

Volusia County Schools

Horizon Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	14
III. Planning for Improvement	19
IV. ATSI, TSI and CSI Resource Review	24
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	24
VII. Budget to Support Areas of Focus	0

Horizon Elementary School

4751 HIDDEN LAKE DR, Port Orange, FL 32129

<http://myvolusiaschools.org/school/horizon/pages/default.aspx>

School Board Approval

This plan was approved by the Volusia County School Board on 10/31/2023.

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.

At Horizon, we strive to provide a nurturing environment, promoting Academic Development, Individual Growth, and Mutual Respect to develop productive, responsible citizens.

Provide the school's vision statement.

In educating our students at Horizon, we strive to empower them to communicate effectively, include everyone, show empathy, and demonstrate responsibility and perseverance.

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
Sandrowicz, Bianca	Teacher, ESE	ESE Support Facilitation Teacher/ SAC Chair: The school-based leadership team identifies school-based needs and resources (materials and personnel) to determine how to support students and teachers best. Team members represent a leader from each grade level and department, with expertise in the areas of ELA, Math, Science, and Social Studies; primary, and intermediate grades, and exceptional students. Each member of the instructional leadership team serves as the liaison between leadership and their grade-level team. Academic and behavioral data are considered in order to determine priorities and functions of problem-solving teams and professional learning communities. Teacher feedback, classroom observations, and student performance data are also considered.
Speidel, Teresa	Assistant Principal	Assistant Principal: The assistant principal works closely with the school's leadership team to determine the needs of Horizon Elementary. The school-based leadership team identifies school-based needs and resources (materials and personnel) to determine how to best support students and teachers.
Johnson, Melani	Principal	Principal: As the school's primary instructional leader, the principal communicates a vision for student achievement and guides the team's work. The principal works closely will the school's leadership team to determine the needs of Horizon Elementary. The school-based leadership team identifies school-based needs and resources (materials and personnel) to determine how to best support students and teachers.
Lilly, Elizabeth	Instructional Coach	Instructional Coach: The Instructional coach serves as the liaison between leadership and grade-level teams. Academic and behavioral data are considered in order to determine priorities and functions of problem-solving teams and professional learning communities. Teacher feedback, classroom observations, and student performance data are also considered.
Auricchio, Karen	Teacher, K-12	Second Grade Teacher/Grade Chair: The school-based leadership team identifies school-based needs and resources (materials and personnel) to determine how to support students and teachers best. Team members represent a leader from each grade level and department, with expertise in the areas of ELA, Math, Science, and Social Studies; primary, and intermediate grades, and exceptional students. Each member of the instructional leadership team serves as the liaison between leadership and their grade-level team. Academic and behavioral data are considered in order to determine priorities and functions of problem-solving teams and professional learning communities. Teacher feedback, classroom observations, and student performance data are also considered.
Schofield, Shaw	Teacher, K-12	Fourth Grade Teacher: The school-based leadership team identifies school-based needs and resources (materials and personnel) to determine

Name	Position Title	Job Duties and Responsibilities
		<p>how to support students and teachers best. Team members represent a leader from each grade level and department, with expertise in the areas of ELA, Math, Science, and Social Studies; primary, and intermediate grades, and exceptional students. Each member of the instructional leadership team serves as the liaison between leadership and their grade-level team. Academic and behavioral data are considered in order to determine priorities and functions of problem-solving teams and professional learning communities. Teacher feedback, classroom observations, and student performance data are also considered.</p>
Marquez, Arika	School Counselor	<p>School Counselor: The school-based leadership team identifies school-based needs and resources (materials and personnel) to determine how to support students and teachers best. Team members represent a leader from each grade level and department, with expertise in the areas of ELA, Math, Science, and Social Studies; primary, and intermediate grades, and exceptional students. Each member of the instructional leadership team serves as the liaison between leadership and their grade-level team. Academic and behavioral data are considered in order to determine priorities and functions of problem-solving teams and professional learning communities. Teacher feedback, classroom observations, and student performance data are also considered.</p>
Stephens, Dana	Teacher, K-12	<p>Kindergarten Teacher/ Grade Chair: The school-based leadership team identifies school-based needs and resources (materials and personnel) to determine how to support students and teachers best. Team members represent a leader from each grade level and department, with expertise in the areas of ELA, Math, Science, and Social Studies; primary, and intermediate grades, and exceptional students. Each member of the instructional leadership team serves as the liaison between leadership and their grade-level team. Academic and behavioral data are considered in order to determine priorities and functions of problem-solving teams and professional learning communities. Teacher feedback, classroom observations, and student performance data are also considered.</p>
Wise, Kristy Jo	Teacher, K-12	<p>First Grade Teacher: The school-based leadership team identifies school-based needs and resources (materials and personnel) to determine how to support students and teachers best. Team members represent a leader from each grade level and department, with expertise in the areas of ELA, Math, Science, and Social Studies; primary, and intermediate grades, and exceptional students. Each member of the instructional leadership team serves as the liaison between leadership and their grade-level team. Academic and behavioral data are considered in order to determine priorities and functions of problem-solving teams and professional learning communities. Teacher feedback, classroom observations, and student performance data are also considered.</p>

