership and organization to all school counseling activities within the school.</p> <p>Oversee the social and emotional growth of students through the guidance office. Facilitates Tier 2/3 interventions and participates on the Threat Assessment team.</p>
Roman, Edith	School Counselor	<p>Responsible for planning and implementing a comprehensive school counseling program that provides equity and access to address the needs of students in growth and development, social, academic and career. Counselor will serve as a consultant to the student, teacher(s) and parents, provides leadership and organization to all school counseling activities within the school.</p> <p>Oversee the social and emotional growth of students through the guidance office. Facilitates Tier 2/3 interventions and participates on the Threat Assessment team.</p>
Desir, Robert	Dean	<p>Focus on student achievement by working with teachers to ensure high-fidelity implementation of the Florida Standards in all content areas through research-based strategies in addition to providing support for struggling students by using scientifically based strategies and programs.</p> <p>Oversees student behavioral growth and processes discipline referrals. Facilitates Tier 2/3 interventions and participates on the Threat Assessment team.</p>
Camero, Octavio	Dean	<p>Focus on student achievement by working with teachers to ensure high-fidelity implementation of the Florida Standards in all content areas through research-based strategies in addition to providing support for struggling students by using scientifically based strategies and programs.</p> <p>Oversees student behavioral growth and processes discipline referrals. Facilitates Tier 2/3 interventions and participates on the Threat Assessment team.</p>
RiveraNieves, Sonia	Dean	<p>Focus on student achievement by working with teachers to ensure high-fidelity implementation of the Florida Standards in all content areas through research-based strategies in addition to providing support for struggling students by using scientifically based strategies and programs.</p> <p>Oversees student behavioral growth and processes discipline referrals.</p>

Name	Position Title	Job Duties and Responsibilities
		Facilitates Tier 2/3 interventions and participates on the Threat Assessment team.
Evans, Sally	Instructional Coach	<p>Focus on student achievement by working with teachers to ensure high fidelity implementation of Florida Standards in Science through research-based strategies.</p> <p>Oversee the instructional growth of teachers and the academic growth of students in Science.</p>
Kubica, Bianca	Instructional Coach	<p>Focus on student achievement by working with teachers to ensure high fidelity implementation of Florida Standards in Mathematics through research-based strategies.</p> <p>Oversee the instructional growth of teachers and the academic growth of students in Mathematics.</p>
Conde Helman, Christina	Instructional Coach	<p>Focus on student achievement by working with teachers to ensure high fidelity implementation of Florida Standards in Social Studies through research-based strategies.</p> <p>Oversee the instructional growth of teachers and the academic growth of students in Social Studies.</p>
Serrano, Brenda	ELL Compliance Specialist	<p>Focus on student achievement by working with teachers to ensure high fidelity implementation of Florida Standards in Multi-Academic Content Areas through research-based strategies.</p> <p>Oversees the growth of ELL students and the ELL instructional growth of instructional & non-instructional staff.</p>
Waite, Joyce	Instructional Coach	<p>Focus on student achievement by working with teachers to ensure high fidelity implementation of Florida Standards in Literacy through research-based strategies.</p> <p>Oversee the instructional growth of teachers and the academic growth of students in Literacy.</p>
Reeser, Phillip	Instructional Coach	Oversees the instructional growth of teachers and academic growth of students through the MTSS process. Manages interventions (WINGS) and monitors student need for interventions.
Banks, Valerie	Staffing Specialist	To coordinate educational placement and appropriate services for students with disabilities. To serve as LEA representative at eligibility, re-evaluation and Individual Education Plan (IEP) meetings at assigned

Name	Position Title	Job Duties and Responsibilities
		<p>schools. This position will assist schools with the implementation of IDEA Federal and State regulations for students with disabilities. Additionally, it will provide support to schools in the areas of curriculum and instruction, behavior supports, service delivery models and staff development to address the needs of students with disabilities.</p> <p>Oversees the care and growth of all students receiving ESE services, as well as, the creation, implementation, and monitoring of IEP accommodations during the academic school year. Guides the creation, implementation, and monitoring of EP expectations for students during the academic school year. Ensures we are in compliance with all ESE Laws.</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.

Teachers and staff participate in creating action steps at the start of the school year. Parents, community members, and students participate through our School Advisory Committee meetings by recommending action steps and areas of focus.

