School District of Osceola County, FL

Horizon Middle School

2019-20 School Improvement Plan

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Horizon Middle School

2020 HAM BROWN RD, Kissimmee, FL 34746

www.osceolaschools.net

Demographics

Principal: Michael Ballone

Start Date for this Principal: 7/17/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: B 2016-17: B 2015-16: B 2014-15: B 2013-14: C
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](http://www.floridacims.org)

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 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: School Information

School Mission and Vision

Provide the school's mission statement

Horizon Middle School strives to develop self- confident and creative students willing to take risks within a challenging and innovative environment.

Provide the school's vision statement

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Ballone, Michael	Principal	Instructional leader - Leads the shared decision-making process along with the administrative team and the school's leadership team to address data, interventions, and school-based decisions. Promotes a schoolwide culture of learning through the PLC and the MTSS processes..
bednarczyk, Michelle	Instructional Coach	Math/Science coach - provide small group intervention and instruction coaching support.
Casado, Rolando	Assistant Principal	Instructional leader - Participates in the shared decision-making process along with the administrative team and the school's leadership team to address data, interventions, and school-based decisions. Develops and Manages the school master schedule. Responsible for conducting monthly Stocktake meetings to monitor the progress of the school improvement plan.
Lovegrove, Alexandra	Instructional Coach	Literacy Coach and classroom interventionist - provide small group intervention and instruction coaching support. Push-in instructional support.
Lowe, Ashley	Dean	Provide behavioral support and campus supervision. Participate in the collection of behavior data and managing interventions.
Granger, Richard	Dean	Provide behavioral support and campus supervision. Participate in the collection of behavior data and managing interventions.
Hinds, Jacqueline	Instructional Coach	Literacy coach - provide small group intervention and instruction coaching support.
Jurgens, Andria	Assistant Principal	Instructional leader - Participates in the shared decision-making process along with the administrative team and the school's leadership team to address data, interventions, and school-based decisions. Leads the school wide PBIS processsest

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	410	450	458	0	0	0	0	1318
Attendance below 90 percent	0	0	0	0	0	0	19	21	30	0	0	0	0	70
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	7	6	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	0	0	0	71	77	93	0	0	0	0	241

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	47	44	47	0	0	0	0	138

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	2	2	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
92

Date this data was collected or last updated
Thursday 10/10/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	67	70	64	0	0	0	0	201
One or more suspensions	0	0	0	0	0	0	72	120	79	0	0	0	0	271
Course failure in ELA or Math	0	0	0	0	0	0	6	5	1	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	0	0	0	92	92	80	0	0	0	0	264
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	53	53	48	0	0	0	0	154

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	67	70	64	0	0	0	0	201
One or more suspensions	0	0	0	0	0	0	72	120	79	0	0	0	0	271
Course failure in ELA or Math	0	0	0	0	0	0	6	5	1	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	0	0	0	92	92	80	0	0	0	0	264
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	53	53	48	0	0	0	0	154

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	45%	54%	47%	47%	53%
ELA Learning Gains	51%	48%	54%	53%	51%	54%
ELA Lowest 25th Percentile	36%	42%	47%	45%	42%	47%
Math Achievement	53%	49%	58%	49%	49%	58%
Math Learning Gains	57%	51%	57%	58%	55%	57%
Math Lowest 25th Percentile	58%	47%	51%	56%	52%	51%
Science Achievement	50%	47%	51%	50%	48%	52%
Social Studies Achievement	74%	72%	72%	75%	75%	72%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	410 (0)	450 (0)	458 (0)	1318 (0)
Attendance below 90 percent	19 (67)	21 (70)	30 (64)	70 (201)
One or more suspensions	0 (72)	0 (120)	0 (79)	0 (271)
Course failure in ELA or Math	0 (6)	7 (5)	6 (1)	13 (12)
Level 1 on statewide assessment	71 (92)	77 (92)	93 (80)	241 (264)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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**
06	2019	45%	48%	-3%	54%	-9%
	2018	41%	46%	-5%	52%	-11%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	44%	47%	-3%	52%	-8%
	2018	38%	46%	-8%	51%	-13%
Same Grade Comparison		6%				
Cohort Comparison		3%				
08	2019	44%	49%	-5%	56%	-12%
	2018	51%	52%	-1%	58%	-7%
Same Grade Comparison		-7%				
Cohort Comparison		6%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	47%	45%	2%	55%	-8%
	2018	42%	43%	-1%	52%	-10%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	26%	30%	-4%	54%	-28%
	2018	18%	29%	-11%	54%	-36%
Same Grade Comparison		8%				
Cohort Comparison		-16%				
08	2019	54%	47%	7%	46%	8%
	2018	44%	43%	1%	45%	-1%
Same Grade Comparison		10%				
Cohort Comparison		36%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	43%	42%	1%	48%	-5%
	2018	42%	42%	0%	50%	-8%
Same Grade Comparison		1%				
Cohort Comparison						

