

Horizons Elementary School

1700 FOREST LAKE DR, Davenport, FL 33837

schools.polk-fl.net/horizonshawks

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
84%

Alternative/ESE Center
No

Charter School
No

Minority
73%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	C

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	31
Technical Assistance Items	33
Appendix 3: Budget to Support Goals	34

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The process by which the school learns about the students' cultures and builds relationships between teachers and students includes many classes have interest inventory/get to know me activities whenever a new year begins or a new student enters the school. Through data collection of our students' demographic data, the school takes this into consideration when hiring new staff (we attempt to mirror our population). The school staff continues to build upon their student relationships by maintaining open communication with the families and encourages parental involvement. Also, other staff members provide his/her cultural insights to ensure there is understanding among the students and staff members. The school also provides a flex schedule with one of our ESOL paras in order to be available after school hours to assist with parent conferences and ESOL tutoring.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school creates an atmosphere surrounded by safety since all procedures both during unstructured time (morning time, transition time, and dismissal time) and structured time are fully supervised by adults. Being a large school of 1060+, ensuring supervision and controlled movement throughout the campus immediately increases student safety. Multiple staff members are trained in non-violent verbal de-escalation procedures and have shared the core principals of this training with the staff. Our staff has been apprised of using "positive talk" when redirecting students, which maintains positive role modeling of expected behaviors. Students are provided through modeling, such social skills as the monthly Keys to Characterbuilding. Our student tee shirts are walking billboards for our core beliefs...I am Responsible, Respectful, Ready, Safe, & Engaged.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Horizons Elementary participates in Positive Behavior Supports (PBS) in an effort to aid and minimize distractions and to keep students engaged during instructional time. Horizons' staff and students focus on five key expectations throughout the instructional day to support the school-wide plan of expectations. All staff members were trained on the 2014-2015 PBS protocol on 8/15/2014. All staff

members were trained and provided a copy of the PBS-adopted defined behaviors. Behaviors are within three clearly-defined categories. These categories are 1) Classroom-managed, 2) Office-Managed and 3) Crisis-Managed. All staff members are provided with a flow-chart to assist with next steps when dealing with disciplinary incidents. Clearly-established behavioral expectations for all students and staff are: 1) Respectfulness, 2) Safety, 3) Positivity, 4) Readiness and 5) Engagement. A point system is in place, documented in the form of a monthly calendar (for all students) to keep students, teachers, and parents, aware of the daily expectations. The monthly calendar serves as a tool to provide school-wide consistency as to how PBS incentives and privileges are earned. It also communicates to parents their child's behavior in school. A parent will know if their child isn't earning what is expected of them each day and why. The calendar enables the appropriate staff members to quantifiably measure student expectations and provides data to target specific behaviors when a student does not meet his or her expectations. Each month, students will be provided with an expectation calendar to be updated daily by the teacher. Each student has an opportunity to earn 6 points daily for modeling the PBS traits. Each quarter, students will be expected to meet or exceed the point total set for the month. 1st Grading Period = 70%; 2nd Grading Period = 75%; 3rd Grading Period = 80%; 4th Grading Period = 85%. Students can earn extra points weekly by going above and beyond the required expectations. To better support PBS, students who exceed their monthly goal will receive additional prizes and incentives. PBS Committee members meet monthly throughout the school year to address concerns brought to the attention of the team in order to improve practices school wide.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school ensures the social-emotional needs of all students by following the school's MTSS procedures for identifying and then responding with the appropriate interventions to meet the needs of the student. This may be implemented on a tiered system based on the specific need. The school has a full time guidance counselor and a school psychologist is at the school three days a week. Horizons Elementary also has a full time ESE Support Facilitator and a school social worker is assigned to the school multiple days a week and will come more frequently if needed. The school also has a Parent Involvement paraprofessional full time.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

NA-
 Our school is pre-K through Grade 5.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	41	20	16	29	16	20	142
One or more suspensions	1	5	0	9	2	5	22
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	101	73	75	249
Over-age 2 or more years	0	1	0	3	6	12	22

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	K	1	3	4	5	
Students exhibiting two or more indicators	1	1	19	11	11	43