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))

The SIP will be monitored on a monthly basis through our leadership stocktake meetings and will be reviewed quarterly in SAC meetings. As action steps are completed or need adjusting, we will change the SIP.

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	Yes
2022-23 Minority Rate	84%
2022-23 Economically Disadvantaged (FRL) Rate	81%
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: C 2019-20: B 2018-19: B 2017-18: B
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	40	52	70	162
One or more suspensions	0	0	0	0	0	0	97	96	90	283
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	2	0	2
Course failure in Math	0	0	0	0	0	0	0	4	2	6
Level 1 on statewide ELA assessment	0	0	0	0	0	0	114	115	177	406
Level 1 on statewide Math assessment	0	0	0	0	0	0	152	122	162	436
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	73	74	93	240

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	1	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	1	1

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	0	0	0	
One or more suspensions	0	0	0	0	0	0	33	97	84	214
Course failure in ELA	0	0	0	0	0	0	0	0	2	2
Course failure in Math	0	0	0	0	0	0	0	0	4	4
Level 1 on statewide ELA assessment	0	0	0	0	0	0	110	105	175	390
Level 1 on statewide Math assessment	0	0	0	0	0	0	160	120	149	429
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	110	105	175	390

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	2	5	4	11

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	2	1	1	4
Students retained two or more times	0	0	0	0	0	0	1	0	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	0	0	0	
One or more suspensions	0	0	0	0	0	0	33	97	84	214
Course failure in ELA	0	0	0	0	0	0	0	0	2	2
Course failure in Math	0	0	0	0	0	0	0	0	4	4
Level 1 on statewide ELA assessment	0	0	0	0	0	0	110	105	175	390
Level 1 on statewide Math assessment	0	0	0	0	0	0	160	120	149	429
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	110	105	175	390

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	2	5	4	11

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	2	1	1	4
Students retained two or more times	0	0	0	0	0	0	1	0	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*	34	41	49	40	44	50	42		
ELA Learning Gains				46			45		
ELA Lowest 25th Percentile				35			39		
Math Achievement*	37	46	56	40	35	36	41		
Math Learning Gains				51			42		
Math Lowest 25th Percentile				58			56		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	38	47	49	51	44	53	49		
Social Studies Achievement*	56	64	68	73	54	58	65		
Middle School Acceleration	73	79	73	71	51	49	73		
Graduation Rate					49	49			
College and Career Acceleration					69	70			
ELP Progress	24	41	40	43	81	76	30		

* 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	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	262
Total Components for the Federal Index	6
Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	508
Total Components for the Federal Index	10
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	26	Yes	4	2
ELL	36	Yes	1	
AMI				
ASN	70			
BLK	46			
HSP	43			
MUL	33	Yes	2	
PAC				
WHT	54			
FRL	41			

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	30	Yes	3	1
ELL	44			
AMI				
ASN	69			
BLK	50			
HSP	50			
MUL	33	Yes	1	
PAC				
WHT	55			
FRL	48			

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	34			37			38	56	73			24
SWD	11			16			17	27	60		5	
ELL	23			28			22	46	74		6	24
AMI												
ASN	58			58			59	81	92		5	
BLK	33			38			33	47	78		5	
HSP	32			34			35	55	74		6	25
MUL	35			30							2	
PAC												
WHT	43			44			54	63	67		5	
FRL	31			34			35	53	73		6	22

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	40	46	35	40	51	58	51	73	71			43
SWD	17	37	30	19	43	36	16	38				
ELL	27	42	36	31	49	55	35	62	62			43
AMI												
ASN	71	59		67	70		79					
BLK	38	48	29	37	49	52	48	76	75			
HSP	37	46	38	37	49	58	50	71	71			41
MUL	40	29		35	29							
PAC												
WHT	48	45	30	50	59	66	52	75	69			
FRL	36	43	34	37	50	58	44	70	67			43

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	42	45	39	41	42	56	49	65	73			30
SWD	22	34	27	24	39	39	33	44				21
ELL	22	37	37	31	44	55	24	36	79			30

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	67	52		70	32		74	83	88			
BLK	36	43	48	31	42	62	33	59	59			
HSP	39	43	39	40	44	58	47	62	72			31
MUL	45	41		22	22		40					
PAC												
WHT	51	54	36	52	41	46	65	73	79			
FRL	37	42	38	38	44	55	45	59	72			27

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	32%	39%	-7%	47%	-15%
08	2023 - Spring	31%	40%	-9%	47%	-16%
06	2023 - Spring	32%	39%	-7%	47%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	32%	40%	-8%	54%	-22%
07	2023 - Spring	30%	39%	-9%	48%	-18%
08	2023 - Spring	28%	48%	-20%	55%	-27%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	29%	35%	-6%	44%	-15%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	40%	36%	50%	26%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	36%	58%	48%	46%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	65%	29%	63%	31%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	56%	63%	-7%	66%	-10%

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.