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2019	98%	62%	36%	67%	31%
2018	100%	68%	32%	65%	35%
Compare		-2%			

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2019	73%	73%	0%	71%	2%
2018	71%	70%	1%	71%	0%
Compare		2%			

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2019	84%	49%	35%	61%	23%
2018	86%	52%	34%	62%	24%
Compare		-2%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2019	97%	44%	53%	57%	40%
2018	100%	39%	61%	56%	44%
Compare		-3%			

Subgroup Data

2019 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	26	38	31	29	48	44	14	41			
ELL	31	42	35	36	54	67	21	51	63		
ASN	71	69		73	59		65	86	85		
BLK	39	42	37	49	54	41	43	68	82		
HSP	45	50	35	49	57	62	43	71	71		
MUL	46	42		50	63		44	77	90		
WHT	55	56	39	63	61	53	70	84	89		
FRL	41	47	34	49	57	55	41	69	69		

2018 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16
SWD	18	39	33	22	49	45	19	32			
ELL	20	42	38	26	56	56	17	40	82		
ASN	70	58		74	76		64	92	100		
BLK	44	46	47	43	57	64	46	80	81		
HSP	45	54	44	46	57	57	46	72	81		
MUL	41	54		38	32		38	45			
WHT	54	56	45	58	60	46	66	80	81		
FRL	44	54	45	46	57	49	45	70	79		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index

ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	547
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data
sources (see guide for examples for relevant data sources).

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

ELA lowest quartile learning gains reflected the lowest performance.
Math SWD students showed the lowest performance.

Attendance, socioeconomic factors, need for additional training and implementation for a
co-teach model for SWDs.

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

ELA lowest 25% learning gains category reflected the greatest decline from prior year.
Staff inconsistency, lack of utilization of engagement strategies and under monitoring for
learning over compliance.

MATH Algebra EOC proficiency
Students placed in algebra without the necessary prerequisite class (pre-algebra)
reflected the greatest decline
lack of utilization of engagement strategies

**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**

ELA lowest 25% learning gains reflected the greatest gap compared to the state average.

Math Proficiency reflected the greatest gap compared to the state average.

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

Students with disability (SWD) showed an increase in 11 points in proficiency and ELL
students showed an 11 point gain in ELA proficiency.
Gains in ESE and ELLs indicate that part of our decline in lowest quariler ELA learning
gains can be attributed to our general education students not making gains.
Underperforming ESE students were identified and placed in intensive interventions for
ELA four days per week for revolving nine week cycles. Each quarter iReady data was
reviewed to determine next steps for each student.

ELL Tier B (Limited English Proficiency) were identified and placed in intensive
interventions four days per week and an emphasis on academic vocabulary.

