

## 2013-2014 SCHOOL IMPROVEMENT PLAN

Horizon Academy At Marion Oaks  
365 MARION OAKS DR  
Ocala, FL 34473  
352-671-6290

### School Demographics

**School Type**  
Middle School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
87%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
77%

### School Grades History

**2013-14**  
C

**2012-13**  
C

**2011-12**  
B

**2010-11**  
A

**2009-10**  
C

### SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### 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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	2	Wayne Green

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Horizon Academy At Marion Oaks

##### Principal

Troy Sanford

##### School Advisory Council chair

Karen Francis-Winston

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Scott Borth	Assistant Principal
Paige Zadnik	Assistant Principal
Nanette Cintron	Guidance Counselor
Susan Consider	Dean
Daniela Drazan	Media Specialist
Suzanne Hickman	Dean
Dee Holcomb	Guidance Counselor
Sara Llerena	Parent Liaison
Marita Smith	Curriculum Coach
Amber Stinski	Secretary

#### District-Level Information

##### District

Marion

##### Superintendent

Mr. George D. Tomy

##### Date of school board approval of SIP

11/12/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The School Advisory Council is comprised of the principal, two assistant principals, one curriculum coordinator, two faculty members, 10 parents, and one student.

#### Involvement of the SAC in the development of the SIP

The school improvement plan was reviewed and discussed throughout the 2012-2013 school year. Input was collected from the SAC membership and implemented in the plan.

**Activities of the SAC for the upcoming school year**

The School Advisory Council members will participate in monthly meetings, discuss parent involvement activities, discuss strategies to improve student academic growth, and determine use of SAC funds to support School Improvement Plan goals.

**Projected use of school improvement funds, including the amount allocated to each project**

The School Advisory Council is apprised of the SAC funds available and will discuss possible uses of the funds to support the School Improvement Plan goals in the 2013-2014 school year.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Troy Sanford</b>		
Principal	Years as Administrator: 14	Years at Current School: 5
<b>Credentials</b>	MA - Educational Leadership BA - Spanish BS - Business Administration	
<b>Performance Record</b>	2011 School Grade - A Reading - Students Meeting High Standards - 64% Reading - Students Making Learning Gains - 66% Reading - Students of Lowest Quartile Making Learning Gains - 74% Math - Students Meeting High Standards - 58% Math - Students Making Learning Gains - 70% Math - Students of Lowest Quartile Making Learning Gains - 75% Writing - Students Meeting High Standards - 78% Science - Students Meeting High Standards - 43% ----- 2012 School Grade - C Reading - Students Meeting High Standards - 60% Reading - Students Making Learning Gains - 61% Reading - Students of Lowest Qu Math - 65% Math - Students Meeting High Standards - 56% Math - Students Making Learning Gains - 67% Math - Students of Lowest Quartile Making Learning Gains - 69% Writing - Students Meeting High Standards - 81% Science - Students Meeting High Standards - 32% ----- 2013 School Grade - C Reading - Students Meeting High Standards - 61% Reading - Students Making Learning Gains - 64% Reading - Students of Lowest Quartile Making Learning Gains - 72% Math - Students Meeting High Standards - 52% Math - Students Making Learning Gains - 59% Math - Students of Lowest Quartile Making Learning Gains - 65% Writing - Students Meeting High Standards - 85% Science - Students Meeting High Standards - 30%	

**Scott Borth**

Asst Principal

Years as Administrator: 13

Years at Current School: 5

**Credentials**

BA - Secondary Education  
 MA - Educational Leadership

**Performance Record**

2011 School Grade - A  
 Reading - Students Meeting High Standards - 64%  
 Reading - Students Making Learning Gains - 66%  
 Reading - Students of Lowest Quartile Making Learning Gains - 74%  
 Math - Students Meeting High Standards - 58%  
 Math - Students Making Learning Gains - 70%  
 Math - Students of Lowest Quartile Making Learning Gains - 75%  
 Writing - Students Meeting High Standards - 78%  
 Science - Students Meeting High Standards - 43%  
 -----  
 2012 School Grade - C  
 Reading - Students Meeting High Standards - 60%  
 Reading - Students Making Learning Gains - 61%  
 Reading - Students of Lowest Qu Math - 65%  
 Math - Students Meeting High Standards - 56%  
 Math - Students Making Learning Gains - 67%  
 Math - Students of Lowest Quartile Making Learning Gains - 69%  
 Writing - Students Meeting High Standards - 81%  
 Science - Students Meeting High Standards - 32%  
 -----  
 2013 School Grade - C  
 Reading - Students Meeting High Standards - 61%  
 Reading - Students Making Learning Gains - 64%  
 Reading - Students of Lowest Quartile Making Learning Gains - 72%  
 Math - Students Meeting High Standards - 52%  
 Math - Students Making Learning Gains - 59%  
 Math - Students of Lowest Quartile Making Learning Gains - 65%  
 Writing - Students Meeting High Standards - 85%  
 Science - Students Meeting High Standards - 30%



<b>Paige Zadnik</b>		
Asst Principal	Years as Administrator: 4	Years at Current School: 4

<b>Credentials</b>	BA - English MEd - English Education MEd - Educational Leadership
<b>Performance Record</b>	2011 School Grade - A Reading - Students Meeting High Standards - 64% Reading - Students Making Learning Gains - 66% Reading - Students of Lowest Quartile Making Learning Gains - 74% Math - Students Meeting High Standards - 58% Math - Students Making Learning Gains - 70% Math - Students of Lowest Quartile Making Learning Gains - 75% Writing - Students Meeting High Standards - 78% Science - Students Meeting High Standards - 43% ----- 2012 School Grade - C Reading - Students Meeting High Standards - 60% Reading - Students Making Learning Gains - 61% Reading - Students of Lowest Qu Math - 65% Math - Students Meeting High Standards - 56% Math - Students Making Learning Gains - 67% Math - Students of Lowest Quartile Making Learning Gains - 69% Writing - Students Meeting High Standards - 81% Science - Students Meeting High Standards - 32% ----- 2013 School Grade - C Reading - Students Meeting High Standards - 61% Reading - Students Making Learning Gains - 64% Reading - Students of Lowest Quartile Making Learning Gains - 72% Math - Students Meeting High Standards - 52% Math - Students Making Learning Gains - 59% Math - Students of Lowest Quartile Making Learning Gains - 65% Writing - Students Meeting High Standards - 85% Science - Students Meeting High Standards - 30%

**Instructional Coaches**

<b># of instructional coaches</b>	2
<b># receiving effective rating or higher</b> (not entered because basis is < 10)	
<b>Instructional Coach Information:</b>	

<b>Rebekah Cook</b>		
Part-time / District-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Bachelor of Science in Business Administration	
<b>Performance Record</b>		

