

Polk County Public Schools

# Horizons Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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# Horizons Elementary School

1700 FOREST LAKE DR, Davenport, FL 33837

[schools.polk-fl.net/horizonshawks](https://schools.polk-fl.net/horizonshawks)

## 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.**

The mission of Horizons Elementary is to provide learning experiences that result in high achievement for our students.

**Provide the school's vision statement.**

Horizons Elementary recognizes that in an ever-changing society we must continue to learn how to best educate our students. We will provide students with a curriculum that is rigorous and relevant so that the learning environment is optimized. Horizons Elementary students will be given every opportunity to soar above the horizon to success.

## 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
Heiser Meyers, Amy	Principal	Duties assigned per the PCPS job description for principal.
Pagan Cartagena, Keila	Assistant Principal	Duties assigned per the PCPS job description for assistant principal.
Paye, Madison	Assistant Principal	Duties assigned per the PCPS job description for assistant principal.
Shea, Shana	Instructional Coach	Duties assigned per the PCPS job description for coaches.

**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 leadership team compiled of school administrators, support staff, and classroom teachers contribute to the development of the SIP, which is shared as a working document with other school stakeholders during SAC meetings, Title I open house, and is available for review in the main office.

**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 regularly monitored for effective implementation through data gathering of State, District, and school level benchmark assessments and classroom walkthrough data. Based on the assessment outcomes, the school will revise the plan, as necessary, to ensure continuous improvement.

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	89%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	TSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	100	112	99	128	93	110	0	0	0	642
One or more suspensions	8	16	16	21	21	25	0	0	0	107
Course failure in English Language Arts (ELA)	8	23	21	118	14	6	0	0	0	190
Course failure in Math	7	16	18	23	1	1	0	0	0	66
Level 1 on statewide ELA assessment	0	0	0	36	37	86	0	0	0	159
Level 1 on statewide Math assessment	0	0	0	32	50	100	0	0	0	182
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	102	73	94	40	66	127	0	0	0	502

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	60	58	64	88	57	81	0	0	0	408

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	1	0	0	36	4	0	0	0	0	41
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	98	92	85	103	107	0	0	0	485
One or more suspensions	2	4	8	8	17	24	0	0	0	63
Course failure in ELA	4	23	16	60	7	5	0	0	0	115
Course failure in Math	6	15	9	0	1	0	0	0	0	31
Level 1 on statewide ELA assessment	0	0	0	48	26	100	0	0	0	174
Level 1 on statewide Math assessment	0	0	0	40	47	120	0	0	0	207
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	64	115	153	91	70	43	0	0	0	536

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	27	47	49	37	105	124	0	0	0	389



**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	37	0	0	0	0	0	37
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	98	92	85	103	107	0	0	0	485
One or more suspensions	2	4	8	8	17	24	0	0	0	63
Course failure in ELA	4	23	16	60	7	5	0	0	0	115
Course failure in Math	6	15	9	0	1	0	0	0	0	31
Level 1 on statewide ELA assessment	0	0	0	48	26	100	0	0	0	174
Level 1 on statewide Math assessment	0	0	0	40	47	120	0	0	0	207
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	64	115	153	91	70	43	0	0	0	536

**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	27	47	49	37	105	124	0	0	0	389

**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	37	0	0	0	0	0	37
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

**II. Needs Assessment/Data Review**

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40	45	53	41	47	56	40		
ELA Learning Gains				49			40		
ELA Lowest 25th Percentile				38			43		
Math Achievement*	40	49	59	36	42	50	37		
Math Learning Gains				49			31		
Math Lowest 25th Percentile				45			36		
Science Achievement*	33	41	54	26	49	59	24		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	57	54	59	55			40		

\* 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)	TSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	208
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	42

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	339
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

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

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	3	3
ELL	35	Yes	1	
AMI				
ASN	64			
BLK	42			
HSP	39	Yes	1	
MUL	46			
PAC				
WHT	51			
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	28	Yes	2	2
ELL	42			
AMI				
ASN				
BLK	35	Yes	1	
HSP	42			

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%
MUL				
PAC				
WHT	48			
FRL	42			