SWD Students are consistently not meeting grade level expectations in Math, ELA, Science and Civics. Students lacked consistent support due to vacancies. Literacy achievement levels across all three grade levels continues to be low. Contributing factors include: core vacancies, limited academic vocabulary, foundational literacy skills, and tier 1 instruction needs to address student needs.

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

Civics achievement data in 2022 was 73% and in 2023 it dropped to 57%. In 2022-23 we had a new teachers teaching Civics and 1 vacancy for nine weeks.

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.

Math has the largest gap from the state average. Math achievement level was 30 with the state average at 53. The factors contributing to this gap include: lack of foundational skills for students; tier 1 instruction needs improvement and differentiation; and student engagement in class is low.

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

In 2022 the Algebra 1 EOC pass rate was 60%. In 2023, the pass rate rose to 76%. Analyzing student performance on assessments and providing additional interventions for students who were under-performing allowed us to make significant gains.

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

In 2022-2023, we saw a rise in student referrals (increase of 120 referrals) and SESIR (major) incidents on campus. In our panorama student survey, the results for school safety (focusing on students feeling safe) declined by 2 points. By focusing on student discipline through PBIS, we will be able to impact student safety by decreasing the number of incidents on campus.

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

- 1) Focusing on instruction and interventions for SWD and multiracial students
- 2) Benchmark aligned instruction to target Tier 1 student needs
- 3) Building a positive culture to support student needs
- 4) Teacher recruitment
- 5) Teacher retention

Area of Focus

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

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a 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 analysis of FAST PM 3 data, NGSSS Science Assessment results, and Civics EOC data reveals that our students with disabilities subgroup consistently performs below the state average of 41%.

Measurable Outcome:

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

41% of the SWD population will meet achievement levels (3+) in ELA, Math, Science and Civics.

Monitoring:

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

Following each district/state assessment cycle, which includes assessments such as FAST PM1 & PM2 (ELA/Math), NWEA Science, SDOC Civics Mock EOC, etc., our leadership team will conduct a thorough analysis of data, with a specific emphasis on monitoring the progress of our students with disabilities (SWD). This will enable us to track growth and identify areas that may require additional targeted efforts.

To support this process, academic coaches and mentors will collaborate with PLTs to consistently review common and district progress monitoring assessments. This collaborative effort will help us pinpoint areas where additional adjustments in instruction may be needed.

Furthermore, our ESE Case managers will play a crucial role by providing quarterly progress reports within IEPs to ensure classroom progression aligns with the specific needs and objectives of our SWD. This holistic approach to data analysis and support demonstrates our commitment to the growth and success of this student population.

Person responsible for monitoring outcome:

Andrea Wold (andrea.wold@osceolaschools.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.)

To boost literacy skills, all intensive reading classes will incorporate supplemental phonics instruction to bridge decoding skill gaps. These courses will employ a dynamic approach, integrating stations and facilitating small-group instruction whenever possible. Mrs. Wold and academic coaches will partner with Professional Learning Teams (PLTs) to conduct frequent assessments and analyze data concerning students with disabilities (SWD). This ongoing data analysis will help pinpoint individual student needs and enable the development of targeted Tier II interventions, seamlessly integrated within the classroom environment. We are steadfast in our commitment to enhancing the Response to Intervention (RTI) framework throughout the school.

In classrooms with support facilitation, teachers are transitioning to a co-teaching model, emphasizing increased co-planning and small-group instruction. This multifaceted approach underscores our dedication to improving literacy outcomes for all students, particularly those with specific learning needs, and reflects our unwavering commitment to continually enhancing teaching practices to ensure student success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to Hattie's synthesis of 800 meta-analyses, which quantifies the impact of various educational strategies, phonics instruction demonstrates a substantial effect size of 0.6. This suggests that

implementing phonics instruction can lead to more than an average year of student growth.