Name	Position Title	Job Duties and Responsibilities
Reynolds, Ragan	Teacher, K-12	Third-grade teacher/ Grade Chair: The school-based leadership team identifies school-based needs and resources (materials and personnel) to determine how to support students and teachers best. Team members represent a leader from each grade level and department, with expertise in the areas of ELA, Math, Science, and Social Studies; primary, and intermediate grades, and exceptional students. Each member of the instructional leadership team serves as the liaison between leadership and their grade-level team. Academic and behavioral data are considered in order to determine priorities and functions of problem-solving teams and professional learning communities. Teacher feedback, classroom observations, and student performance data are also considered.
Strickland, William	Teacher, K-12	Fifth-grade Gifted Teacher/ Grade Chair: The school-based leadership team identifies school-based needs and resources (materials and personnel) to determine how to support students and teachers best. Team members represent a leader from each grade level and department, with expertise in the areas of ELA, Math, Science, and Social Studies; primary, and intermediate grades, and exceptional students. Each member of the instructional leadership team serves as the liaison between leadership and their grade-level team. Academic and behavioral data are considered in order to determine the priorities and functions of problem-solving teams and professional learning communities. Teacher feedback, classroom observations, and student performance data are also considered.
Buck, Erin	Teacher, K-12	Second Grade Teacher/Grade Chair: The school-based leadership team identifies school-based needs and resources (materials and personnel) to determine how to support students and teachers best. Team members represent a leader from each grade level and department, with expertise in the areas of ELA, Math, Science, and Social Studies; primary, and intermediate grades, and exceptional students. Each member of the instructional leadership team serves as the liaison between leadership and their grade-level team. Academic and behavioral data are considered in order to determine priorities and functions of problem-solving teams and professional learning communities. Teacher feedback, classroom observations, and student performance data are also considered.
Geyer, Kassandra	Teacher, K-12	Third Grade Teacher/ Grade Chair: The school-based leadership team identifies school-based needs and resources (materials and personnel) to determine how to support students and teachers best. Team members represent a leader from each grade level and department, with expertise in the areas of ELA, Math, Science, and Social Studies; primary, and intermediate grades, and exceptional students. Each member of the instructional leadership team serves as the liaison between leadership and their grade-level team. Academic and behavioral data are considered in order to determine priorities and functions of problem-solving teams and professional learning communities. Teacher feedback, classroom observations, and student performance data are also considered.

Name	Position Title	Job Duties and Responsibilities
Murphy, Cara	Teacher, K-12	First Grade Teacher/Grade Chair: The school-based leadership team identifies school-based needs and resources (materials and personnel) to determine how to support students and teachers best. Team members represent a leader from each grade level and department, with expertise in the areas of ELA, Math, Science, and Social Studies; primary, and intermediate grades, and exceptional students. Each member of the instructional leadership team serves as the liaison between leadership and their grade-level team. Academic and behavioral data are considered in order to determine priorities and functions of problem-solving teams and professional learning communities. Teacher feedback, classroom observations, and student performance data are also considered.
Proctor, Lori	Teacher, K-12	Fourth Grade Teacher/ Grade Chair: The school-based leadership team identifies school-based needs and resources (materials and personnel) to determine how to support students and teachers best. Team members represent a leader from each grade level and department, with expertise in the areas of ELA, Math, Science, and Social Studies; primary, and intermediate grades, and exceptional students. Each member of the instructional leadership team serves as the liaison between leadership and their grade-level team. Academic and behavioral data are considered in order to determine priorities and functions of problem-solving teams and professional learning communities. Teacher feedback, classroom observations, and student performance data are also considered.
Traynom, Bridget	Teacher, K-12	Fifth Grade Teacher/Grade Chair: The school-based leadership team identifies school-based needs and resources (materials and personnel) to determine how to support students and teachers best. Team members represent a leader from each grade level and department, with expertise in the areas of ELA, Math, Science, and Social Studies; primary, and intermediate grades, and exceptional students. Each member of the instructional leadership team serves as the liaison between leadership and their grade-level team. Academic and behavioral data are considered in order to determine priorities and functions of problem-solving teams and professional learning communities. Teacher feedback, classroom observations, and student performance data are also considered.