**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	40			40			33					57
SWD	16			20			17				5	58
ELL	30			36			21				5	57
AMI												
ASN	64			64							2	
BLK	38			40			30				5	64
HSP	37			39			30				5	55
MUL	58			33							2	
PAC												
WHT	55			45			54				4	
FRL	39			39			34				5	54

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	41	49	38	36	49	45	26					55
SWD	15	40	37	21	38	28	21					25
ELL	33	44	44	35	52	47	22					55
AMI												
ASN												

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
BLK	32	41	26	24	42	50	23					40
HSP	40	50	42	37	49	40	23					57
MUL												
PAC												
WHT	56	58		46	49		32					
FRL	39	48	36	34	50	47	26					57

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	40	40	43	37	31	36	24					40
SWD	17	36	31	27	37	54	12					23
ELL	28	38	50	29	28	43	14					40
AMI												
ASN												
BLK	34	44	55	33	29	33	25					33
HSP	38	39	35	35	30	35	22					42
MUL												
PAC												
WHT	55	42		46	31		28					
FRL	38	40	43	34	32	37	18					40

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	43%	-4%	54%	-15%
04	2023 - Spring	43%	53%	-10%	58%	-15%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	32%	42%	-10%	50%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	32%	51%	-19%	59%	-27%
04	2023 - Spring	49%	56%	-7%	61%	-12%
05	2023 - Spring	39%	44%	-5%	55%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	29%	39%	-10%	51%	-22%

### III. Planning for Improvement

**Data Analysis/Reflection**  
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

Science showed the lowest performance with a tentative clean up of the data to 33% scoring 3 or above. This is an improvement above the 26% during 21-22 school year. Some of the contributing factors include a high ELL and ESE population that struggles with vocabulary acquisition. Another trend is the limited benchmark specific materials that are available for teachers to use.

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

All subjects areas based on the tentative clean up of the data showed improvement over the 21-22 subject area scores.

**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.**

When compared to the state average, the data components that had the greatest gap are math and science with an 18% per subject. Some of the contributing factors include a high ELL and ESE population that struggles with vocabulary acquisition. However, both math and science scores are trending upwards.

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

The data component that showed the most improvement was math, tentatively increasing 8% over the 21-22 school year. The new actions included small group based of short formative assessments and the incorporation of number worlds as an intervention.

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

Student attendance and level 1 state assessment status in ELA and Math.

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

The upcoming school year's highest priorities for school improvement are as ranked:

- Increase overall ELA, Math, and Science proficiency (level 3 and above)
- Focus on learning gains, especially with the bottom 25%
- Focus on third grade ELA as it is an added component for school grade
- Increasing regular student attendance

**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 Teacher Attendance**

**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.

Horizons Elementary will establish and sustain a positive culture to support student outcomes. Reviewing past teacher attendance data, which showed that Horizons' teacher attendance is below the district data is the rationale for being identified as an area of focus.

**Measurable Outcome:**

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

Horizons Elementary will increase teacher attendance to reflect school wide 95% attendance.

**Monitoring:**

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

This area of focus will be monitored by analyzing monthly SAP teacher attendance reports. At the end of each quarter, teachers will be provided with a copy of their SAP attendance report with the goal of using ten or less days during the school year.

**Person responsible for monitoring outcome:**

Amy Heiser Meyers (amy.heiser-meyers@polk-fl.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.)

- Teachers with perfect monthly attendance will be recognized.
- In January 2024, administration will participate in individual (attendance chats) with all teachers.
- Teachers will be notified when they have reached 8 absences.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The rationale for selecting these evidence-based interventions is to maintain a focus on teacher attendance throughout the school year.

**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.

Communicate to the teachers about the importance of staff attendance and it is the school's goal to maintain attendance at 95% and outline the calendar of data sharing of attendance status.

**Person Responsible:** Amy Heiser Meyers (amy.heiser-meyers@polk-fl.net)

**By When:** Pre planning week

Coordinate with the principal's secretary to run the teacher attendance report in SAP monthly. Based on this report, teachers will be identified that have perfect monthly attendance.