<b>Marita Smith</b>		
Full-time / School-based	Years as Coach: 6	Years at Current School: 6
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelor of Science in Elementary Education Reading Endorsed K-12 ESOL Endorsed	
<b>Performance Record</b>	2011 School Grade - A Reading - Students Meeting High Standards - 64% Reading - Students Making Learning Gains - 66% Reading - Students of Lowest Quartile Making Learning Gains - 74% Math - Students Meeting High Standards - 58% Math - Students Making Learning Gains - 70% Math - Students of Lowest Quartile Making Learning Gains - 75% Writing - Students Meeting High Standards - 78% Science - Students Meeting High Standards - 43% ----- 2012 School Grade - C Reading - Students Meeting High Standards - 60% Reading - Students Making Learning Gains - 61% Reading - Students of Lowest Qu Math - 65% Math - Students Meeting High Standards - 56% Math - Students Making Learning Gains - 67% Math - Students of Lowest Quartile Making Learning Gains - 69% Writing - Students Meeting High Standards - 81% Science - Students Meeting High Standards - 32% ----- 2013 School Grade - C Reading - Students Meeting High Standards - 61% Reading - Students Making Learning Gains - 64% Reading - Students of Lowest Quartile Making Learning Gains - 72% Math - Students Meeting High Standards - 52% Math - Students Making Learning Gains - 59% Math - Students of Lowest Quartile Making Learning Gains - 65% Writing - Students Meeting High Standards - 85% Science - Students Meeting High Standards - 30%	

**Classroom Teachers**

**# of classroom teachers**

49

**# receiving effective rating or higher**

49, 100%

**# Highly Qualified Teachers**

92%

**# certified in-field**

47, 96%

**# ESOL endorsed**

27, 55%

**# reading endorsed**

5, 10%

**# with advanced degrees**

20, 41%

**# National Board Certified**

1, 2%

**# first-year teachers**

2, 4%

**# with 1-5 years of experience**

18, 37%

**# with 6-14 years of experience**

22, 45%

**# with 15 or more years of experience**

7, 14%

**Education Paraprofessionals**

**# of paraprofessionals**

14

**# Highly Qualified**

14, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

The administration, teachers, and staff of Horizon Academy at Marion Oaks are focused on creating an environment centered on learning where students are offered the support needed to excel to their greatest ability. The administration of Horizon Academy at Marion Oaks understands that teachers are integral to the success of each student, and, therefore, networks within the community and the school system to recruit highly qualified, certified-in-field, and effective teachers. Horizon Academy at Marion Oaks is also visible within the district as the school offers opportunities for staff members and students to be involved in a variety of academic and extracurricular activities. The administration seeks to ensure that Horizon Academy at Marion Oaks is a welcoming and warm environment where all those who enter will desire to become a part of the school.

Teachers hired to join the Horizon Academy at Marion Oaks faculty are nurtured through a new teacher induction program where they receive individual support throughout their first year. Additionally, all teachers participate in ongoing professional development activities offered both through the school and the district. The faculty of Horizon Academy at Marion Oaks meets on a weekly basis as a whole, or as groups, such as teams and departments, to facilitate information, procedures, instructional leadership, and student academic growth. The administration maintains an open-door policy through which all teachers are invited to share concerns and be a part of the forward progress of meeting the needs of the students and families of Horizon Academy at Marion Oaks.

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

When teachers become a part of the Horizon Academy at Marion Oaks faculty, they become part of a year-long induction program that provides support in delivering engaging instruction and managing the academic environment. Teachers new to the school meet on a bi-weekly basis with a dean and an administrator. During these meetings the teachers discuss areas of concern, as well as participate in a book study about classroom management, *The First Days of School*, by Harry Wong. These new teachers are encouraged to seek support from the dean and the administration throughout the year for any questions or concerns they may have.

Additionally, these teachers attend bi-weekly faculty meetings conducted by the principal where they receive pertinent school-wide information and have the opportunity to provide input. These teachers are also assigned to a grade level team as well as a department. These two groups meet once every four weeks to discuss student concerns, upcoming instructional assignments, and coordination of activities.

Teachers new to Horizon Academy at Marion Oaks also receive professional development pertinent to their curriculum and the educational focus of the district. There are also numerous professional development opportunities that are offered through the district.

#### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The School Based Leadership Team (SBLT) consistently monitors student achievement data and provides intervention opportunities to students as needed. Progress is monitored and interventions are

adjusted based on student growth data.

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The school-based team identifies areas in need of improvement and sets goals that are articulated in the School Improvement Plan. An action plan is then created to address each goal area.

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The team then meets regularly to set individual goals for students and to progress monitor student growth. Teachers are included in conversation about student growth and their own professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Troy Sanford, Principal  
Scott Borth, Assistant Principal  
Paige Zadnik, Assistant Principal  
Dee Holcomb, Guidance Counselor  
Nanette Cintron, Guidance Counselor  
Susan Consider, Discipline Dean  
Suzanne Hickman, Discipline Dean  
Marita Smith, Reading Curriculum Coach

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The School Based Leadership Team meetings focus on one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and our students? The principal oversees the meetings and provides guidance as to appropriate interventions and potential staffing needs. The assistant principals are responsible for bringing names of students and academic/behavior concerns to the team for discussion. The deans of discipline are responsible for gathering behavior data on previously identified students and providing input for potential interventions of newly identified students. The guidance counselors provide support to parents and students regarding behavior and academic concerns previously identified, as well as scheduling parent conferences, Child Study Team (CST) meetings, and Problem Solving Team (PST) meetings. The reading curriculum coach is responsible for monitoring student reading progress, monitoring the fidelity of the reading programs, and assessing students new to the school for reading placement if needed.

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The School Based Leadership Team (SBLT) utilizes the district-generated MTSS process to identify and monitor fidelity of interventions at the tiered levels and to identify students in need of greater support and identification. Students at the tier 2 level of need receive similar interventions and the implementation of the intervention is monitored for effectiveness. Students whose needs are not met through the tier 2 intervention process are brought to the Problem Solving Team (PST) for determination of specific strategies to assist the student. The problem-solving process utilizes specific steps, as outlined below, to identify problems, initiate an action plan, and determine the effectiveness of the intervention strategies being implemented.

- Step 1: Problem Identification - Identify and target the problem  
Step 2: Problem Analysis - Attempt to determine why the problem is occurring  
Step 3: Intervention Design - Decide what is going to be done about the problem  
Step 4: Response to Intervention - Monitor progress and determine if it is working

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The School Improvement Plan goals are reflected within the daily operation of the school and are therefore monitored for fidelity and effectiveness on an ongoing basis. The administration is responsible for overseeing the implementation of the plan. The overall impact of the goals articulated in the School

Improvement Plan will be evident in the growth scores for the 2014 FCAT, Florida Alternate Assessment, and Comprehensive English Language Learning Assessment.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Marion County uses a variety of source data to progress monitor students. All data is warehoused in Performance Matters which allows for easy disaggregation by ethnicity, socio-economics, ELL, ESE, teacher, and course. This data includes state assessments (FCAT and AIMSweb) as well as local assessments (Focus Calendar Assessments, Benchmark Assessments, Quarterly Writing Assessments, Demand Writing, Document Based Questions, etc.). Performance Matters also allows for teacher comparisons by student, standard, and demographics. The school is able to compare itself to district data as well as to similar schools across the state.

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Discipline data is housed in the Student Management System (SMS) and can be disaggregated using an internal software program (Custom Reports).

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Tiered data can be found in Performance Matters where the intervention tier is identified and progress monitoring notes are documented. Additional information can be found in students' course assignments for reading intervention at the secondary level in SMS. Teachers also keep data notebooks with individualized student information regarding the progress within the relative tier of intervention.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Marion County will continue to provide professional development to school leadership and support schools with bi-annual progress monitoring meetings with administration. Monthly meetings with school leadership provide an opportunity for ongoing professional development as well as small group/breakout sessions specific to MTSS.