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.

Through our end-of-year Cognia survey, all school staff and families were able to give input about Horizon Elementary. The school leadership team looked at the survey data, along with FAST PM 3 results and Science FSSA results to identify areas of need. ESSA subgroups data from 2022 was also

used to identify our SWD and Black/African American populations as groups that fell below the threshold.

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 plan will be regularly monitored for effective implementation and impact on increasing achievement in several ways. Scheduled learning walks will take place to gather data that will be used to gauge implementation. Walk-through data will also be used for implementation. Data from the PM 1, 2, and 3 will be used along with Volusia Benchmark Assessments will be used to analyze the impact on increasing achievement. Our school leadership team will meet once a month to Analyze the data and make adjustments to our SIP plan as needed.

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)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	44%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: C
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	8	46	38	41	27	31	0	0	0	191	
One or more suspensions	0	12	9	12	7	14	0	0	0	54	
Course failure in English Language Arts (ELA)	0	0	0	9	7	3	0	0	0	19	
Course failure in Math	0	0	0	3	7	2	0	0	0	12	
Level 1 on statewide ELA assessment	0	0	0	0	35	39	0	0	0	74	
Level 1 on statewide Math assessment	0	0	0	0	43	34	0	0	0	77	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	5	7	5	7	0	0	0	27	

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	13	8	15	13	21	0	0	0	70

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	1	0	19	0	0	0	0	0	21
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	16	40	28	41	31	29	0	0	0	185	
One or more suspensions	1	8	11	15	11	6	0	0	0	52	
Course failure in ELA	0	0	0	1	6	1	0	0	0	8	
Course failure in Math	0	0	0	1	2	1	0	0	0	4	
Level 1 on statewide ELA assessment	0	0	0	1	32	21	0	0	0	54	
Level 1 on statewide Math assessment	0	0	0	0	30	23	0	0	0	53	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	8	9	10	14	6	0	0	0	47	
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	9	11	13	27	19	0	0	0	80

The number of students identified retained:

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

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	16	40	28	41	31	29	0	0	0	185	
One or more suspensions	1	8	11	15	11	6	0	0	0	52	
Course failure in ELA	0	0	0	1	6	1	0	0	0	8	
Course failure in Math	0	0	0	1	2	1	0	0	0	4	
Level 1 on statewide ELA assessment	0	0	0	1	32	21	0	0	0	54	
Level 1 on statewide Math assessment	0	0	0	0	30	23	0	0	0	53	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	8	9	10	14	6	0	0	0	47	
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	9	11	13	27	19	0	0	0	80

The number of students identified retained:

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

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*	54	52	53	61	53	56	62		
ELA Learning Gains				53			60		
ELA Lowest 25th Percentile				31			50		
Math Achievement*	57	55	59	63	42	50	60		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				65			35		
Math Lowest 25th Percentile				51			14		
Science Achievement*	63	62	54	57	55	59	59		
Social Studies Achievement*					59	64			
Middle School Acceleration					45	52			
Graduation Rate					58	50			
College and Career Acceleration						80			
ELP Progress		60	59						

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	230
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	381
Total Components for the Federal Index	7

2021-22 ESSA Federal Index

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	23	Yes	2	1
ELL				
AMI				
ASN	90			
BLK	27	Yes	4	1
HSP	47			
MUL	56			
PAC				
WHT	69			
FRL	46			

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	32	Yes	1	
ELL	69			
AMI				
ASN	96			
BLK	33	Yes	3	
HSP	49			
MUL	67			
PAC				
WHT	63			
FRL	49			

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	54			57			63					
SWD	16			22			26				4	
ELL												
AMI												
ASN	87			93							2	
BLK	28			20			29				4	
HSP	43			46			60				4	
MUL	48			56							3	
PAC												
WHT	64			69			75				4	
FRL	41			46			50				4	