The Math ELL component showed the most improvement.
ELL Tier B (Limited English Proficiency) were identified and placed in intensive
interventions four days per week with an emphasis on subject area academic vocabulary.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas
of concern? (see Guidance tab for additional information)**

Number of students scoring a level 1 on the FSA ELA or Math
Number of students with two or more indicators

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

1. Increase Tier I instruction in ELA
2. Increase Tier I instruction in Math
3. Increase Tier I instruction in Science
4. Improve schoolwide collaboration PLC)
5. Develop a College and Career culture schoolwide
5. Develop a safe and positive environment for All

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase Tier I instruction in ELA for all students through the PLC process
Rationale	FSA data for 2018-2019 school year shows that less than 50% of our students are proficient in reading. When Tier 1 instruction is designed effectively, such design is expected to meet the needs of and ensure positive outcomes for most of our students (80%). Currently that is not the case.

State the measureable outcome the school plans to achieve	The measurable outcome is to increase ELA achievement level to 52% and Learning gains to 55%.
Person responsible for monitoring outcome	Jacqueline Hinds (jacqueline.hinds@osceolaschools.net)
Evidence-based Strategy	1. Unpack essential standards and identify learning targets in collaborative teams and with students 2. Analyze student learning qualitative and quantitative data and develop instructional plan for interventions and extension 3. Utilize research based practices/strategies to deliver Tier 1 instruction (Marzano Instructional Framework) 4. Increase Read,Talk, Write, Solve practices in classes 5. Lesson Study 6. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. 7. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 8. Principal will share and update the Chief of Staff and Assistant Superintendents during
Rationale for Evidence-based Strategy	1. Unpacking standards and ID targets- provides clarity for students and teachers 2. Analyze students' quantitative and qualitative data- to determine specific learning needs of students; develop instructional plan to meet needs; and evaluate effectiveness of the instruction students receive (Where are we now? 3. Marzano Instructional Strategies- great effect size, has positive impact on students' learning where utilized 4. Reading - Writing - Talking – Solving strategies to fully engage students while processing curriculum content 5. Instructional Coaching-.help teachers develop repertoire of strategies to deliver effective Tier 1 instruction.

Action Step	
Description	1. Develop a systematic coaching calendar 2. Collaborate with teachers in developing engaging lessons, co-plan and co-teach with an emphasis on research based instructional practices 3. Teacher teams will track every student by standard using a tracker, on the spot formative assessments,

common formative assessments, and summative assessments to track the progression of standards
mastery.
4. Students will be provided Tier 2 instruction based on grade level standards and content using data,
student by standard tracking, collaborative planning, and data analysis. Students will be provided Tier 3 instruction based on gaps in literacy foundations: phonics, phonemic
awareness and fluency.
5. Offer job-embedded professional development . Develop teacher expertise through professional development conducted throughout the year to build shared knowledge of highly
effective ELA instruction. Tier 1 Core Instruction will be strengthened by the provision of ongoing
professional development provided by the District for all grades K-8.
6. Implement ELL Taskforce. The school EES will provide training and strategies to members of the taskforce in a monthly basis. The taskforce will be represented by every Team PLC to ensure standardized lessons are delivered using differentiated instruction. The main purpose of the ELL Taskforce is to empower Language learners to reach their highest academic potential and to embrace cultural and linguistic diversity.
7. Implement ESE Taskforce. The school RCS will spearhead the taskforce and will establish a monthly meeting calendar to provide training on how to address the needs of our school's SWDs. Teachers will represent every PLC Team to ensure standardized lessons are delivered using differentiated instruction.
8. The Literacy Coach will provide professional development sessions to teachers as they request it and the
need arises. The Leadership Team will determine areas of need through observation and data.
Development sessions are data driven based off of data collected through Leadership Walks, Stocktake
Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.
9. All students will be monitored using the DIBELS Universal Screener at the beginning, middle and end of the year. Students with a double red marker (Tier 3) will be progressed monitored two per month and a a black and red marker (Tier 2) will be progressed monitored once per month. Further, Osceola Writes will be used three times a year, Next Steps to Guided Reading Assessment three times a year, and district formative assessments quarterly.
10. SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be
supported by the VE teacher when applicable. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs.
11. Implement AVID processes schoolwide. The AVID Site Team will meet once each month and will be sharing effective strategies for PLC adaptation during lesson and unit planning. District AVID coordinator will provide six professional development sessions that will certify 28 teachers in AVID.
12. Increase PLC guidance: Meet in the Media Center every Wednesday with administration and coach available for guidance

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

#2	
Title	Increase Tier I instruction in Mathematics for all students through the use of the PLC process
Rationale	Improving Tier I instruction through the PLC process will improve the teaching and learning process. The PLCs will focus on aligning instruction by breaking down standards and using common assessments.