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School level professional development is delivered during preschool, early release, and breakout sessions during faculty meetings and data meetings. The MTSS problem solving teams meet regularly to analyze school data and develop ongoing progress monitoring systems regarding implementation at the school site. Professional development is based on the needs of individuals at the school site and includes opportunities in technology, intervention strategies, and implementation of Common Core.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 31,560

The Marion County school district is a participant in the 21st Century Community Learning Center (CCLC) grant and Horizon Academy is a host site. The 21st CCLC program provides project-based learning for students after school hours. The program offers academic enrichment in the areas of Science, Technology, Engineering, Arts, and Math (STEAM) as well as help with homework in core academic subjects. Students participate in the program four days a week throughout the school year from 2:30 to 5:30 pm. The program was also offered in the summer of 2013 from 8:30 am to 12:00 pm.

#### **Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

#### **How is data collected and analyzed to determine the effectiveness of this strategy?**

Students in the 21st Century Grant take a pre- and post-test based on the curriculum areas of study in the program to measure growth as a result of the program.

#### **Who is responsible for monitoring implementation of this strategy?**

The school-based coordinator is responsible for overseeing the grant operation on a daily basis. The coordinator collects the data for the pre-and post-tests, as well as attendance data, and provides this information to the district coordinators.

**Strategy:** Before or After School Program

**Minutes added to school year:** 14,640

Tutoring is offered for students four days a week through Title I funding. Teachers offer academic assistance to students in the areas of reading and math. Students work to improve their academic skills by receiving support as they practice their skills based on their identified class work.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects

#### **How is data collected and analyzed to determine the effectiveness of this strategy?**

Students' increased proficiency and academic progression is evident based on the grades they earn in the core academic areas of reading and math.

#### **Who is responsible for monitoring implementation of this strategy?**

The teachers who tutor in the after-school program ensure that the students are studying and practicing skills that support instruction in the classroom.

### **Literacy Leadership Team (LLT)**

#### **Names and position titles of the members of the school-based LLT**



<b>Name</b>	<b>Title</b>
Troy Sanford	Principal
Scott Borth	Assistant Principal
Paige Zadnik	Assistant Principal
Marita Smith	Curriculum/Reading Coach
Dee Holcomb	Guidance Counselor
Nanette Cintron	Guidance Counselor
Lori Basel	Common Core Lead Teacher
Lise Bonsant	Common Core Lead Teacher
Judith Dominguez	Common Core Lead Teacher
Mary Krizanac	Common Core Lead Teacher
Michelle Lopez	Common Core Lead Teacher
Debra McNall	Common Core Lead Teacher
Megan Mowbray	Common Core Lead Teacher
Karen Schenk	Common Core Lead Teacher

### **How the school-based LLT functions**

The Literacy Leadership Team (LLT) is comprised of the administration, the guidance counselors, the curriculum coach, and the Common Core lead teachers. All members of this team attend professional development offered through the district. The curriculum coach and Common Core lead teachers are charged with training the faculty and instructional support staff on our campus. The administration oversees the implementation of the professional development and is responsible for oversight of the literacy program as it is delivered in the classroom.

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The administration meets a minimum of three times a week with the curriculum coach to monitor data and the intensive reading programs. The teachers meet weekly through a variety of settings to review data, review instructional best practices, and discuss areas of concern. Regular meetings include faculty meetings, team meetings, and department meetings. Additionally, weekly Friday Focus data meetings are organized by both vertical and horizontal alignment to review disaggregated data and determine strategies to address identified areas of weakness.

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Horizon Academy at Marion Oaks implements programs as directed by the district. All intensive reading programs follow a prescribed process for monitoring and identifying student growth. AIMSweb is a data monitoring program for all students who scored at levels 1 and 2 on the FCAT. The program has a formulaic process for monitoring the growth of students as they progress throughout the year, implementing interventions as needed. Any students identified through this program as needing additional support become part of the MTSS system where the School Based Leadership Team then checks for fidelity of implementation and follows procedures to provide intensive support for the student.

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Students are recognized for their academic achievement. All teachers encourage students to participate in the Accelerated Reader (AR) program. The media specialist provides a process for students to set individual goals as they strive to meet the overall goal of 80% comprehension. Incentives are provided for students to encourage their motivation to read. Students are also recognized at the end of each semester in all academic subject areas, as well as for their efforts in striving for excellence, achieving honor roll, and sustaining perfect attendance.

### **Major initiatives of the LLT**



The major initiatives of the LLT are to provide reading instruction and assistance based on specific student needs. The team will incorporate differentiated instruction and utilize strategies to make a connection between the learner and the reading material to equip students with the skills to become proficient in reading and math. Additional initiatives include:

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Increase the number of teachers participating in NGCAR-PD training and support those teachers in implementing reading strategies in their subject area, enhancing their core instruction, and serving the students in need of intensive reading.

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Implement Common Core strategies in the classroom to increase reading comprehension. Such strategies will include Reading Writing Assignment (RWA) lessons, Close Reading Lesson (CRL) activities, Comprehension Instructional Sequence (CIS) lessons, and Document Based Question (DBQ) lessons.

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Provide opportunities for families to be involved in their child's education by offering activities such as a Meet and Greet, Open House, FCAT preparation seminar, high school preparation seminar, monthly Coffee with the Principal meetings, and monthly School Advisory Council and Parent Teacher Organization meetings.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Reading is a high priority for instructional focus. Every teacher is a reading teacher in the sense that reading is integral to student success in every subject area. Therefore, all teachers utilize reading strategies in their classroom instruction. Also, all content area teachers are encouraged to participate in Next Generation Content Area Reading Professional Development (NGCAR-PD). A total of 15 teachers are taking part in this training opportunity during the 2013-2014 school year. The training focuses on how to use reading strategies, vocabulary development, academic conversations, and literacy instruction within the content area to increase the reading proficiency of students.

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Teachers who have successfully completed the NGCAR-PD program can be the reading teacher of record for students placed in a 50-minute CAR-PD classroom. Teachers to whom intensive reading students have been assigned maintain an instructional fidelity notebook, which is monitored by the reading curriculum coach and the administration. This notebook includes samples of NGCAR-PD strategies that have been implemented, as well as samples of student work and student-generated data.

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Teachers who are teaching intensive reading in the 100 minute blocks also maintain an instructional fidelity notebook, which contains student data generated through the structure of the program. This notebook is monitored by the reading curriculum coach and the administration. Fast ForWord is an intensive reading program that is computer based. The program manager, the reading curriculum coach, and administration monitor the progress of students in the program. Additionally, reading teachers receive district training and ongoing support from the reading curriculum coach.

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Fifth grade students who scored at levels 1 and 2 on the FCAT receive daily intensive reading instruction. They attend intervention groups 60 minutes a day to improve fluency and comprehension.

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AIMSweb is a data program through which the progress of all FCAT level 1 and level 2 students are monitored. This data, along with other testing data generated throughout the year, is monitored by the curriculum coach and administration. A variety of vertical and horizontal groupings of teachers meet

weekly throughout the year for professional development to discuss strategies to improve the reading proficiency of students.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

The school-wide curriculum provides the opportunity for students to see the relationships between subjects and the relevance to their future through electives and arts classes. Students have the opportunity to take art, band, music appreciation, or Spanish classes. Students also can take elective classes that include Agriculture, Agriscience Foundations, Computer Applications, Graphic Design, and Information Technology.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

The teachers and the administration work with students throughout their 5th grade and middle school years to prepare them for their high school career and their future beyond high school. All students are encouraged to discuss their current curriculum needs or concerns as well as their career interests with their guidance counselor. The guidance counselors work regularly with families to help them prepare and support their children so that they can be successful in school. During the spring semester of each year, all students are asked to fill out a survey based on the classes they would like to take the following year. Students are scheduled into their area of interest so long as they have demonstrated proficiency as based on FCAT scores. Fifth grade students participate in a wheel for their electives, through which they attend each of the electives offered for a four-week period.