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	61	53	31	63	65	51	57					
SWD	25	34	25	31	47	39	26					
ELL	64			73								
AMI												
ASN	92			100								
BLK	29	34	27	25	36	48	33					
HSP	52	44		52	75		20					
MUL	64	58		71	75							
PAC												
WHT	72	58	43	74	71	54	68					
FRL	50	49	31	53	60	50	51					

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	62	60	50	60	35	14	59					
SWD	29	38	30	28	13	18	18					
ELL												
AMI												
ASN	80			90								
BLK	31	40		35	20		21					
HSP	50			48								
MUL	65			56								
PAC												
WHT	71	64	50	66	43	9	69					
FRL	54	56	53	51	33	11	52					

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	61%	53%	8%	54%	7%
04	2023 - Spring	54%	57%	-3%	58%	-4%
03	2023 - Spring	51%	53%	-2%	50%	1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	55%	57%	-2%	59%	-4%
04	2023 - Spring	62%	59%	3%	61%	1%
05	2023 - Spring	58%	55%	3%	55%	3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	64%	61%	3%	51%	13%

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.

According to PM3 data, our 3rd grade ELA data had the lowest performance at 51% proficient. PM1 and PM2 data also demonstrated underperformance compared to proficiency in 4th and 5th grade ELA. Contributing Factors: Discipline data for 3rd grade was the highest for students receiving referrals. There was inconsistent team collaborative planning for ELA, and there was a vacancy in the 2nd half of the year.

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

According to PM3 Data, 3rd grade had the greatest decline. Contributing Factors: Discipline data for 3rd grade was the highest for students receiving referrals. There was inconsistent team collaborative planning for Math, and there was a vacancy in the 2nd half of the year.

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.

According to PM3 Data, the biggest gap was in 3rd grade Math and 4th grade ELA. The state 3rd Math average was 59% and Horizon was at 55% for a difference of 4%. The state's 4th ELA average was 58% and Horizon was at 54% for a difference of 4%.

Contributing Factors: Collaborative planning was inconsistent in 3rd and 4th grade. Discipline data showed an increase in referrals in the 3rd and 4th grades.

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

According to SSA Science data, our 5th grade Science data had the greatest increase in improvement, from 57% to 64%.

New Actions/ Contributing Factors: Increasing engagement through the use of common experiments. PLCs focused on collaborative planning using common experiments. Consistent use of district resources on Canvas.

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

29% of our students have less than 90% attendance
The number of students with 1 or more suspension is increasing.

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

The systems identified as needing the most attention on our campus for the upcoming school year are:

- *Collaborative Planning
- *Positive Culture/Environment
- *MTSS/Problem-Solving

Area of Focus

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

#1. Instructional Practice specifically relating to Collaborative Planning**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.

At Horizon Elementary, according to our PM3 data ELA achievement levels have declined over the past 3 years. Our ELA proficiency rate in 2021 was 62%, in 2022 in 61%, and in 2023 55%. We have had inconsistencies with the structure, facilitation, and implementation of collaborative planning. There is work we need to do on defining and strengthening this system as well as how collaborative planning supports our Multi-Tiered Systems of Support in order to positively impact outcomes and teacher practice.

Measurable Outcome:

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

Student practice:

*All students will show growth consistent with state growth trends from PM1 to PM2.

* By February 2024, 65% of students will show proficiency on benchmark-aligned common assessments.

Teacher practice:

*By, January 2024 90% if classroom teachers will provide students with benchmark-aligned tasks as evidenced in walkthroughs.

Coaching practice

*By April 2024, the number of teachers receiving Tier2-3 support decreases by 80%.

Monitoring:

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

Student practice:

* Student data will be disaggregated after PM 1 and PM2 and compared to state proficiency and growth trends.

* 65% proficiency will be the common goal across all content areas for the 23-24 school year. After each benchmark-aligned common assessment is administered, teachers, with the support of coaches will track and chart this data to measure progress over time.

Teacher practice:

*Classroom walkthrough trend data will be collected and analyzed biweekly.

*Administration and coaches will attend common planning and teams will turn in collaborative planning minutes

Coaching practice:

*Administration and coaches will meet weekly as a team to analyze the coaching support plan and data trends collected to make adjustments as needed.