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Horizons utilized a Check-In/Check-Out (CICO) system to monitor students who had multiple suspensions and/or chronic behavior problems. An adult, usually the guidance counselor or another staff member, who wasn't the student's homeroom teacher, met with the student before, during, and at the end of each day to discuss, monitor, and revise personal and structural goals while being monitored on the CICO system. This system involved daily parental communication and involvement. Tutoring sessions were held Monday through Thursday from January-April 2014 to target students who demonstrated the need for remediation in reading and/or mathematics in grades 3-5. This was based on FAIR Data and Discovery Assessment Scores. Mathematical benchmarks were spiraled throughout the sessions and retaught for deeper understanding and mastery. Higher Order Thinking questions were written to correlate to literary novels students read during the reading sessions. Questions posed required students to infer, predict, recall, and cite the text for evidence to support their answers. All correct answers required comprehension of the text. Positive Behavior Supports was used to implement the school-wide expectation. Attendance was highlighted as one of the PBS components in which students earned points towards monthly achievements. The PBS system also helped to reduce the number of office referrals which reduced the number of In-School and Out-of-School Suspensions.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/196552>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement by developing a plan of need with the details necessary to align the cost (request of donation) to the action it will be supporting and for publically thanking and acknowledging such gracious donators. This was evident with the partnership that the school developed last year between the District Office's ESOL Department, CenterState Bank, and Horizons Elementary in order to provide the Spanish-speaking parents with English tutoring. This

program will continue this year as well. All of our donators are repeaters since it is clearly articulated to them what is needed... and why it is needed...and publically thanking them for the generous assistance. The school also taps into our parent resources by sponsoring monthly opportunities to come to the school for events specifically for parents and students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Heiser Meyers, Amy	Principal
Leatherwood, Nikeshia	Assistant Principal
fountain, mary	Instructional Coach
perpilus, angela	Instructional Coach
lux, jessica	Psychologist
Jackson, Hope	Guidance Counselor
Jadallah, Mahboobah	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Mrs. Heiser-Meyers is the Instructional Leader for the school. Mrs. Heiser-Meyers has a Master's Degree in Program Evaluation with an emphasis in Statistical Analysis. Therefore data analysis and identifying trend patterns is a skill that is used to guide the school's instructional pathway. Many curriculum trainings are facilitated and modeled by the principal and best practices are embedded in curriculum that is developed by the principal (i.e. numerous CIS lessons-many of which are available on the PCSB Moodle site). Mrs. Heiser-Meyers practices shared decision making by using staff surveys, both horizontal and vertical grade level meetings, and using staff input to determine upcoming changes.

Mrs. Leatherwood is also an instructional leader with a Master's Degree in C& I with an emphasis in Math and Science. Mrs. Leatherwood has created both benchmark instructional curriculum and has facilitated multiple professional development trainings and PLCs. Mrs. Leatherwood is gaining experiences that will prepare her to become a school principal.

Both Mrs. Angela Perpilus and Mrs. Mary Fountain have a Master's Degree in Ed. Leadership and both are serving students in the role of an Interventionist. Both of these Interventionists have evidence of moving student achievement.

Mrs. Jackson is our guidance counselor and brings a wealth of life experience to Horizons Elementary. Mrs. Jackson brings a calming approach when working with both students and staff. Mrs. Lux, our school psychologist, has been assigned to Horizons since the school opened seven years ago. Mrs. Lux has ensured her schedule services Horizons three days a week. Mrs. Lux has a deep understanding regarding tier 2 and tier 3 behavior interventions. Mrs. Lux, along with our guidance counselor, were very instrumental in assisting Administration with identifying students for potential Gifted eligibility, which resulted in the school gaining a full time Gifted unit for 2014-15.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The process through which school leadership identifies and aligns all available resources in order to meet the needs of all students involves having a clear understanding of budget analysis to obtain the best return on what the budgetary money is being spent on. For instance, money is saved when the most tenured paras are allocated as a basic para and assigning the newly hired personnel under Title I (using this methodology last year gained the school an extra \$3000 savings in Title I money that was then repurposed into student tutoring). Using the budget to support both the hiring of qualified staff (hiring two qualified and trainable paras is equivalent in cost to one teacher) can double your small group instructional opportunity. Also, permitting your qualified teachers to assist with curriculum development, which can be very specific to our student needs, is both cost effective and more relevant to meeting student needs than it is to spend money on a pre-created generic program. The leadership team has a voice in how and why the budget is allocated to best meet student needs, which the principal strongly considers when finalizing budgetary decisions.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Mr. Cebian Alty	Parent
Mrs. Amy Heiser-Meyers	Principal
Mrs. Nikeshia Leatherwood	Education Support Employee
Mrs. Debora Cordero	Education Support Employee
Mrs. Mary Fountain	Education Support Employee
Mrs. Vaness Gonzalez	Parent
Mrs. Angela Perpilus	Education Support Employee
Mrs. Henreta Kindle	Education Support Employee
Mrs. Magda Landron	Education Support Employee
Mrs. Luz Ortiz	Parent
Mrs. Moraima Santiago	Education Support Employee
Mr. Jim Capobianco	Parent
Mrs. J. Capobianco	Parent
Ms. Regla Mondoza	Parent
Ms. Heidi Colon	Parent
Ms. Jennifer Miles	Parent
Dr. Ellis	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SIP was reviewed during the final SAC meeting for the 2013-14 school year on May 13, 2014.