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The teachers and administration seek opportunities that will enhance the student's ability to make connections between what they are studying in middle school and a future career. Guest speakers frequent the campus for classroom presentations, assemblies, and school-wide events. During Career Day students are exposed to a variety of occupations and fields of interest. Students are encouraged to volunteer within their school and community, as this will help them develop important skills that will assist them in being successful in a variety of experiences in their future. Those students who qualify are also encouraged to submit an application for the Take Stock in Children program, which, if awarded, provides a mentor throughout high school and tuition for the first two years of college at the College of Central Florida.

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All students participate in an enrichment period two days a week called Student Improvement Time (SIT). During Student Improvement Time students focus on organizational skills and goal setting, as well as academic planning. This includes instruction on the meaning of academic credits, how to calculate a GPA, and the impact of FCAT scores. Teachers will also conference with students regarding their academic progress and goals. Additionally, the SIT opportunity will focus on academic enrichment and intensive instruction based on students' identified needs.

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Eighth grade students take the Choices online program that suggests areas of study and career possibilities based on a student's strengths and areas of interest. Students are encouraged to meet with their guidance counselors for assistance in their academic planning. A district magnet program caravan visits the school annually and eighth grade students are encouraged to study the options available to them through the county's high school magnet programs. Parents are also invited to attend the presentation.

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The 21st Century Community Learning Center provides project-based learning focused on the areas of

Science, Technology, Engineering, Arts, and Math (STEAM). Activities are engaging and designed to assist students in making a connection between what they are learning in the classroom and career fields.

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In supporting our students, it is also important to provide their parents and families with information to assist them in helping their child. Several parent involvement evening opportunities are offered for families to attend including information focused on high school preparation and the Take Stock in Children program and an event where information is provided about Science, Technology, Engineering, and Math (STEM) careers. The Parent Resource Center, staffed by the parent liaison, provides numerous resources to help families help their child.

**Strategies for improving student readiness for the public postsecondary level**

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	49%	No	63%
American Indian	54%	31%	No	59%
Asian	83%	40%	No	84%
Black/African American	55%	47%	No	60%
Hispanic	54%	49%	No	59%
White	66%	52%	No	69%
English language learners	38%	24%	No	45%
Students with disabilities	41%	19%	No	47%
Economically disadvantaged	57%	48%	No	61%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	241	30%	0%
Students scoring at or above Achievement Level 4	115	14%	100%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	554	66%	100%
Students in lowest 25% making learning gains (FCAT 2.0)	130	62%	100%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	42	51%	100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	25	30%	100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	30	38%	100%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	77	35%	100%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	43%	No	60%
American Indian	75%	31%	No	78%
Asian	83%	60%	No	84%
Black/African American	52%	38%	No	57%
Hispanic	51%	45%	No	56%
White	58%	49%	No	63%
English language learners	36%	26%	No	42%
Students with disabilities	38%	18%	No	45%
Economically disadvantaged	53%	42%	No	58%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	205	25%	0%
Students scoring at or above Achievement Level 4	145	18%	100%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	529	63%	100%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	131	62%	100%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	40	100%	100%
Middle school performance on high school EOC and industry certifications	50	100%	100%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	20	80%	100%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	24%	0%
Students scoring at or above Achievement Level 4	27	18%	100%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	25%	0%
Students scoring at or above Achievement Level 4	38	17%	100%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	830		830
Participation in STEM-related experiences provided for students			

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	320	70%	100%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	44	100%	100%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	3	100%	100%

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	26	17%	7%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	0	0%	0%
Students who receive two or more behavior referrals	35	23%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	28	19%	0%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	102	14%	7%
Students who fail a mathematics course	13	1%	0%
Students who fail an English Language Arts course	13	1%	0%
Students who fail two or more courses in any subject	4	1%	0%
Students who receive two or more behavior referrals	195	28%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	185	26%	0%



## Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Parental involvement targets for the school

See online Parent Involvement Plan

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** The number of Horizon Academy at Marion Oaks students scoring at proficiency level on the 2014 FCAT will increase by 14% in the area of reading and 17% in the area of math.
- G2.** The number of Horizon Academy at Marion Oaks students scoring in the lowest 25th percentile who show learning gains on the 2014 FCAT will increase by 38% in the areas of reading and math.
- G3.** The number of Horizon Academy at Marion Oaks students scoring at level 4 (3.5 and above on writing) on the 2014 FCAT will increase by 30% in the area of reading, 25% in the area of math, and by 65% in the area of writing.
- G4.** Horizon Academy at Marion Oaks students will improve their social skills and increase their self confidence, which will result in a 20% reduction in office discipline referrals.
- G5.** The number of families involved in activities at Horizon Academy at Marion Oaks will increase by 10% during the 2013-2014 school year.

## Goals Detail

**G1.** The number of Horizon Academy at Marion Oaks students scoring at proficiency level on the 2014 FCAT will increase by 14% in the area of reading and 17% in the area of math.

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

**Resources Available to Support the Goal**

- 21st Century Community Learning Center
- Title I Tutoring
- FCAT Explorer
- Intensive Reading Programs
- Accelerated Reading Program
- Student Improvement Time (SIT)
- Faculty Meetings
- Faculty Team and Department Meetings
- Faculty Friday Focus Data Meetings
- MTSS School Based Leadership Team (SBLT)
- Literacy Leadership Team (LLT)
- AIMSweb Data System
- Document Based Question (DBQ), Comprehension Instructional Sequence (CIS), Close Reading Lessons (CRL), Reading Writing Assessments (RWA)
- Common Core Lead Teacher Professional Development
- SuccessMaker
- Math Curriculum Coach
- Reading Curriculum Coach (68550)
- Paraprofessionals (110798)

**Targeted Barriers to Achieving the Goal**

- In order to best address the needs of students who have scored at levels 1 and 2 on the FCAT, a comprehensive system is needed to manage ongoing progress monitoring.
- Students experience reading in content areas and, therefore, need to have the opportunity to apply comprehension strategies to a variety of texts covering content area subjects.
- The current curriculum does not allow time for intensive math instruction.

## Plan to Monitor Progress Toward the Goal

Successful completion of the goal will be monitored by the 2014 FCAT, FAA, and CELLA.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

2014 FCAT, FAA, and CELLA scores

**G2.** The number of Horizon Academy at Marion Oaks students scoring in the lowest 25th percentile who show learning gains on the 2014 FCAT will increase by 38% in the areas of reading and math.

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

**Resources Available to Support the Goal**

- 21st Century Community Learning Center
- Title I Tutoring
- FCAT Explorer
- Accelerated Reader Program
- Student Improvement Time (SIT)
- Faculty Meetings
- Faculty Team and Department Meetings
- Faculty Friday Focus Data Meetings
- MTSS School Based Leadership Team (SBLT)
- Literacy Leadership Team (LLT)
- AIMSweb Data System
- Document Based Question (DBQ), Close Reading Lesson (CRL), Comprehension Instructional Sequence (CIS), Reading Writing Assessment (RWA)
- Common Core Lead Teacher Professional Development
- Math Curriculum Coach
- Reading Curriculum Coach (68510)
- Paraprofessionals (101798)

**Targeted Barriers to Achieving the Goal**

- Students lack comprehension strategies needed to analyze complex text in reading and math.
- Students lack foundational math skills.
- Students lack organizational skills.