State the measureable outcome the school plans to achieve	The measurable outcome is to increase mathematics achievement level to 58% and Learning gains to 62%.
Person responsible for monitoring outcome	Michelle bednarczyk (michelle.bednarczyk@osceolaschools.net)
Evidence-based Strategy	1. Unpack essential standards and identify learning targets in collaborative teams and with students 2. Analyze student learning qualitative and quantitative data and develop instructional plan for interventions and extension 3. Utilize research based practices/strategies to deliver Tier 1 instruction (Marzano Instructional Framework) 4. Increase Read,Talk, Write, Solve practices in classes 5. Support Students through the implementation of AVID strategies including WICOR 6. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. 7. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 8. Principal will share and update the Chief of Staff and Assistant Superintendents during
Rationale for Evidence-based Strategy	-Unpack essential standards- improves teachers' understanding of the curriculum and guides instruction -Analyzing data will allow teachers to identify strengths and needs of their class and discuss these with members of their PLC to effectively administer Tier 2 interventions -Researched based practices, AVID strategies, and district initiatives will strengthen Tier 1 teacher effectiveness

Action Step	
Description	1. Develop a systematic coaching calendar- coach will meet with PLCs and push into classes 2. Provide professional development for the staff in the PLC process and Tier 1 and 2 instruction/ assessment cycle 3. Math formative district tests will be given twice a quarter throughout the school year. Data collected will be used in the PLC process to identify standards in need of reteaching/ intervention. 4. Teachers will track student data by standard and provide interventions through the PLC and monitor ongoing student learning

5. SWD will receive grade level instruction scaffolded to meet their needs and supported by the VE teacher when applicable
6. ESOL team will be trained to use district CUPs to use district approved materials to support their students.
7. Level 1 and 2 Math students will receive interventions during Wings period two days per week.
8. Use SAI funding per semester to for lunch time Grade Recovery
9. Implement ELL Taskforce. The school EES will provide training and strategies to members of the taskforce in a monthly basis. The taskforce will be represented by every Team PLC to ensure standardized lessons are delivered using differentiated instruction. The main purpose of the ELL Taskforce is to empower Language learners to reach their highest academic potential and to embrace cultural and linguistic diversity.
10. Implement ESE Taskforce. The school RCS will spearhead the taskforce and will establish a monthly meeting calendar to provide training on how to address the needs of our school's SWDs. Teachers will represent every PLC Team to ensure standardized lessons are delivered using differentiated instruction.
11. Increase PLC guidance: Meet in the Media Center every Wednesday with administration and coach available for guidance
12. Monitoring through Monthly Stocktake Process: Principal will brief the Middle School Assistant Superintendent every month and the Academic Chief of Staff every quarter.

Person Responsible   Michelle bednarczyk (michelle.bednarczyk@osceolaschools.net)

#3	
Title	Increase Tier I instruction in Science for all students
Rationale	-Unpack essential standards- improves teachers' understanding of the curriculum and guides instruction -Analyzing data will allow teachers to identify strengths and needs of their class and discuss these with members of their PLC to effectively administer Tier 2 interventions -Researched based practices, AVID strategies, and district initiatives will strengthen Tier 1 teacher effectiveness