Administration will collect coaching plans/notes and provide feedback to instructional coaches.

Person responsible for monitoring outcome:

Melani Johnson (myjohns1@volusia.k12.fl.us)

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.)

Providing Professional Development: By providing professional learning in the area of collaborative planning during ERPL days and our professional learning day and supported through PLCs facilitated by school-based the instructional coach, administration, and district curriculum resource teachers with a focus to deepen content-based learning, support benchmark-aligned instruction and tasks, and build capacity among staff.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research has shown that teacher effectiveness is the most important school-based factor that influences student outcomes, including student achievement.

Providing Professional Development is identified as a moderate Tier 2 intervention identified by WWC as evidenced by Impact Results of the eMINTS Professional Development Validation Study: Professional development Validation Study Meyers, Coby V.; Molefe, Ayrin; Brandt, W. Christopher; Zhu, Bo; Dhillon, Sonica (2016). Educational Evaluation and Policy Analysis, v38 n3 p455-476. Retrieved from: <https://eric.ed.gov/?id=EJ1108395>

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 2 - Moderate 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.

Provide ongoing professional learning in the B.E.S.T. benchmarks, district Math, ELA, and Science resources and curriculum materials including the planning protocols for collaborative planning.

Person Responsible: Elizabeth Lilly (ealilly@volusia.k12.fl.us)

By When: By January 2024 all grade-level teams will use the planning protocols to guide their collaborative planning meetings as evidenced by meeting notes and administration observation of collaborative planning meetings.

Conduct Learning walks with district look-fors on benchmark-aligned instruction and student tasks. Learning walks will be performed during ELA, Math, and Science blocks.

Person Responsible: Melani Johnson (myjohns1@volusia.k12.fl.us)

By When: By January 2024, all forms of learning walks will be performed (district, administrative, and school-based) to collect evidence of collaborative planning and its impact on student achievement.

#2. 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.

The Area of Focus aligns with Strategic Plan Goal 3: Provide a safe, healthy, supportive environment. As a result of our Needs Assessment and Analysis, it revealed that students earned a total of 669 discipline referrals during the 22-23 school year.

Measurable Outcome:

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

Reduce the total number of discipline referrals by 25% and strengthen PBIS support. With 100% teacher participation, the PBIS team will complete the PBIS checklist in the fall, spring, and at the end of the year in order to monitor the implementation of PBIS strategies.

Monitoring:

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

The Area of Focus will be monitored by analyzing student data during PLCs, implementing behavioral interventions for at-risk students, establishing a mentor program for at-risk students, and establishing an SEL/PBIS Team for the purpose of regularly analyzing school-wide discipline data and fully implementing the PBIS structure. Completion of the PBIS checklist in the fall, spring, and at the end of the year will provide evidence of our school's PBIS initiatives.

Person responsible for monitoring outcome:

Teresa Speidel (ttspeide@volusia.k12.fl.us)

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.)

Our evidence-based strategy is to continue to implement Positive Behavior Interventions and Supports(PBIS) school-wide. We will monitor this through frequent walk-throughs by school-based administrators and coaches. Teams and individual teachers will receive feedback to guide them in planning instruction for students' social and emotional needs. The PBIS team will monitor the progress of PBIS criteria and incentives. The School Counselors will provide behavioral interventions to the most at-risk students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PBIS is identified as a promising Tier 3 intervention identified by WWC as evidenced by Equity-Focused PBIS Approach Reduces Racial Inequities in School Discipline: A Randomized Controlled Trial (2021)McIntosh, Kent; Girvan, Erik J.; Fairbanks Falcon, Sarah; McDaniel, Sara C.; Smolkowski, Keith; Bastable, Eoin; Santiago-Rosario, María Reina; Izzard, Sara; Austin, Sean C.; Nese, Rhonda N. T.; Baldy, Tabathia S. (2021). School Psychology, v36 n6 p433-444. Retrieved from: <https://eric.ed.gov/?id=EJ1316009>

Tier of Evidence-based Intervention

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

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Conduct a faculty book study with the book, *Hacking School Discipline* by Nathan Maynard and Brad Weinstein. The book will be introduced on September 5, 2023. October 3, 2023, Chapters 1 - 3, November 7, 2023, chapters 4-6, and December 6, 2023 chapters 7-9 will be discussed using collaborative structures.