Small group learning, with an effect size of 0.47, also proves to be an effective educational approach, contributing significantly to student progress.

In the realm of data-based decision-making and progress monitoring, commonly associated with Response to Intervention (RTI), Hattie's analysis reveals an impressive effect size of 1.09. This indicates that these practices have a substantial positive impact on student learning outcomes, far exceeding the gains typically seen in an average year of instruction.

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.

Create and/or monitor student IEP goals that are student specific, measurable, & comprehensive.

Person Responsible: Valerie Banks (valerie.banks@osceolaschools.net)

By When: Quarterly during SY 2023/24

Progress monitoring of students receiving ESE services in both general education, support facilitation, resource/sheltered classroom, and/or ESE self-contained settings.

Person Responsible: Andrea Wold (andrea.wold@osceolaschools.net)

By When: Quarterly during SY 2023/24

Teacher training and implementation of supplemental phonics and decoding curriculum in the intensive reading and BEST classrooms. ESE teachers co-planning with general education teachers to provide appropriate and rigorous grade-level, academic content provided and taught with fidelity in classroom setting.

**VE teacher & content/grade level academic teacher collaborative planning

**content/grade level academic content teacher & ESE self-contained teacher collaborative planning for B.E.S.T. standards

Person Responsible: Andrea Wold (andrea.wold@osceolaschools.net)

By When: Every nine-weeks period during SY 2023/24

Mrs. Wold and academic coaches work to collaborate with PLTs to use data analysis outcomes to identify individual student needs and develop targeted Tier II and Tier III interventions tailored to each student and ensure seamless integration of these interventions within the classroom environment.

Person Responsible: Andrea Wold (andrea.wold@osceolaschools.net)

By When: Monthly during extra hour PLT or weekly PLT meetings.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

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.

According to an integrated MTSS framework, Tier I instruction should impact 80% of students. Based on spring assessment results, only 32% of our students were proficient in reading, 31% of our students were proficient in math, 38% in science, and 56% proficient in social studies. Hence, the need to focus on benchmark-aligned instruction. Benchmark-aligned instruction is a pedagogical approach that aligns classroom teaching and learning activities with established benchmarks or standards. This approach holds several key advantages: Clarity of goals, assessment consistency, focused curriculum, measurable progress, accountability, quality assurance, transparency, data-driven decision-making, and curricular continuity. Benchmark-aligned instruction is a rational and effective approach to education that benefits students, educators, and educational systems as a whole. It establishes clear goals, ensures consistency, promotes accountability, and ultimately leads to improved learning outcomes.

Measurable Outcome:

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

FAST Data in Math will increase from 31% to the state average of 53% proficient
 FAST Data in ELA will increase from 32% to meet the district requirement of 50% proficiency
 Civics Data on the EOC will increase from 56% to 61% proficient (state average 57%)
 Science data will increase from 38% to meet the state average of 44% proficient

Monitoring:

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

1. PLTs will utilize the benchmark-aligned instruction tool will be monitored by the academic coaches.
2. Coaches will collaborate with PLTs to assist in the benchmark-aligned instruction
3. Admin, coaches, and mentor teachers will conduct classroom walkthroughs to collect data and provide feedback to teachers based on glows and areas of opportunity.
4. Educators will employ weekly or bi-weekly mini-assessments to gauge students' advancement in relation to state standards.
5. Professional learning teams will conduct weekly data analysis to ascertain the progress and areas that may require attention.
6. PLTs will analyze data from District Progress Monitoring Checks, FAST progress monitoring assessments, and Renaissance STAR to assess progress toward proficiency.

Person responsible for monitoring outcome:

Andrea Wold (andrea.wold@osceolaschools.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.)

Studies show that analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Alignment of curriculum and rigorous tasks with formative and summative assessments will increase student achievement. Research also indicates that the MTSS model and differentiating has a great impact on student success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

There is a direct correlation between achievement and the development of a rigorous and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student

achievement. The use of common formative assessments when well implemented can effectively double the speed of learning. (William, 2007) (Marzano, 2003).

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.

Monthly professional development on Marzano FTEM elements, to increase the rigor in lessons.