State the measureable outcome the school plans to achieve	The measurable outcome is to increase science achievement level to 55%.
Person responsible for monitoring outcome	Michelle bednarczyk (michelle.bednarczyk@osceolaschools.net)
Evidence-based Strategy	1. Unpack essential standards and identify learning targets in collaborative teams and with students 2. Analyze student learning qualitative and quantitative data and develop instructional plan for interventions and extension 3. Utilize research based practices/strategies to deliver Tier 1 instruction (Marzano Instructional Framework) 4. Increase Read,Talk, Write, Solve practices in classes 5. Support Students through the implementation of AVID strategies including WICOR 6. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. 7. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 8. Principal will share and update the Chief of Staff and Assistant Superintendents during
Rationale for Evidence-based Strategy	-Unpack essential standards- improves teachers' understanding of the curriculum and guides instruction -Analyzing data will allow teachers to identify strengths and needs of their class and discuss these with members of their PLC to effectively administer Tier 2 interventions -Researched based practices, AVID strategies, and district initiatives will strengthen Tier 1 teacher effectiveness

Action Step	
Description	1. Develop a systematic coaching calendar- coach will meet with PLCs and push into classes 2. Provide professional development for the staff in the PLC process and Tier 1 and 2 instruction/ assessment cycle 3. District common formative and summatives will be given throughout the

school year. Data collected will be used in the PLC process to identify standards in need of reteaching/ intervention.
4. Teachers will track student data by standard and provide interventions through the PLC and monitor ongoing student learning
5. SWD will receive grade level instruction scaffolded to meet their needs and supported by the VE teacher when applicable
6. ESOL team will be trained to use district CUPs to use district approved materials to support their students
7. Implement ELL Taskforce. The school EES will provide training and strategies to members of the taskforce in a monthly basis. The taskforce will be represented by every Team PLC to ensure standardized lessons are delivered using differentiated instruction. The main purpose of the ELL Taskforce is to empower Language learners to reach their highest academic potential and to embrace cultural and linguistic diversity.
8. Implement ESE Taskforce. The school RCS will spearhead the taskforce and will establish a monthly meeting calendar to provide training on how to address the needs of our school's SWDs. Teachers will represent every PLC Team to ensure information is shared with all teachers.
9. Grade level PLC will provide regular opportunities for students to use the online Discovery Education textbook for individualized learning.
10. Use SAI funding per semester to for lunch time Grade Recovery
11. Increase PLC guidance: Meet in the Media Center every Wednesday with administration and coach available for guidance
12. Monitoring through Monthly Stocktake Process: Principal will brief the Middle School Assistant Superintendent every month and the Academic Chief of Staff every quarter.

Person Responsible   Michelle bednarczyk (michelle.bednarczyk@osceolaschools.net)

#4	
Title	Improve schoolwide collaboration of the PLC and the MTSS processes
Rationale	Increasing the culture of collaboration among subject areas and grade level teams will ensure student data is effectively analyzed and used to affect tier 1 instructions and better structured the MTSS interventions.
State the measureable outcome the school plans to achieve	80% of all PLCs will become proficient throughout the school year to function in the PLC stages 4, 5, and 6.
Person responsible for monitoring outcome	Lucile Schneider (lucile.schneider@osceolaschools.net)
Evidence-based Strategy	Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.
Rationale for Evidence-based Strategy	If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase.
Action Step	
Description	1. Common PLC weekly meeting times will be established to ensure PLC collaboration in data analysis from common assessments 2. Schools PLC's teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team. 3. Monthly MTSS teacher meetings, bi-weekly MTSS committee meetings, and quarterly PLC rotations through the MTSS facilitator will ensure high levels of learning are taking place for all students. 4. A school-wide intervention time (WINGS) will be established. During WINGS, students performing below proficiency on statewide assessments will receive an additional 68 minutes per week in Reading and 68 minutes in mathematics. Students scoring at or above proficiency on statewide assessments will be provided academic enrichment. Non-English Speakers (NES) enrolled in our English Language Learner (ELL) program will be receive an additional 136 minutes per week in language support 5. Monthly Stocktake meetings will be used to monitor the progress toward improving the focus areas outlined in the School Improvement Plan.