## Plan to Monitor Progress Toward the Goal

Students will improve their reading, math, and organizational skills.

**Person or Persons Responsible**

Administration, Math Curriculum Coach

**Target Dates or Schedule:**

April 2014

**Evidence of Completion:**

Students scoring in the lowest 25th percentile will show learning gains on the 2014 FCAT, FAA, or CELLA.

**G3.** The number of Horizon Academy at Marion Oaks students scoring at level 4 (3.5 and above on writing) on the 2014 FCAT will increase by 30% in the area of reading, 25% in the area of math, and by 65% in the area of writing.

### **Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC

### **Resources Available to Support the Goal**

- 21st Century Community Learning Center
- Title I Tutoring
- FCAT Explorer
- Intensive Reading Programs
- Accelerated Reader Program
- Student Improvement Time (SIT)
- Document Based Question (DBQ), Comprehension Instructional Sequence (CIS), Close Reading Lessons (CRL), Reading Writing Assessments (RWA)
- Faculty Meetings
- Faculty Team and Department Meetings
- Faculty Friday Focus Data Meetings
- MTSS School Based Leadership Team (SBLT)
- Literacy Leadership Team (LLT)
- AIMSweb Data System
- Common Core Lead Teacher Professional Development
- SuccessMaker
- Math Curriculum Coach
- Reading Curriculum Coach (68510)
- Paraprofessionals (110798)

### **Targeted Barriers to Achieving the Goal**

- Students experience reading in content areas and, therefore, need to have the opportunity to apply comprehension strategies to a variety of texts covering content area subjects.
- Students need the opportunity to analyze and evaluate their writing based on rubrics and the conventions of exemplary writing.

### Plan to Monitor Progress Toward the Goal

Successful completion of the goal will be monitored by the 2014 FCAT, FAA, and CELLA.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

April 2014

**Evidence of Completion:**

Progress toward meeting the goal will be measured by the 2014 FCAT, FAA, and CELLA scores.

**G4.** Horizon Academy at Marion Oaks students will improve their social skills and increase their self confidence, which will result in a 20% reduction in office discipline referrals.

**Targets Supported**

- EWS

**Resources Available to Support the Goal**

- Positive Behavior Support (PBS) Program
- Second Step Character Development Program
- Let's Talk About It - Character Development Morning Show Discussion
- Red Ribbon/Anti-Bullying Week
- 21st Century Community Learning Center
- Extracurricular Activities
- Awards Ceremonies

**Targeted Barriers to Achieving the Goal**

- Students lack social skills and self confidence, which leads to poor decision making.

### Plan to Monitor Progress Toward the Goal

The school-wide data for office discipline referrals will be monitored throughout the year and will be measured against the previous year's data at quarterly intervals.

**Person or Persons Responsible**

Administration, Discipline Deans, PBS Committee

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

A 20% reduction in the number of office discipline referrals generated throughout the year as compared to the year prior.



**G5.** The number of families involved in activities at Horizon Academy at Marion Oaks will increase by 10% during the 2013-2014 school year.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Parent Liaison (31474)
- TeleParent
- Staff Translators
- School Advisory Council (SAC)
- Parent Teacher Organization (PTO)
- English Speakers of Other Languages (ESOL) Adult Classes
- Parents of English Speakers of Other Languages (ESOL) Students Seminar
- Parents of Students with Academic Accommodations Seminar
- FCAT Preparation Seminar
- High School Preparation Seminar
- Community Resources Expo
- Coffee with the Principal
- Parent Resource Room
- Dress Code Uniform Exchange Program

**Targeted Barriers to Achieving the Goal**

- Families' participation in their child's school is often limited by their availability, native language, and awareness of resources.

**Plan to Monitor Progress Toward the Goal**

Family participation will be monitored throughout the year.

**Person or Persons Responsible**

Administration, Parent Liaison

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Family participation will increase due to consideration for family schedules, their native language, and their increased resources.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The number of Horizon Academy at Marion Oaks students scoring at proficiency level on the 2014 FCAT will increase by 14% in the area of reading and 17% in the area of math.

**G1.B1** In order to best address the needs of students who have scored at levels 1 and 2 on the FCAT, a comprehensive system is needed to manage ongoing progress monitoring.

**G1.B1.S1** AIMSweb is a new data management system provided through the district for management of reading and math data.

### Action Step 1

Monitor student proficiency and/or growth in the areas of reading and math by administering assessments to students who have previously scored at levels 1 or 2 on the FCAT.

#### Person or Persons Responsible

Literacy Leadership Team (LLT)

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

AIMSweb Reading and Math Data Reports

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

Monitor the data recorded in AIMSweb and add any students newly enrolled in the school who previously scored at levels 1 and 2 on the FCAT.

#### Person or Persons Responsible

Administration, Reading and Math Curriculum Coaches

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

All students who have scored at levels 1 or 2 on the FCAT will have data in AIMSweb in the areas of reading and math.

### Plan to Monitor Effectiveness of G1.B1.S1

The program will capture the growth progress of all students who have previously scored at levels 1 and 2 on the FCAT.

#### Person or Persons Responsible

Administration, Reading and Math Curriculum Coaches

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

All students who have previously scored at levels 1 and 2 on the FCAT will be progress monitored through AIMSweb.

**G1.B1.S2** The Literacy Leadership Team (LLT) will monitor the data generated in the areas of reading and math to determine needed interventions and program changes for students.

#### Action Step 1

AIMSWeb data for reading and math will be monitored.

#### Person or Persons Responsible

Literacy Leadership Team (LLT)

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Graphs are generated through the data program for grade levels, classes, and individual students.

### Plan to Monitor Fidelity of Implementation of G1.B1.S2

The data program will be monitored to ensure all students are being progress monitored through the system and that students are receiving interventions as needed to demonstrate growth.

#### Person or Persons Responsible

Administration, Reading and Math Curriculum Coaches

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

All students will be progress monitored based on their proficiency as evidenced by data maintained in AIMSweb.

## Plan to Monitor Effectiveness of G1.B1.S2

Effectiveness of the program will be determined by student performance on the FCAT, FAA, and CELLA.

### Person or Persons Responsible

The Literacy Leadership Team (LLT)

### Target Dates or Schedule

Weekly

### Evidence of Completion

The growth scores on the 2014 FCAT, FAA, and CELLA for all students who previously scored at levels 1 and 2 on the FCAT will be evidence of program effectiveness.

**G1.B1.S3** The MTSS School Based Leadership Team (SBLT) will monitor program effectiveness and address the needs of individual students who have not shown growth as evidenced by progress monitoring data.

### Action Step 1

The MTSS process will be used to monitor the effectiveness of intensive interventions to determine when additional support is needed for individual students.

### Person or Persons Responsible

MTSS School Based Leadership Team (SBLT)

### Target Dates or Schedule

Monthly

### Evidence of Completion

Student data generated through AIMSweb will indicate a student's lack of academic growth. The MTSS process will document interventions at tiers 1 and 2 and then will apply additional interventions at tier 3.