**Person Responsible:** Amy Heiser Meyers (amy.heiser-meyers@polk-fl.net)



**By When:** Reports will be run the first workday of each month. The administration team will provide an incentive for those teachers with perfect monthly attendance.

**#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.

Horizons Elementary will increase the proficiency level in ELA, Math, and Science focusing on benchmark-aligned instruction.

**Measurable Outcome:**

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

Horizons Elementary will increase the overall proficiency in ELA, Math, and Science by 8 percentage points. Currently, ELA is tentatively at 43%; Math is tentatively at 44%; Science is tentatively 33%.

**Monitoring:**

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

This area of focus will be monitored for the desired outcome through daily walkthroughs, formal observations, district instructional reviews, and reviewing student assessment data and work samples.

**Person responsible for monitoring outcome:**

Amy Heiser Meyers (amy.heiser-meyers@polk-fl.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 interventions being implemented for this area of focus includes professional development throughout the year, weekly collaborative planning utilizing the learning arc framework, participation in corrective reading/ language acquisition/ reading mastery/ number worlds, and teacher representation on the district science teacher cadre.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The rationale for selecting these specific strategies is the correlation between implementing these high yield strategies to statistically quantifiable learning gains across these subject areas. This includes increasing the classroom teachers benchmark alignment through the use of the learning arc framework.

**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 have a calendar that includes professional development and collaborative planning dates and expectations. Additionally, a teacher representative will be selected as our science teacher cadre participant.

**Person Responsible:** Amy Heiser Meyers (amy.heiser-meyers@polk-fl.net)

**By When:** Calendar and expectations will be shared during the pre planning week, along with identifying the science cadre participant.

Appropriate trainings provided to specific staff member for the interventions of corrective reading/ language acquisition/ reading mastery and number worlds. After the trainings, appropriate monitoring of the intervention will be ongoing.

**Person Responsible:** Amy Heiser Meyers (amy.heiser-meyers@polk-fl.net)

**By When:** The training will take place between August and September. The monitoring of the intervention will be ongoing.

The Black/African American subgroup based on diagnostic testing will receive the appropriate corrective reading intervention and the appropriate acceleration opportunities to close any academic gaps to score above the 41% index.

**Person Responsible:** Amy Heiser Meyers (amy.heiser-meyers@polk-fl.net)

**By When:** The monitoring of the interventions will be ongoing in all subgroups including Black/African American. This will be monitored at a minimum, during each quarter.

The students with disabilities subgroup, based on diagnostic testing, will receive the appropriate corrective reading intervention and the appropriate acceleration opportunities to close any academic gaps to score above the 41% index. The majority of the corrective reading intervention for SWD will be provided by a trained ESE teacher.

**Person Responsible:** Amy Heiser Meyers (amy.heiser-meyers@polk-fl.net)

**By When:** The monitoring of the interventions will be ongoing in all subgroups including students with disabilities. This will be monitored at a minimum, during each quarter.

**#3. 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.

Horizons Elementary will increase the proficiency level in ELA, Math, and Science focusing on benchmark-aligned instruction.

**Measurable Outcome:**

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

Horizons Elementary will increase the overall proficiency in ELA, Math, and Science by 8 percentage points. Currently, ELA is tentatively at 43%; Math is tentatively at 44%; Science is tentatively 33%.

**Monitoring:**

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

This area of focus will be monitored for the desired outcome through daily walkthroughs, formal observations, district instructional reviews, and reviewing student assessment data and work samples.

**Person responsible for monitoring outcome:**

Amy Heiser Meyers (amy.heiser-meyers@polk-fl.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 interventions being implemented for this area of focus includes professional development throughout the year, weekly collaborative planning utilizing the learning arc framework, participation in corrective reading/ language acquisition/ reading mastery/ number worlds, and teacher representation on the district science teacher cadre.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The rationale for selecting these specific strategies is the correlation between implementing these high yield strategies to statistically quantifiable learning gains across these subject areas. This includes increasing the classroom teachers benchmark alignment through the use of the learning arc framework.