Development of this school improvement plan

Throughout the 2013-14 academic year, the SAC reviewed the SIP and made suggestions for improvement. These suggestions were used to guide the goals, barriers, resources, and strategies for the upcoming year. This SIP draft was shared and input was solicited during the SAC meeting on 9-12-14.

Preparation of the school's annual budget and plan

Funds from Title I will be used for professional development, school improvement planning, curriculum development, and parent involvement. The budget was also reviewed during the May 13, 2014 meeting. The budget was also discussed during the first SAC meeting of the new year on 9-12-14

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The SAC funds were allocated for two purposes during the 2013-14 school year:

1. Purchase two picnic tables (\$950.00 approximately).
2. Approve Lottery funds to be used to purchase 15-work days in July for Assistant Principal, Mrs. Leatherwood to work (\$5,421.18)

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

NA- The school is in compliance.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Heiser Meyers, Amy	Principal
Leatherwood, Nikeshia	Assistant Principal
banks, katie	Teacher, ESE
Breckinridge, Lynda	Teacher, K-12
correll, jessica	Teacher, K-12
fountain, mary	Instructional Coach
fowler, yolanda	Teacher, K-12
gordon, jennifer	Teacher, K-12
macuga, jennifer	Teacher, K-12
stanley, courtney	Teacher, K-12
McCroan, Karen	Instructional Media
Jadallah, Mahboobah	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy throughout the school by meeting monthly to discuss literacy practices and school-wide data. The school has a literacy Interventionist that is the daily liaison among the different grade levels regarding the area of literacy. School needs are identified and ways to resolve these needs are discussed and action is then implemented. The major initiatives of the LLT this year will include:

1. Progress Monitoring Data Analysis (Fridays).
2. Implementing Literacy Circles in grades 3-5.
3. Differentiated Instruction.
4. Teaching to the benchmark level of complexity as defined by DOK's Depth of Knowledge.
5. Evidenced Based Textual Reading Responses.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school's strategies to encourage positive working relationships between teachers includes the following practices:

1. All teachers have collaborative planning opportunities.
2. Administration models appropriate interactions by having a positive professional working relationship between the principal and assistant principal.
3. Promoting a school-wide philosophy that "We are all in this together as ONE team".
4. Administration provides positive praise for all the hard work and values each team member's contribution.
5. Everyone is treated as a professional practitioner in the field of education.
6. A professional Reading Coach is available to assist with professional development needs.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The strategies to recruit, develop, and retain highly qualified effective teachers includes the following:

1. Hire teachers that have demonstrated evidence of successful teaching as evidenced by student growth.
 2. As an outlining school, hire teachers from the surrounding area.
 3. Value the importance of mirroring the demographics of the teachers to the students.
 4. Treat your staff as valued professionals.
- Highly qualified teachers are retained through the dedication of the leadership team to provide support.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The school's mentoring program includes conducting after school PD with an experienced teacher (who also has a Master's Degree in C&I with an emphasis in Professional Development). These training sessions are monthly and last year PD360 was used to assist with the facilitation of the training. These novice teachers were also paired up with the appropriate grade level chairperson, Interventionists, and/or Administration.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school ensures its core instructional programs and materials are aligned to Florida's Standards by ensuring the teachers are following the PCSB curriculum maps and the recommended materials that are supporting those curriculum maps. There are weekly PLC meetings with Administration to discuss curriculum trends and on Fridays the grade levels are provide with time during planning to conduct Progress Monitoring Data Analysis. Additionally, Administration conducts frequent classroom visits to ensure the appropriate curriculum and materials are being used. The MTSS Progress monitoring tool, on-going assessment instruments such as FAIR, teacher-created on-going assessment, district-created on-going assessments will be used as data sources for problem solving. In addition, discipline data, check-in/out data, and attendance data will be used to identify problems and used for problem-solving. Data collected will be reviewed each month at MTSS/RtI meetings with teachers and support staff.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses data to provide and differentiate instruction to meet the diverse needs of the students by using IDEAS and color-coding students based on learning needs. Then appropriate materials are used to meet those needs within the classroom setting (many times as a center or during guided groups). Support staff are then scheduled to assist with differentiating guided groups. The school has also started the Gifted/Able Learner (GAL) Program in grades First through Fifth grade to assist with the enrichment needs of our highest performing students. Frequent progress monitoring is implemented to monitor student progress.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 256

Small groups will be given additional instruction in reading, writing, and/or math based on individual student need.

Strategy Rationale

Based on data indicating the need for further core instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Previous year's test scores and on-going progress monitoring will be used to identify students and individual student academic need.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The school employs support for incoming and outgoing cohorts of students in transition by implementing the following strategies:

1. The school has a pre-K program, which many of the students are zoned for our KG class. The pre-K teachers are invited to participate in all staff meetings and PD day trainings. Towards the end of the year, the pre-K students are exposed to the Kindergarten routine on campus. Parents are also invited to all parent workshops.
2. The surrounding middle schools schedule frequent visits on campus to meet with the 5th grade students. This also includes extra curricular activities such as band and chorus.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The school sponsors opportunities for professionals to meet with students in regards to their professions. Students are also exposed to different job opportunities by attending the HS academies Expo that the District has sponsored in the past.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Students are exposed to an elementary curriculum that will have them both academically and socially prepared for the middle school curriculum.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The school is implementing the Florida Standards, which were developed to prepare students for post high school education and training.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

The school is working to close achievement gaps among demographic groups and gender, especially in the area of math and science with the intent that students matriculate from elementary school on grade level.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Instructional staff will use data to make informed instructional decisions to differentiate instruction based on student's academic needs.
- G2.** Use a variety of text such as literacy circles and fictional and informational text, students will be engaged daily across all content areas, with opportunities to discuss and write about evidence based questions in order to increase proficiency.
- G3.** The Horizons community will increase positive relationships in order to increase student attendance, student time on task, and instructional time to reduce discipline referrals and out of school suspensions therefore increasing student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Instructional staff will use data to make informed instructional decisions to differentiate instruction based on student's academic needs. 1a

G041647

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	57.0
AMO Math - All Students	60.0
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- IDEAS- District Supported Data Collection Website
- School Accountability Reports
- On-going progress monitoring data
- MTSS Problem Solving Team
- School Leadership Team

Targeted Barriers to Achieving the Goal 3

- The instructional staff do not uniformly know how to use data to differentiate instruction.

Plan to Monitor Progress Toward G1. 8

The data that will be collected includes FAIR and other progress monitoring data, such as reading/mathematics assessment item analysis, math fact fluency analysis, grade level meeting notes, student data chats, and journal responses.

Person Responsible

Amy Heiser Meyers

Schedule

Weekly, from 9/24/2014 to 6/5/2015

Evidence of Completion

Student data results based on FAIR and other progress monitoring data, such as most missed spiral review, math fact fluency analysis, reading/mathematics assessment item analysis, grade level meeting notes, student data chats, and journal responses.

G2. Use a variety of text such as literacy circles and fictional and informational text, students will be engaged daily across all content areas, with opportunities to discuss and write about evidence based questions in order to increase proficiency. 1a

G041646

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	57.0
AMO Math - All Students	60.0
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- Novels stemmed with higher order thinking questions which require text evidence for support.
- Professional development on literacy circles.
- Additional paraprofessional staff to provide increased opportunities for small group skills instruction for high-risk students.
- Include the support of both a Literacy and Math Interventionists.
- Media Specialist will provide high quality text for students.