Person Responsible: Jacqueline Hinds (jacqueline.hinds@osceolaschools.net)

By When: Ongoing- provided monthly :1-2x per month through April 2024.

PLTs meet weekly to break down data and plan rigorous lessons. Academic Coaches (Math/ Science/ ELA/ Literacy/ SS) will meet with PLTs to provide feedback on lesson planning and rigor.

Person Responsible: Bianca Kubica (bianca.kubica@osceolaschools.net)

By When: ongoing- provided weekly in PLT meetings.

Increase student engagement strategies through Kagan and other cooperative learning structures.

Person Responsible: Jacqueline Hinds (jacqueline.hinds@osceolaschools.net)

By When: ongoing monthly trainings will include Kagan structures and other collaborative structures and be explicitly taught in professional developments.

#3. 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.

Based on Panorama Education student survey data for the 2022/23 school year;
37% of students stated a positive "Sense of Belonging"
30% of students stated a positive "School Climate"

Measurable Outcome:

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

We will survey students on a quarterly basis focusing on climate, sense of belonging and safety to identify needs. We will see an increase of 2-5% points for sense of belonging and 2-5% increase in school climate.

Monitoring:

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

Panorama Student Survey (Pre-Fall, Post-Spring)
Quarterly Student Surveys using FORMs or Survey Monkey with similar questions.

Person responsible for monitoring outcome:

Keith Anakotta (keith.anakotta@osceolaschools.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.)

Activities to address the unique needs among low-income students, English learners, racial and ethnic minorities, homeless students, disabled students, and youth living in foster care can significantly improve student achievement by addressing their sense of belonging and social emotional well-being. (Character Strong)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By focusing on students' sense of belonging and well-being, we will be able to foster a positive climate for learning. This will result in fewer referrals, less time out of class, and more productivity in the classroom, ultimately resulting in higher achievement.

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.

Create & implement student surveys with Panorama Questions for students to participate in during school year.

Person Responsible: Keith Anakotta (keith.anakotta@osceolaschools.net)

By When: Quarterly during SY 2023/24

Create sign in sheets for clubs/ after school activities to track student membership.

Person Responsible: Keith Anakotta (keith.anakotta@osceolaschools.net)

By When: Quarterly during SY 2023/24

Strengthen extra curricular activities for students to get them involved. Club rush week during August and January.

Person Responsible: Phillip Reeser (phillip.reeser@osceolaschools.net)

By When: September 1, 2023 and January 30, 2024. Monthly during stocktake.

Create a monthly schedule for EAT lunches: At risk students meeting with admin for lunch discussions. Pull Roster of students to invite to lunches on a monthly basis

Person Responsible: Andrea Wold (andrea.wold@osceolaschools.net)

By When: monthly stocktake meetings

Create a list of monthly and quarterly celebrations of student behavior.

Person Responsible: Sonia RiveraNieves (sonia.riveranieves@osceolaschools.net)

By When: September 30, 2023

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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.

With a change in school-based and district-wide administration, Horizon's retention rate was above 75% for the 2022/23 school year.

Measurable Outcome:

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

Horizon will retain 85% of the 2023/24 instructional staff for the 2024/25 school year.

Monitoring:

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

During the 2023/24 school year, Horizon Administration will continually focus on instructional and non-instructional staff openings.

Person responsible for monitoring outcome:

Keith Anakotta (keith.anakotta@osceolaschools.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.)

1. Teacher autonomy and administrative support - Teacher led PLC/PLT & School Committees with Administrations Support.
2. Class size - continued open dialogue between teacher/staff and administration regarding class size accommodations.
3. Student factors such as attitudes, skills, discipline, student poverty and diversity - continued teacher/staff professional development focused on student/staff relationships, PBiS, etc...
4. Other factors - as needed

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The research that relates to Teacher Retention & Recruitment states the following categories that affect teachers, staff, and school climate:

1. Teacher autonomy and administrative support
2. Class size
3. Student factors such as attitudes, skills, discipline, student poverty and diversity
4. Other factors.

**categories integrate with each other to assist with Teacher/Staff interactions with students.

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.

Committee Wednesdays - first Wednesday of the month teachers are committed to participate in teacher-chosen committees which increases teacher voice and inclusion. To assist with school wide decision making.

Person Responsible: Andrea Wold (andrea.wold@osceolaschools.net)

By When: Quarterly during SY 2023/24

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).