### **Plan to Monitor Fidelity of Implementation of G1.B1.S3**

The data generated through AIMSweb will be monitored in order to identify students in need of greater support.

**Person or Persons Responsible**

MTSS SBLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Students identified to be at a tier 3 level of need will receive interventions tailored to meet their individual needs.

### **Plan to Monitor Effectiveness of G1.B1.S3**

Students who are identified by the MTSS SBLT will receive additional academic support.

**Person or Persons Responsible**

MTSS SBLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Students will show academic growth due to the additional support or will be identified as in need of specific program support.

**G1.B2** Students experience reading in content areas and, therefore, need to have the opportunity to apply comprehension strategies to a variety of texts covering content area subjects.

**G1.B2.S1** Teachers will apply comprehension reading strategies in content areas where students will read a variety of complex texts and apply these strategies to develop a written paper.

### **Action Step 1**

Common Core lead teachers will receive district training for administering Document Based Question (DBQ) lessons, Close Reading Lessons (CRL) activities, Comprehension Instructional Sequence (CIS) lessons, and Reading Writing Assignments (RWA) lessons and will then train site-based teachers.

#### **Person or Persons Responsible**

Common Core Lead Teachers

#### **Target Dates or Schedule**

Early Release Days

#### **Evidence of Completion**

Teachers will implement deep reading strategies for students to gain better comprehension when reading content area text.

#### **Facilitator:**

Administration, Reading and Math Curriculum Coaches, and Common Core Lead Teachers

#### **Participants:**

Faculty members

### **Action Step 2**

Administrators will provide teachers with instructional feedback based on classroom observations regarding high-effect strategies for instruction.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Teacher instruction will increase effectiveness as a result of deliberate feedback provided by the administration as evidenced by the teacher's reflection component of lesson plans.

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1**

Teachers will administer the reading and writing strategies as outlined in the district pacing guides.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Teachers will document implementation of reading and writing instructional strategies in their lesson plans.

### **Plan to Monitor Effectiveness of G1.B2.S1**

The effectiveness of the strategies will be evident in the FCAT, FAA, and CELLA results.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

April 2014

#### **Evidence of Completion**

Students who previously scored at levels 1 and 2 on the FCAT will score at proficiency level on the 2014 FCAT.

**G1.B3** The current curriculum does not allow time for intensive math instruction.

**G1.B3.S1** The school-day schedule will be adjusted to allow for a 30-minute period, Student Improvement Time, at the end of every Thursday and Friday, during which intensive math instruction will be delivered.

**Action Step 1**

The math curriculum coach will work with the assistant principal to disaggregate data and create lessons focusing on the areas of greatest need.

**Person or Persons Responsible**

Administration, Math Curriculum Coach

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lessons will be disseminated to all SIT instructors who will deliver the lessons on a weekly basis.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1**

Teachers who are teaching intensive math in a Student Improvement Time class will implement the lessons as designed to target the areas of greatest need for improvement.

**Person or Persons Responsible**

Administration and Math Curriculum Coach

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Students in the Student Improvement Time classes will receive intensive math instruction two times each week for 30 minutes.



## Plan to Monitor Effectiveness of G1.B3.S1

Students will take a pre- and post-test to identify growth as a result of the Student Improvement Time classes.

### Person or Persons Responsible

Administration and the Math Curriculum Coach

### Target Dates or Schedule

October and January

### Evidence of Completion

Students' post-test scores will demonstrate growth when compared to their pre-test scores.

**G2.** The number of Horizon Academy at Marion Oaks students scoring in the lowest 25th percentile who show learning gains on the 2014 FCAT will increase by 38% in the areas of reading and math.

**G2.B1** Students lack comprehension strategies needed to analyze complex text in reading and math.

**G2.B1.S1** Students will participate in reading activities that will engage them in applying reading comprehension strategies.

### Action Step 1

Students will increase their comprehension skills through activities that include Document Based Question (DBS) lessons, Close Reading Lesson (CRL) activities, Comprehension Instructional Sequence (CIS), and Reading Writing Assessments (RWA) lessons.

### Person or Persons Responsible

Administration, Reading Curriculum Coach

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Students will increase their comprehension skills as evidenced by their completion of the deep reading comprehension activities.

## **Action Step 2**

Administrators will provide teachers with instructional feedback based on classroom observations regarding high-effect strategies for instruction.

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Teacher instruction will increase effectiveness as a result of deliberate feedback provided by the administration as evidenced by the teacher's reflection component of lesson plans.

## **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Teachers will implement the reading comprehension strategies as based on the district pacing guides for their subject area.

### **Person or Persons Responsible**

Administration, Reading Curriculum Coach

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Teachers will document implementation of reading comprehension strategies in their lesson plans.

## **Plan to Monitor Effectiveness of G2.B1.S1**

Students will show growth in the area of reading comprehension.

### **Person or Persons Responsible**

Administration, Reading Curriculum Coach

### **Target Dates or Schedule**

April 2014

### **Evidence of Completion**

Students will show learning gains on the 2014 FCAT, FAA, and CELLA.

**G2.B2** Students lack foundational math skills.

**G2.B2.S1** Students will receive intensive math instruction through Student Improvement Time, a 30-minute instructional period every Thursday and Friday.

**Action Step 1**

Students who have scored at levels 1 and 2 on the FCAT will be scheduled into Student Improvement Time groups where they will receive intensive math instruction in the areas of greatest need.

**Person or Persons Responsible**

Administration, Math Curriculum Coach

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Students who have scored at levels 1 and 2 on the FCAT are scheduled into weekly SIT classes based on the area of their greatest need for improvement.

**Action Step 2**

Administrators will provide teachers with instructional feedback based on classroom observations regarding high-effect strategies for instruction.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teacher instruction will increase effectiveness as a result of deliberate feedback provided by the administration as evidenced by the teacher's reflection component of lesson plans.

### **Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Teachers who are teaching an intensive math Student Improvement Time class will implement the lessons as designed to target the areas of greatest need for improvement.

#### **Person or Persons Responsible**

Administration, Math Curriculum Coach

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Students in the Student Improvement Time classes will receive intensive math instruction two times each week for 30 minutes.

### **Plan to Monitor Effectiveness of G2.B2.S1**

Students will take a pre- and post-test to identify growth as a result of the Student Improvement Time classes.

#### **Person or Persons Responsible**

Administration, Math Curriculum Coach

#### **Target Dates or Schedule**

October and January

#### **Evidence of Completion**

Students' post-test scores will demonstrate growth when compared to their pre-test scores.

**G2.B3** Students lack organizational skills.

**G2.B3.S1** Students will learn basic organizational skills that will enhance their ability to focus on and participate in their academic instruction during the school day and at home.

**Action Step 1**

Students will receive a student agenda planner and will be taught how to use the planner.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

First week of school PowerPoint lessons and Student Improvement Time lessons

**Evidence of Completion**

Students will utilize their agenda planner on a daily basis in all of their classes and access it at home when completing their homework.

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

Teachers will incorporate student agenda planner usage in their daily instruction and utilize it to communicate with families.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Students will keep track of their assignments and activities through the use of their planner.

**Plan to Monitor Effectiveness of G2.B3.S1**

Students will utilize their student agenda planner in each class.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Students will write in their planner on a daily basis to manage class activities and homework.