Targeted Barriers to Achieving the Goal 3

- Student opportunities to engage with high-quality text outside of the ELA block.

Plan to Monitor Progress Toward G2. 8

Evidence of increased scores on FAIR and on-going assessments.

Person Responsible

Amy Heiser Meyers

Schedule

Biweekly, from 9/24/2014 to 6/5/2015

Evidence of Completion

Score reports from FAIR and on-going assessments.

G3. The Horizons community will increase positive relationships in order to increase student attendance, student time on task, and instructional time to reduce discipline referrals and out of school suspensions therefore increasing student achievement. 1a

G039543

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	57.0
AMO Math - All Students	60.0
FCAT 2.0 Science Proficiency	
One or More Suspensions	
Teacher attendance rate	

Resources Available to Support the Goal 2

- Year-long small group counseling using research-based materials provided by the Mark Wilcox Center. Supporting materials that may be used is Do You Know Me Well Enough to Teach Me? by Stephen Peters. Also the school's Reading Coach and Curriculum Interventionists will be used to provide on-going academic professional development to both the parents and the teachers. This includes specific strategies that are effective when working with students from diverse backgrounds.
- School Psychologist on campus three days a week.
- Literature/articles to increase staff awareness of the effects of poverty on student achievement.
- Adding a Parent Involvement Paraprofessional to assist with tracking attendance and tardies with fidelity.

Targeted Barriers to Achieving the Goal 3

- Having so many new staff members and not fully understanding and implementing PBS and behavior interventions uniformly.
- Staff attendance which creates a lack of consistency for students.
- Lack of staff understanding and experience of the social, emotional, and academic needs of students with diverse backgrounds.

Plan to Monitor Progress Toward G3. 8

Early warning system reports, attendance reports, tardy reports, early check-out reports, discipline reports, student achievement reports such as FAIR data; on-going progress monitoring reading/mathematics assessment data, math fact fluency data; math fact fluency; and spiral review mathematics data.

Person Responsible

Schedule

Biweekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Reduced absenteeism, reduced tardies, reduced early check-outs, increase in student achievement as evidenced on- FAIR data and on-going progress monitoring reading/mathematics data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Instructional staff will use data to make informed instructional decisions to differentiate instruction based on student's academic needs. **1**

 G041647

G1.B1 The instructional staff do not uniformly know how to use data to differentiate instruction. **2**

 B101047

G1.B1.S1 The instructional staff will be provided with strategies to assist them with interpreting student data to effectively differentiate instruction. **4**

 S112279

Strategy Rationale

Student proficiency will increase when instruction is differentiated to meet specific learning needs.

Action Step 1 **5**

Based on PD opportunities the instructional staff will be provided with support in order to effectively implement differentiated instruction within the classroom setting.

Person Responsible

Amy Heiser Meyers

Schedule

Monthly, from 9/24/2014 to 6/5/2015

Evidence of Completion

Based on classroom observation and student examples will be used as evidence that differentiated instruction is being used.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

By conducting frequent classroom visits looking for evidence of differentiated instruction and by providing the classroom teachers with explicit feedback pertaining to the area of differentiated instruction. Data chats will also be conducted with the staff to monitor the implementation of differentiated instruction.

Person Responsible

Amy Heiser Meyers

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Walkthrough and data chat documentation with teachers.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitoring student data trends will be used to determine the effectiveness at reducing the barrier.

Person Responsible

Amy Heiser Meyers

Schedule

Weekly, from 9/2/2014 to 6/5/2015


Evidence of Completion

Based on FAIR data and on-going progress monitoring data, evidence of differentiation based on student work samples, and observations during classroom visits.

G2. Use a variety of text such as literacy circles and fictional and informational text, students will be engaged daily across all content areas, with opportunities to discuss and write about evidence based questions in order to increase proficiency. **1**

 G041646

G2.B3 Student opportunities to engage with high-quality text outside of the ELA block. **2**

 B101046

G2.B3.S1 Provide a system to find and provide staff with high quality text. **4**

 S112278

Strategy Rationale

Having high quality text across content areas will increase proficiency.