Person Responsible: Melani Johnson (myjohns1@volusia.k12.fl.us)

By When: By December 6, 2023, all faculty will have read, discussed, and implemented strategies from *Hacking Discipline*.

Utilize the PBIS Team with the purpose of analyzing discipline and attendance data, and strengthening school-wide implementation of PBIS. The team will create a plan for school-wide incentive store for students to use their Eagle Bucks.

Person Responsible: Teresa Speidel (tlspeide@volusia.k12.fl.us)

By When: By Spring Break 2024, Incentive reward data will be established to analyze whether PBIS program is increasing positive behavior. We will compare this data to the discipline data and continue to make adjustments to the program as needed.

CSI, TSI and ATSI Resource Review

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

The School Leadership Team and the School advisory council reviewed the title 1 budget which allocates for a parent liaison. The role of the parent liaison will be to connect school and home resources. The parent liaison will contact families to help with solutions to attendance concerns. Tier 2 and tier 3 students are struggling in the areas of ELA and Math because they lack the skills necessary to reach proficiency (Please review previous data pages). Horizon will also use Title I funds to pay for two intervention teachers. Intervention Teacher will meet with Tier 2/3 students on a daily basis and will use district ELA assessments, district Math assessments, and iReady diagnostics as designated by the assessment calendar. Intervention Teacher will also use progress monitoring tools listed in the district decision trees.

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 SIP will be disseminated to stakeholders during our Open House meeting in September. The SIP will also be shared with the School Advisory Committee. Progress of our SIP will be shared through the school newsletter, faculty meetings, PTA meetings and SAC meetings.

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))

Our PTA and administration has partnered to create a communications task force. The purpose of the task force is to build relationships with parents, get parents to become part of the Horizon support team. When parents support the administration, they participate in school-based events, speak positively about our school within the community, and encourage their children to adhere to academic and behavioral expectations. Some of the events the task force has scheduled are: Meet the Principal-August, Horizon Parent Forum - September, Spooky Story Night-October, Night of the Arts - February. We will continue to host monthly PTA meetings, SAC meetings to inform our parents of the school's progress throughout the school year.

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)

Providing Professional Development: By providing professional learning in the area of collaborative planning during ERPL days and our professional learning day and supported through PLCs facilitated by school-based the instructional coach, administration, and district curriculum resource teachers with a focus to deepen content-based learning, support benchmark-aligned instruction and tasks, and build capacity among staff.

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))

This plan is a requirement for Targeted Support and Improvement (TS&I) schools. To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. Currently, Horizon Elementary has two ESSA subgroups below 41%: SWDs (32) and African American students (33). The SIP is intended to be the primary artifact used by our school with stakeholders to review data, set goals, create an action plan and monitor progress.

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))

Horizon Elementary has two school counselors this year. They are dedicated to serve as System Change Agents in collaboration with the school leadership team to ensure a safe, supportive and respectful school climate that promotes social/emotional and academic development and success of all students. As our counselors incorporate events including

* Whole class SEL lessons

- Small group – grief, divorce, poverty, etc.
- One-to-one – crisis prevention/de-escalation process
- Check-in, check-out system (classroom visits, lunchtime in the café, etc.)

Our school counselors will teach, model, and promote social skills, teaching, modeling, celebrating, and recognizing PBIS expectations. When needed, school counselors will be the contact for district and community mental health teams, to access this service for students and their families.

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))

N/A

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).

We have a PBIS team, representing all grade levels and ESE, that meets to plan, review, and adjust implementation. The entire faculty and staff, including clerical, cafeteria, and custodial workers, are part of the implementation and contribute to its success. Parents and community members also have a voice through PTA and SAC, which meet regularly. Both of these groups contribute to school improvement goals by providing input. Our goal is to teach children alternate behaviors to ensure a school environment that is safe, fun, free from distraction, and helps all children reach their maximum learning potential. Our PBIS Team will use the data to tier student behavior, addressing tier 2 and tier 3 behaviors through MTSS and mentoring.

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))

By providing professional learning in the area of collaborative planning during ERPL days and our professional learning day and supported through PLCs facilitated by school-based the instructional coach, administration, and district curriculum resource teachers with a focus to deepen content-based learning, support benchmark-aligned instruction and tasks, and build capacity among staff.

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

Horizon has one unit of ESE Blended Pre-K on our campus. They participate in the school's Master Schedule, as well as events and activities in conjunction with their required Pre-K curriculum.