**G3.** The number of Horizon Academy at Marion Oaks students scoring at level 4 (3.5 and above on writing) on the 2014 FCAT will increase by 30% in the area of reading, 25% in the area of math, and by 65% in the area of writing.

**G3.B1** Students experience reading in content areas and, therefore, need to have the opportunity to apply comprehension strategies to a variety of texts covering content area subjects.

**G3.B1.S1** Teachers will apply comprehension reading strategies in content areas where students will read a variety of complex texts and apply these strategies to develop a written paper.

### **Action Step 1**

Common Core lead teachers will receive district training for administering Document Based Question (DBQ) lessons, Close Reading Lessons (CRL) activities, Comprehension Instructional Sequence (CIS) lessons, and Reading Writing Assignments (RWA) lessons and will then train site-based teachers.

#### **Person or Persons Responsible**

Common Core Lead Teachers

#### **Target Dates or Schedule**

Early Release Days

#### **Evidence of Completion**

Teachers will implement deep reading strategies for students to gain better comprehension when reading content area text.

#### **Facilitator:**

Administration, Reading and Math Curriculum Coaches, and Common Core Lead Teachers

#### **Participants:**

Faculty members

### **Action Step 2**

Administrators will provide teachers with instructional feedback based on classroom observations regarding high-effect strategies for instruction.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Teacher instruction will increase effectiveness as a result of deliberate feedback provided by the administration as evidenced by the teacher's reflection component of lesson plans.

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Teachers will administer the reading and writing strategies as outlined in the district pacing guides.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Teachers will document implementation of reading and writing instructional strategies in their lesson plans.

### **Plan to Monitor Effectiveness of G3.B1.S1**

The effectiveness of the strategy will be evident in the FCAT, FAA, and CELLA results.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

April 2014

#### **Evidence of Completion**

Students who previously scored at levels 1 and 2 on the FCAT will score at proficiency level on the 2014 FCAT.

**G3.B2** Students need the opportunity to analyze and evaluate their writing based on rubrics and the conventions of exemplary writing.

**G3.B2.S1** Students who have scored at proficiency level in reading on FCAT will be scheduled into Student Improvement Time groups during which they will apply writing strategies.

**Action Step 1**

Teachers who are teaching writing strategies during a Student Improvement Time class will implement the lessons as designed to target the areas of greatest need for improvement.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Students in the Student Improvement Time classes will receive writing instruction two times each week for 30 minutes.

**Action Step 2**

Administrators will provide teachers with instructional feedback based on classroom observations regarding high-effect strategies for instruction.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teacher instruction will increase effectiveness as a result of deliberate feedback provided by the administration as evidenced by the teacher's reflection component of lesson plans.



### **Plan to Monitor Fidelity of Implementation of G3.B2.S1**

Students will evaluate their own writing based on the rubric.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Students' writing will improve as evidenced by evaluation based on the rubric.

### **Plan to Monitor Effectiveness of G3.B2.S1**

Students will evaluate their own writing based on the rubric.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Students' writing will improve as evidenced by evaluation based on the rubric.

**G4.** Horizon Academy at Marion Oaks students will improve their social skills and increase their self confidence, which will result in a 20% reduction in office discipline referrals.

**G4.B1** Students lack social skills and self confidence, which leads to poor decision making.

**G4.B1.S1** A campus-wide character development program will teach students about important social skills, thereby increasing their self-confidence and ability to make good decisions.

### **Action Step 1**

Character education will be taught through the Second Step program, a nationally recognized research-based program.

#### **Person or Persons Responsible**

All students in fifth grade and students in middle school who take physical education

#### **Target Dates or Schedule**

The fifth grade students will receive the program throughout the year and the middle school students will receive the program on a weekly basis during their semester course of physical education.

#### **Evidence of Completion**

All fifth grade students and all middle school students, with the exception of those students in intensive reading classes, will receive the full curriculum.

### **Action Step 2**

Character development vocabulary discussion called Let's Talk About It will be based on the word of the month in the students' agenda planner and will be discussed on the morning show announcements.

#### **Person or Persons Responsible**

Discipline Dean

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Students will learn the character development word of the month and learn to apply it to their daily lives.

### **Action Step 3**

Students will learn about making healthy choices during the Red Ribbon/Anti-Bullying week.

#### **Person or Persons Responsible**

Red Ribbon Week Committee comprised of administration, faculty, and staff members

#### **Target Dates or Schedule**

Annually

#### **Evidence of Completion**

Students will learn the harmful effects and ramifications of making poor choices regarding drugs, alcohol, and bullying.

### **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

All teachers and support staff will implement the Second Step curriculum as it is written, participate in the Let's Talk About It discussion in their classrooms, and support students in their participation in Red Ribbon Week.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Students will make a connection between character education lessons and activities and their personal choices.

### **Plan to Monitor Effectiveness of G4.B1.S1**

Teachers, support staff, and students will participate in and support all facets of the character education activities.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

There will be a campus-wide ongoing discussion of character education topics and vocabulary as well as application to daily activities and circumstances.

**G4.B1.S2** All students will participate in the Positive Behavior Support (PBS) program, thereby learning that making good choices leads to having positive opportunities.

**Action Step 1**

The Positive Behavior Support (PBS) program will be designed to recognize students for making good choices and following the school-wide expectations.

**Person or Persons Responsible**

All staff members

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Students will earn the school-wide token as a result of following the school-wide expectations.

**Plan to Monitor Fidelity of Implementation of G4.B1.S2**

The program implementation will be a balance between opportunities to earn the school-wide token and opportunities to participate in activities through the redemption of the school-wide token.

**Person or Persons Responsible**

PBS Committee

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

The PBS committee will ensure that there are balanced opportunities to earn and redeem the school-wide token.

**Plan to Monitor Effectiveness of G4.B1.S2**

Student participation in school-wide opportunities will be monitored and feedback will be gathered from all stakeholders.

**Person or Persons Responsible**

PBS Committee

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Survey feedback as well as office discipline referrals will be monitored to determine the program effectiveness.

**G4.B1.S3** Students will have the opportunity to increase their self-confidence by participating in extracurricular programs and being recognized for their accomplishments.

**Action Step 1**

Students will have the opportunity to participate in extracurricular activities including teams, sports, and arts programs.

**Person or Persons Responsible**

Participating Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

All programs will maintain student enrollment throughout their activities.

**Action Step 2**

Students will have the opportunity to participate in the 21st Century Community Learning Center.

**Person or Persons Responsible**

Program Coordinator

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

The student participation maximum capacity will be filled on a weekly basis.

**Action Step 3**

Students will be recognized for their accomplishments in all subject areas, as well as for their striving for excellence, obtaining honor roll, and maintaining perfect attendance each semester at an awards ceremony.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Each Semester

**Evidence of Completion**

Students will be recognized in all subject areas and for their outstanding accomplishments in both academics and attendance.

### **Plan to Monitor Fidelity of Implementation of G4.B1.S3**

Procedures and marketing will be in place to ensure student and parent awareness of opportunities.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Students will participate in a variety of opportunities and receive school-wide recognition and they will be supported by their families.

### **Plan to Monitor Effectiveness of G4.B1.S3**

Participating students will maintain regular attendance and their families will support their involvement.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Students will increase their self confidence through participation in school activities and school-wide recognition.

**G5.** The number of families involved in activities at Horizon Academy at Marion Oaks will increase by 10% during the 2013-2014 school year.