Action Step 1 **5**

Recruit master teachers and the media specialist to assist with locating high quality text across content areas.

Person Responsible

Amy Heiser Meyers

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Copies of high quality text across content areas.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Each week the Reading Coach and Media Specialist will share with Administration and the classroom teachers high quality texts that meets the specified criteria for being considered complex text.

Person Responsible

Amy Heiser Meyers

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

High quality text copies that meets the criteria for being considered complex grade-level text.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The effectiveness will be monitored by seeing an increase in student reading proficiency based on data reports from on-going assessments.

Person Responsible

Amy Heiser Meyers

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

The evidence that will be used is FAIR testing and other formative classroom assessments across the curriculum.

G3. The Horizons community will increase positive relationships in order to increase student attendance, student time on task, and instructional time to reduce discipline referrals and out of school suspensions therefore increasing student achievement. 1

G039543

G3.B1 Having so many new staff members and not fully understanding and implementing PBS and behavior interventions uniformly. 2

B095391

G3.B1.S1 Increasing staff understanding of implementing the PBS strategies and behavior interventions. 4

4

S112275

Strategy Rationale

With implementing PBS strategies and behavior interventions will increase positive student relationships.

Action Step 1 5

Conduct monthly PBS Team meetings and review student data.

Person Responsible

Amy Heiser Meyers

Schedule

Monthly, from 9/4/2014 to 6/1/2015

Evidence of Completion

Student and teacher discipline data and attendance reports.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitoring reports will be used to determine the fidelity of implementation and if any changes are needed...including any additional PD opportunities for staff.

Person Responsible

Amy Heiser Meyers

Schedule

Monthly, from 9/4/2014 to 6/5/2015

Evidence of Completion

Discipline reports and student achievement reports.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monitoring reports will be used to determine the fidelity of implementation and if any changes are needed...including any additional PD opportunities for staff.

Person Responsible

Amy Heiser Meyers

Schedule

Monthly, from 9/4/2014 to 6/5/2015

Evidence of Completion

Student and teacher discipline reports.

G3.B2 Staff attendance which creates a lack of consistency for students. 2

B101042

G3.B2.S1 Monitor staff attendance during the school year. 4

S112274

Strategy Rationale

Increasing staff attendance will increase positive student relationships.

Action Step 1 5

Monitoring Staff Attendance by reviewing the staff report in SAP.

Person Responsible

Amy Heiser Meyers

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Staff attendance report on SAP.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Pulling the monthly staff report in SAP and reviewing it with administration.

Person Responsible

Amy Heiser Meyers

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Reviewing the staff report in SAP.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Effectiveness will be monitored based on an increase in staff attendance based on the SAP report.

Person Responsible

Amy Heiser Meyers


Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

The evidence will be based on if there is a decrease in the number of staff absences.

G3.B3 Lack of staff understanding and experience of the social, emotional, and academic needs of students with diverse backgrounds. 2

 B101043

G3.B3.S1 Increasing staff understanding and experience of the social, emotional, and academic needs of students with diverse backgrounds. 4

 S112276

Strategy Rationale

To increase positive student relationships.

Action Step 1 5

The school will conduct monthly small group counseling sessions, provide both English/Spanish parent workshops, and solicit the assistance of the Title I Parent Involvement Paraprofessional to assist with the school/home relationship through effective positive strategies to monitor/acknowledge positive attendance and/or student behavior of identified at-risk students.

Person Responsible

Amy Heiser Meyers

Schedule

Monthly, from 10/23/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets of participation.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Monitor participant sign-in sheets and application of strategies shared during the PLC meetings.

Person Responsible

Amy Heiser Meyers

Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Copy of participant sign-in sheets.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

The strategy will be monitored for effectiveness by reviewing academic student progress, attendance data, and discipline data.