**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.

***No action steps were entered for this area of focus***

## 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)).

Horizons Elementary's process to review school improvement funding allocations to ensure resources are allocated based on student needs includes reviewing the Funds Management usage during each quarter and identify any changes needed to be shifted or reallocated differently. The majority of Horizons Elementary's Title 1 budget was allocated to fund additional staff for literacy and mathematics interventions. The additional funded staff will be frequently observed and student data reviewed to ensure this human capital resource is meeting the needs of the targeted ESSA subgroups.

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

The instructional practices specifically relating to ELA include:

- Language Acquisition
- Reading Mastery
- Corrective Reading
- Teacher Small Group
- Push in support from ESOL department
- Push in support from ESE department

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

The instructional practices specifically related to ELA include:

- Corrective Reading
- Teacher Small Group
- Push in support from ESOL department
- Push in support from ESE department

## Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2 Measurable Outcomes

The measurable outcome for K-2 will be that 50% of the students will demonstrate proficiency level in ELA.

### Grades 3-5 Measurable Outcomes

Horizons Elementary will increase the overall proficiency in ELA by 8 percentage points.

## Monitoring

### Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The school's area of focus will be monitored by daily walkthroughs using the SBT tool, formal observations, data analysis, and data chats with teachers and students.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Heiser Meyers, Amy, amy.heiser-meyers@polk-fl.net

## Evidence-based Practices/Programs

### Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The programs align with the district's k-12 in reading include language acquisition, reading mastery and corrective reading. To demonstrate a statistically significant effect on improving student outcomes we will provide constant progress monitoring and data analysis.

**Rationale:**

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The rationale for selecting these specific strategies is the correlation between implementing these high yield strategies to statistically quantifiable learning gains across this subject area. This includes increasing the classroom teachers' benchmark alignment through the use of the learning arc framework.

**Action Steps to Implement**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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\*\*Appropriate trainings provided to specific staff member for the interventions of corrective reading/ language acquisition and reading mastery. After the trainings, appropriate monitoring of the intervention will be ongoing. Teachers will have a calendar that includes professional development and collaborative planning dates and expectations to implement the interventions successfully.  
 \*\*Each subgroup, based on diagnostic testing, will receive the appropriate corrective reading, language acquisition or reading mastery intervention and the appropriate acceleration opportunities to close any academic gaps to score above the 41% index. All the interventions will be provided by a trained teacher or staff member.

Heiser Meyers, Amy,  
 amy.heiser-meyers@polk-fl.net

**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.

The methods for dissemination of this SIP are through SAC and faculty meetings. In addition, we provide a copy to the front office for parents to review.

**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))

The school plans to build positive relationships with parents, families and other community stakeholders through Facebook postings, using Messenger, and evening parent events.

**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)**

The school plans to strengthen the academic program in the school through teacher professional development, collaborative planning, small group interventions/acceleration, and tutoring.

**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))**

N/A

#### **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 support students' skills outside the academic subject area by providing the following services:

- Individual Counseling
- Group Counseling
- School Consultations
- Mental Health facilitation once a week
- <https://polkschoolsfl.com/mentalhealth/>
- 

**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))**



To ensure the preparation for and awareness of postsecondary opportunities and the workforce includes:

- Building Capacity of Events
- 5th grade transition events
- ACE program
- Art Showcase

**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).**

The implementation of a schoolwide tiered model to prevent behavior includes:

- CHAMPS
- PBIS Data Collection
- PBIS Monthly Celebrations
- MTSS
- Grade Recovery
- Deans, Behavior Interventionist, Instructional Coaches, School Counselors and Administrators support

**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))**

The professional learning provided by our school includes:

- Collaborative Planning
- Professional Learning Communities to improve instruction and data
- Student and Teacher Data chat
- Data Analysis
- Recruitment and Educator Quality Department - PCPS Culture Ambassador Program

**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))**

To assist preschool children in the transition from early childhood education programs to elementary programs our school offer:

- VPK (Title I, ESE and non-Title I)
- Kindergarten Round Up
- Kindergarten Summer Readiness Camps
- Early Childhood - <https://polkschoolsfl.com/earlychildhood/>

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

**The approved budget does not reflect any amendments submitted for this project.**

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00

	<b>Total:</b> <b>\$0.00</b>
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**Budget Approval**

**Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.**

Yes