- Reading Coach: Supports all students and teachers in literacy improvement. She analyzes literacy data, works with teachers to improve instructional practices, and pushes into intervention groups for our lowest students.

- Title 1 Employees

Parent Liaison,: This person assists our multicultural and SWD families with scheduling meetings, gaining access to parent portal (focus), and general communication with the school.

Intensive Math: This teacher assists our lowest Math students with closing gaps in mathematical knowledge. Students are selected for this class based on their FAST PM3 data.

3 paraprofessionals: These staff members are pushing into classrooms of our multi-racial students, multi-lingual students, and Students with Disabilities (SWD). They provide support to our students and help teachers with stations and small group rotations.

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.

Horizon Middle School will provide the following avenues to assist stakeholders (students, parents, families, community members, teachers, staff, etc.) in accessing SIP, UniSIG budget, and SWP;

**Monthly SAC/PTSO meetings

**Social Media - post with live link to access FLDOE CIM website

**Social Media - post to inform parents, students, community members, teachers, etc., of meeting dates/ times and information scheduled to be provided

**Remind Messages - dated messages to provide information and/or links for access to current SIP, UniSIG budget, and/or SWP information

**Blackboard Messages - (same as above)

**Principal's Weekly Announcements - provide dated information and/or links to access current information for SIP, UniSIG budget, and SWP.

To maintain an effective and efficient mode of communication with Horizon Stakeholders, school administration and/or leadership will coordinate specific dates to ensure communication of SIP, UniSIG budget, and SWP to remain in compliance with Title I.

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 Middle School will plan the following to assist in building positive relationships with ALL Stakeholders (students, parents, community members, teachers, staff, etc.):

**Monthly SAC/PTSO meetings - advertised in advance to ensure access for participation

**Title I parent/community nights (several throughout 23/24 school year) - student/parent/community nights to assist in building academic, interpersonal, and/or community relationships for student success

**Performing Arts Events (several throughout 23/24 school year) - performing arts (band, orchestra, drama, choir, art, etc.) to provide access for students, parents, teachers, staff, etc., in creating a community to build relationships and appreciation in the performing arts

**Parent-Teacher Conferences - provide access to schedule parent teacher conferences at requests from parents, teachers, staff, and/or administration to assist in student academic and/or behavioral achievement

**School Website (SIP): <https://www.osceolaschools.net/domain/2682>

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)

Horizon Middle School believes in the Professional Learning Community (PLC) and Professional Learning Team (PLT) process to assist teachers and staff in providing strong academic lessons in all Academic and Non-Academic taught content/subject areas. PLCs & PLTs are teacher driven processes that work together in creating Tier I lessons in a collaborative team environment. During the process, at the end of the lesson the PLC/PLT look at the student data to review the lesson and look for both areas of growth and remediation. With the assistance of Academic Coaches, Mentors, and Administration, teachers and staff are supported to enrich and accelerate students, as well as create and use remediation lessons to assist students who have not met basic performance 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 Middle School coordinates the development of the School Improvement Plan alongside several federal, state, and local services, such as: Title I, Part A for the implementation of supplemental education for disadvantaged students; Title II, Part A for the implementation of various Professional Development opportunities to support teacher growth; Title III for the implementation of Multicultural services; Title IV, Part A for the implementation of student enrichment activities; Title IX for the implementation and support of students and families in transition; and Perkins Career and Technical Education for the implementation of postsecondary opportunities and experiences.

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))

The school has three school counselors, 1 part-time social worker, 1 part-time mental health counselor, and 1 part-time psychologist to service our students needs. Horizon offers mentoring services for Tier 2 & 3 behavior 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))

Through our CTE programs, students are able to experience careers through Orientation to Career Clusters. Students also complete Xello career surveys and track their potential pathways. Horizon offers 7 high school credit classes, providing opportunities for students to earn AP and college credits later in high school.

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).

Horizon uses PBIS to address Tiered behaviors. We provide a variety of interventions for Tier 2 & Tier 3 students, including the implementation of a FBA/ BIP if needed. From this process, students may be identified as needed additional services through an Individual Education Plan (IEP).

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))

Teacher were provided professional development before pre-planning, during voluntary professional development Thursdays, every 4th Wednesday, and district approved professional development days. We focus on aligning activities to standards and planning lessons based on data.

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))

NA