Person Responsible

Amy Heiser Meyers

Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

To see a decrease in discipline referrals; attendance absences for students; and .increased academic achievement.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.A1	Monitoring Staff Attendance by reviewing the staff report in SAP.	Heiser Meyers, Amy	9/2/2014	Staff attendance report on SAP.	6/5/2015 monthly
G3.B1.S1.A1	Conduct monthly PBS Team meetings and review student data.	Heiser Meyers, Amy	9/4/2014	Student and teacher discipline data and attendance reports.	6/1/2015 monthly
G3.B3.S1.A1	The school will conduct monthly small group counseling sessions, provide both English/Spanish parent workshops, and solicit the assistance of the Title I Parent Involvement Paraprofessional to assist with the school/home relationship through effective positive strategies to monitor/acknowledge positive attendance and/or student behavior of identified at-risk students.	Heiser Meyers, Amy	10/23/2014	Sign-in sheets of participation.	5/29/2015 monthly

Polk - 1362 - Horizons Elementary School - 2014-15 SIP
Horizons Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A1	Recruit master teachers and the media specialist to assist with locating high quality text across content areas.	Heiser Meyers, Amy	9/2/2014	Copies of high quality text across content areas.	6/5/2015 weekly
G1.B1.S1.A1	Based on PD opportunities the instructional staff will be provided with support in order to effectively implement differentiated instruction within the classroom setting.	Heiser Meyers, Amy	9/24/2014	Based on classroom observation and student examples will be used as evidence that differentiated instruction is being used.	6/5/2015 monthly
G1.MA1	The data that will be collected includes FAIR and other progress monitoring data, such as reading/mathematics assessment item analysis, math fact fluency analysis, grade level meeting notes, student data chats, and journal responses.	Heiser Meyers, Amy	9/24/2014	Student data results based on FAIR and other progress monitoring data, such as most missed spiral review, math fact fluency analysis, reading/mathematics assessment item analysis, grade level meeting notes, student data chats, and journal responses.	6/5/2015 weekly
G1.B1.S1.MA1	Monitoring student data trends will be used to determine the effectiveness at reducing the barrier.	Heiser Meyers, Amy	9/2/2014	Based on FAIR data and on-going progress monitoring data, evidence of differentiation based on student work samples, and observations during classroom visits.	6/5/2015 weekly
G1.B1.S1.MA1	By conducting frequent classroom visits looking for evidence of differentiated instruction and by providing the classroom teachers with explicit feedback pertaining to the area of differentiated instruction. Data chats will also be conducted with the staff to monitor the implementation of differentiated instruction.	Heiser Meyers, Amy	9/2/2014	Walkthrough and data chat documentation with teachers.	6/5/2015 weekly
G2.MA1	Evidence of increased scores on FAIR and on-going assessments.	Heiser Meyers, Amy	9/24/2014	Score reports from FAIR and on-going assessments.	6/5/2015 biweekly
G2.B3.S1.MA1	The effectiveness will be monitored by seeing an increase in student reading proficiency based on data reports from on-going assessments.	Heiser Meyers, Amy	9/2/2014	The evidence that will be used is FAIR testing and other formative classroom assessments across the curriculum.	6/5/2015 weekly
G2.B3.S1.MA1	Each week the Reading Coach and Media Specialist will share with Administration and the classroom teachers high quality texts that meets the specified criteria for being considered complex text.	Heiser Meyers, Amy	9/2/2014	High quality text copies that meets the criteria for being considered complex grade-level text.	6/5/2015 weekly
G3.MA1	Early warning system reports, attendance reports, tardy reports, early check-out reports, discipline reports, student achievement reports such as FAIR data; on-going progress monitoring reading/mathematics assessment data, math fact fluency data; math fact fluency; and spiral review mathematics data.		9/8/2014	Reduced absenteeism, reduced tardies, reduced early check-outs, increase in student achievement as evidenced on-FAIR data and on-going progress monitoring reading/mathematics data.	6/3/2015 biweekly
G3.B2.S1.MA1	Effectiveness will be monitored based on an increase in staff attendance based on the SAP report.	Heiser Meyers, Amy	9/2/2014	The evidence will be based on if there is a decrease in the number of staff absences.	6/5/2015 monthly
G3.B2.S1.MA1	Pulling the monthly staff report in SAP and reviewing it with administration.	Heiser Meyers, Amy	9/2/2014	Reviewing the staff report in SAP.	6/5/2015 monthly
G3.B1.S1.MA1	Monitoring reports will be used to determine the fidelity of implementation and if any changes are needed...including any additional PD opportunities for staff.	Heiser Meyers, Amy	9/4/2014	Student and teacher discipline reports.	6/5/2015 monthly
G3.B1.S1.MA1	Monitoring reports will be used to determine the fidelity of implementation and if any changes are	Heiser Meyers, Amy	9/4/2014	Discipline reports and student achievement reports.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	needed...including any additional PD opportunities for staff.				
G3.B3.S1.MA1	The strategy will be monitored for effectiveness by reviewing academic student progress, attendance data, and discipline data.	Heiser Meyers, Amy	9/24/2014	To see a decrease in discipline referrals; attendance absences for students; and .increased academic achievement.	5/29/2015 monthly
G3.B3.S1.MA1	Monitor participant sign-in sheets and application of strategies shared during the PLC meetings.	Heiser Meyers, Amy	9/24/2014	Copy of participant sign-in sheets.	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Instructional staff will use data to make informed instructional decisions to differentiate instruction based on student's academic needs.