**G5.B1** Families' participation in their child's school is often limited by their availability, native language, and awareness of resources.

**G5.B1.S1** Family involvement activities will be offered at a variety of times, taking into consideration the workday schedule and family demands.

**Action Step 1**

The School Advisory Council and Parent Teacher Organization meetings will be scheduled after the close of the workday.

**Person or Persons Responsible**

Administration, Parent Liaison

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Family participation will increase due to their availability to attend the meetings.

**Action Step 2**

Family seminars will be offered at a variety of times, to include mornings, afternoons, and evenings.

**Person or Persons Responsible**

Administration, Parent Liaison

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Family participation will increase due to the availability of a variety of times during which activities are scheduled.

### Plan to Monitor Fidelity of Implementation of G5.B1.S1

All family involvement opportunities will be scheduled with the best interest of families and their involvement.

#### Person or Persons Responsible

Administration, Parent Liaison

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Family involvement opportunities will reflect a variety of scheduled times to offer opportunities that would be viable for a variety of schedules.

### Plan to Monitor Effectiveness of G5.B1.S1

Family participation will be monitored and evaluated as to the optimal times to schedule activities.

#### Person or Persons Responsible

Administration, Parent Liaison

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Family involvement will increase due to opportune scheduling.

**G5.B1.S2** Communication efforts with families will take into consideration the language spoken in the home.

#### Action Step 1

TeleParent, a program that delivers phone calls in the language spoken in the home, will be utilized by teachers to send home messages regarding academic productivity and upcoming assignments.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Families will be informed regarding their child's academic productivity and upcoming assignments for their child's classes.



## Action Step 2

Translation for meetings and phone communication between school personnel and families will be available.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Families will be able to communicate with school personnel in regards to their child's education and needs.

## Plan to Monitor Fidelity of Implementation of G5.B1.S2

Teachers will have access to the TeleParent phone call system and bilingual staff members will be available to translate for any parent-school communication needs.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Parents will receive school information and be able to communicate with the school in their spoken language.

## Plan to Monitor Effectiveness of G5.B1.S2

Families will participate in parent-teacher meetings, phone conferences, and school activities.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Families will participate in their child's education without any regards due to language.

**G5.B1.S3** Information will be offered to increase families' awareness of academic and community resources.

**Action Step 1**

Family involvement opportunities will include academic resources to assist families in helping their children.

**Person or Persons Responsible**

Administration, Parent Liaison

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Families will utilize the resources and information provided to assist their children.

**Action Step 2**

Families will learn about resources available to them in the community to assist them and their children.

**Person or Persons Responsible**

Administration, Parent Liaison

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Families will utilize the information they learn regarding community resources to assist their children and families.

**Action Step 3**

An adult English Speakers of Other Languages (ESOL) program will be offered for parents of Horizon Academy at Marion Oaks students.

**Person or Persons Responsible**

Administration, Curriculum Coach, Parent Liaison

**Target Dates or Schedule**

Spring Semester

**Evidence of Completion**

Parents will have the opportunity to increase their English speaking skills through the program.

#### **Action Step 4**

The School Advisory Council will discuss academic progress and plans for the school year, as well as parent involvement strategies.

##### **Person or Persons Responsible**

Administration, School Advisory Council President

##### **Target Dates or Schedule**

Monthly

##### **Evidence of Completion**

Participating families will learn about the school's academic progress and will be a part of the ongoing improvement of the school.

#### **Plan to Monitor Fidelity of Implementation of G5.B1.S3**

Activities will be planned and scheduled with the intent to provide families with the resources that will help their children and families.

##### **Person or Persons Responsible**

Administration, Parent Liaison

##### **Target Dates or Schedule**

Monthly

##### **Evidence of Completion**

Families will attend the activities designed to provide them with resources.

#### **Plan to Monitor Effectiveness of G5.B1.S3**

Feedback from families will be obtained through the School Advisory Council, the Parent Liaison, and the school staff as to the effectiveness of the programs being offered.

##### **Person or Persons Responsible**

Administration, School Advisory Council, Parent Liaison, School Staff

##### **Target Dates or Schedule**

Ongoing

##### **Evidence of Completion**

Families will share how they have utilized information they have received and will also provide suggestions for ongoing needs.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I Part A:

The Horizon Academy at Marion Oaks Title I program focuses on providing resources to support student learning. These resources include a Curriculum Coach, student supplies, non-instructional paraprofessionals who work with students on remediation and intervention strategies, and funding for parent nights.

#### Title I – Part C – Migrant Program:

District funds are used to purchase: School supplies, Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate. Families must meet the federal eligibility to participate in the program.

#### Title II – Part A:

District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

#### Title III – Part A:

Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

#### Title X:

District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

#### Supplemental Academic Instruction (SAI):

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students to not be left behind. Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement. Our district supports Red Ribbon Week which focuses on the prevention of violence at and away from school, prevents the illegal use of alcohol, drugs, & tobacco, and fosters a safe, drug free environment that supports students.

Our school lunch program focuses on good nutrition by providing fresh fruits and vegetables to our students every day. The fifth grade teachers and middle school physical education teachers also provide instruction on nutrition through health and fitness activities.

#### Exceptional Student Education:

The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

#### Vocations Education:

Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and

handicapped students in grades 7-12.

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Health Department:

District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** The number of Horizon Academy at Marion Oaks students scoring at proficiency level on the 2014 FCAT will increase by 14% in the area of reading and 17% in the area of math.

**G1.B2** Students experience reading in content areas and, therefore, need to have the opportunity to apply comprehension strategies to a variety of texts covering content area subjects.

**G1.B2.S1** Teachers will apply comprehension reading strategies in content areas where students will read a variety of complex texts and apply these strategies to develop a written paper.

### PD Opportunity 1

Common Core lead teachers will receive district training for administering Document Based Question (DBQ) lessons, Close Reading Lessons (CRL) activities, Comprehension Instructional Sequence (CIS) lessons, and Reading Writing Assignments (RWA) lessons and will then train site-based teachers.

#### Facilitator

Administration, Reading and Math Curriculum Coaches, and Common Core Lead Teachers

#### Participants

Faculty members

#### Target Dates or Schedule

Early Release Days

#### Evidence of Completion

Teachers will implement deep reading strategies for students to gain better comprehension when reading content area text.

**G3.** The number of Horizon Academy at Marion Oaks students scoring at level 4 (3.5 and above on writing) on the 2014 FCAT will increase by 30% in the area of reading, 25% in the area of math, and by 65% in the area of writing.

**G3.B1** Students experience reading in content areas and, therefore, need to have the opportunity to apply comprehension strategies to a variety of texts covering content area subjects.

**G3.B1.S1** Teachers will apply comprehension reading strategies in content areas where students will read a variety of complex texts and apply these strategies to develop a written paper.

### **PD Opportunity 1**

Common Core lead teachers will receive district training for administering Document Based Question (DBQ) lessons, Close Reading Lessons (CRL) activities, Comprehension Instructional Sequence (CIS) lessons, and Reading Writing Assignments (RWA) lessons and will then train site-based teachers.

#### **Facilitator**

Administration, Reading and Math Curriculum Coaches, and Common Core Lead Teachers

#### **Participants**

Faculty members

#### **Target Dates or Schedule**

Early Release Days

#### **Evidence of Completion**

Teachers will implement deep reading strategies for students to gain better comprehension when reading content area text.

## Appendix 2: Budget to Support School Improvement Goals