Person Responsible	Lucile Schneider (lucile.schneider@osceolaschools.net)

#5	
Title	Develop a College and Career culture schoolwide
Rationale	Provide students with information they need to make informed post-secondary choices and decisions
State the measureable outcome the school plans to achieve	The intended outcome for this school year is to have 100% of HZMS students able to list at least three post-secondary options.
Person responsible for monitoring outcome	Lakeisha Staten (lakeisha.staten@osceolaschools.net)
Evidence-based Strategy	Using the "My career shines" platform, guidance counselors will conduct lessons at each grade level.
Rationale for Evidence-based Strategy	My career shines lessons are required by the district and implemented through social studies classed by both teachers and counselors. In order to meet the established outcome, use of this platform makes the most sense and, is a way to have interaction with all students on campus.
Action Step	
Description	1. Calendar development for class lessons (6,7,8th grade) 2. Training for teachers implementing the lessons (10/14) 3. Pre-test administration to students and lesson implementation 4. Post-test administration 5. Compile data
Person Responsible	Lakeisha Staten (lakeisha.staten@osceolaschools.net)

#6	
Title	Develop a Safe and Positive learning environment for all (students and staff)
Rationale	Horizon Middle school will be safe place for students and staff to learn as they practice emergency procedures and increase proficiency. The PBIS team will provide a set of interventions to ensure that positive behavior is recognized while reducing
State the measureable outcome the school plans to achieve	Two measurable outcomes will be used for this area of focus: 1. To Ensure that all students and staff conduct effective and efficient 100% of monthly, quarterly, and semi-annually scheduled drills throughout the school year. 2. To reduce the total number of referrals by 8% through through the implementation of interventions that promote a positive culture schoolwide.
Person responsible for monitoring outcome	Richard Granger (richard.granger@osceolaschols.net)
Evidence-based Strategy	Safety - Establish the scene commander structure to operate in any type of emergency. - Create a monthly, quarterly, and semi-annually drill calendar Positive Culture - Establish a Positive Behavior and Interventions System (PBIS) - Decrease the number of referrals by teachers who are having classroom management issues. - PBIS committee meeting monthly to discuss discipline data
Rationale for Evidence-based Strategy	- The Dean team is conducting classroom walk thru's to support these teachers and encouraging rewarding students who are engaging in positive behaviors. - School wide procedures and expectations have been put in place to support all teachers and staff. - Using Eagle Bucks to reward students who are following SOAR expectations. Students who earn Eagle Bucks are given the opportunity to redeem in the SOAR store, teacher classrooms, lunch time, and end of quarter events. - By looking at the data, the PBIS team can problem solve ways to help decrease behavior issues and come up with strategies to help the teachers are need extra assistance.
Action Step	
Description	Safety 1. Complete the emergency management Plan 2. Train the emergency management team in functions and responsibilities 3. Provide key access to team members of their areas of responsibility Positive Culture 1. Establish a school PBIS committee 2. Examine discipline data during our monthly PBIS meetings 3. Prepare a monthly calendar with incentive programs 4. Documenting when the dean team conducts a walk thru

5. Restorative Circle training with administrators, Deans, and members of the PBIS team
6. Provide teachers with lesson plans building positive relationships and team building
7. Use eagle bucks as an incentive system
8. Monitor the number of discipline referral monthly
9. Analyze data and compare referrals against incentive given by individual teacher.
10. PBIS team participated in a 3 day training during Summer of 2019

Person Responsible   Michelle bednarczyk (michelle.bednarczyk@osceolaschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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 district has added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students. Second Step intervention kits were distributed to all elementary and K-8 schools for support social-emotional learning environments.

Our district has a one-step referral system for mental health concerns. Through Title IV funding, students are screened by Panorama to determine needs for socio-emotional needs. Middle School Counselors receive training in Suicide Awareness. High School presentations

are done to recognize signs of chronic absence and mental illness. A full time social worker is assigned to each high school.

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

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/ organizations, and expectations for the students as they transition from elementary to middle school.

To support the transition of middle to high school, each comprehensive high school has a College/Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Naviance software is used at the high schools to give students the opportunity to explore career options and interests.

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 MTSS team meets bi-weekly to discuss and review data related to student academics and behavior. Additionally, MTSS team members meet monthly with grade level teams to discuss progress of students receiving MTSS supports.

Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part D

When Neglected and/or Delinquent children enroll, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, Standards Based Instruction, and Professional Learning Communities (PLC).

Title III

The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through gifted screening of all second grade Title I students.

Title IV

The Student Support and Academic Enrichment (SSAE) program is intended to help to:

1. Provide a well-rounded education,

2. Improve safe and healthy school conditions and

3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX

To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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 vision is to prepare our students to be college and career ready through the exposure of AVID program college emphasis. The AVID class will organize a College and Career Fair for the entire school in the Spring of the school year.
In addition, we are providing college and career awareness through the social studies classrooms. Counselors will visit on the days of the presentation to supplement instruction. The goal is to ensure that our students receive sufficient information to make choices for their future. They will be making career selections as they work in 'my career sunshine' webtool.

Part V: Budget

1	III.A	Areas of Focus: Increase Tier I instruction in ELA for all students through the PLC process				$9,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	1020-DEFAULT AVERSION FEE	0341 - Horizon Middle School	Other	0.0	$3,000.00
			Notes: SAI funding will be used to operate the Grade Recovery program throughout the school year.			
	5100	1020-DEFAULT AVERSION FEE	0341 - Horizon Middle School	Title, I Part A		$1,400.00
			Notes: AVID training for ELA teachers. This funding will pay for teachers attending AVID training and will require a substitute teacher to attend six PD sections.			
	5100	1020-DEFAULT AVERSION FEE	0341 - Horizon Middle School	Title, I Part A	0.0	$5,500.00
			Notes: Tutoring and FSA spring bootcamps.			
2	III.A	Areas of Focus: Increase Tier I instruction in Mathematics for all students through the use of the PLC process				$15,485.00

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	1020-DEFAULT AVERSION FEE	0341 - Horizon Middle School	Other	0.0	$4,000.00
			Notes: SAI funding will be used to operate the Grade Recovery program throughout the school year.			
	5100	1020-DEFAULT AVERSION FEE	0341 - Horizon Middle School	Title, I Part A	0.0	$1,400.00
			Notes: AVID training for ELA teachers. TThis funding will pay for teachers attending AVID training and will require a substitute teacher to attend six PD sections.			
	5100	1020-DEFAULT AVERSION FEE	0341 - Horizon Middle School	Title, I Part A	0.0	$85.00
			Notes: Tutoring and FSA spring bootcamps.			
	5100	1020-DEFAULT AVERSION FEE	0341 - Horizon Middle School	Title, I Part A	0.0	$10,000.00
			Notes: Tutoring and FSA spring bootcamps.			
3	**III.A**	**Areas of Focus: Increase Tier I instruction in Science for all students**				**$7,900.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	1020-DEFAULT AVERSION FEE	0341 - Horizon Middle School	Other	0.0	$2,000.00
			Notes: SAI funding will be used to operate the Grade Recovery program throughout the school year.			
	5100	1020-DEFAULT AVERSION FEE	0341 - Horizon Middle School	Title, I Part A	0.0	$1,400.00
			Notes: AVID training for ELA teachers. This funding will pay for teachers attending AVID training and will require a substitute teacher to attend six PD sections.			
	5100	1020-DEFAULT AVERSION FEE	0341 - Horizon Middle School	Title, I Part A	0.0	$4,500.00
			Notes: Tutoring and Spring FSA bootcamps			
4	**III.A**	**Areas of Focus: Improve schoolwide collaboration of the PLC and the MTSS processes**				**$35,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	1020-DEFAULT AVERSION FEE	0341 - Horizon Middle School	Title, I Part A		$35,000.00
			Notes: Core PLC teams will be paid an extra hour of their hourly wages for participating in the meetings.			
5	**III.A**	**Areas of Focus: Develop a College and Career culture schoolwide**				**$0.00**
6	**III.A**	**Areas of Focus: Develop a Safe and Positive learning environment for all (students and staff)**				**$0.00**
					Total:	**$68,285.00**