G1.B1 The instructional staff do not uniformly know how to use data to differentiate instruction.

G1.B1.S1 The instructional staff will be provided with strategies to assist them with interpreting student data to effectively differentiate instruction.

PD Opportunity 1

Based on PD opportunities the instructional staff will be provided with support in order to effectively implement differentiated instruction within the classroom setting.

Facilitator

Amy Heiser-Meyers

Participants

Instructional staff

Schedule

Monthly, from 9/24/2014 to 6/5/2015

G3. The Horizons community will increase positive relationships in order to increase student attendance, student time on task, and instructional time to reduce discipline referrals and out of school suspensions therefore increasing student achievement.

G3.B1 Having so many new staff members and not fully understanding and implementing PBS and behavior interventions uniformly.

G3.B1.S1 Increasing staff understanding of implementing the PBS strategies and behavior interventions.

PD Opportunity 1

Conduct monthly PBS Team meetings and review student data.

Facilitator

PBS Team leaders (assistant principal, guidance counselor, school psychologist)

Participants

Staff

Schedule

Monthly, from 9/4/2014 to 6/1/2015

G3.B2 Staff attendance which creates a lack of consistency for students.

G3.B2.S1 Monitor staff attendance during the school year.

PD Opportunity 1

Monitoring Staff Attendance by reviewing the staff report in SAP.

Facilitator

Administration

Participants

Staff recognition for exemplary attendance on a monthly, quarterly, and end of the year basis.

Schedule

Monthly, from 9/2/2014 to 6/5/2015

G3.B3 Lack of staff understanding and experience of the social, emotional, and academic needs of students with diverse backgrounds.

G3.B3.S1 Increasing staff understanding and experience of the social, emotional, and academic needs of students with diverse backgrounds.

PD Opportunity 1

The school will conduct monthly small group counseling sessions, provide both English/Spanish parent workshops, and solicit the assistance of the Title I Parent Involvement Paraprofessional to assist with the school/home relationship through effective positive strategies to monitor/acknowledge positive attendance and/or student behavior of identified at-risk students.

Facilitator

Amy Heiser-Meyers

Participants

Staff

Schedule

Monthly, from 10/23/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: Instructional staff will use data to make informed instructional decisions to differentiate instruction based on student's academic needs.	2,000
Goal 3: The Horizons community will increase positive relationships in order to increase student attendance, student time on task, and instructional time to reduce discipline referrals and out of school suspensions therefore increasing student achievement.	2,000
Grand Total	4,000

Goal 1: Instructional staff will use data to make informed instructional decisions to differentiate instruction based on student's academic needs.

Description	Source	Total
B1.S1.A1 - Notes: Professional Development	Title I Part A	2,000
Total Goal 1		2,000

Goal 3: The Horizons community will increase positive relationships in order to increase student attendance, student time on task, and instructional time to reduce discipline referrals and out of school suspensions therefore increasing student achievement.

Description	Source	Total
B1.S1.A1 - Notes: paper, ink, meeting misc. materials.	Title I Part A	500
B2.S1.A1 - Notes: Recognize exemplary staff attendance.	General Fund	1,000
B3.S1.A1 - Notes: paper, ink, meeting materials, misc.	Title I Part A	500
Total Goal 3		2,000