New Horizons Learning Center

2015-16 School Improvement Plan

New Horizons Learning Center

3200 MINNESOTA AVE, Panama City, FL 32405

[no web address on file]

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
High	Yes	84%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
Yes	No	32%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Provide a high quality instructional program with the corresponding system of student support mechanisms that allow New Horizon Learning Center students to show increasing levels of academic proficiency.

Provide the school's vision statement

New Horizons Learning Centers Vision Statement is that we will provide an individualized, but dynamic system of environmental and academic modifications that allow our students to make a successful transition to the world of higher education or work place.

School Environment

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

All students attending New Horizon Learning Center are Exceptional Education Students (ESE) with Individualized Educational Plans (IEPs). In addition to the process of developing, reviewing, implementing and revising IEPs for each student, case managers monitor and track student behavior and performance through quantitative factors. Through the Professional Learning Communities (PLCs) teams of administrators, teachers and paraprofessionals learn and build relationships using the data gained through student grades and our behavior tracking system.

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

The physical layout of New Horizon Learning Center was designed with student safety in mind. Our school is equipped with real time cameras in all classrooms and common areas and there is a full time School Resource Officer (SRO) on campus. Constant student supervision begins from the minute that students set foot on campus to the last student getting transported home. Positive control of student behavior to maintain student safety and show mutual respect is accomplished through a small student to staff ratio. All students participate in a school wide behavior tracking system that uses points as a primary component of reinforcement.

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

New Horizons has begin the shift from being a "behavior" school to an academic focused school for students with emotional and behavioral disabilities. The expectations of student behavior are clearly defined in the student handbook, reviewed with students daily in homeroom and tracked in every class period using the point sheets. A daily point sheet system with individualized student behavior goals, that are aligned to the students IEP, emphasizes the positive behavior required for each student to be successful. Common daily routines, school wide events, and visual aids around campus are used as teachable moments to provide students with multiple opportunities to behave for success. All classes are small and each room is staffed with a teacher and paraprofessional to assist in maintaining positive control of student behavior and high academic standards. Discipline is

addressed by our Discipline Teacher and Administration as it occurs following a matrix to ensure consistency and clear behavioral expectations. All school personnel review the handbook at the beginning of the school year and it is referenced throughout the year as necessary to maintain consistency.

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

New Horizon Learning Center has a full time Crisis Intervention Teacher, Intervention Specialist, Discipline Teacher, In School Suspension (ISS) Teacher, and Guidance Counselor. The Crisis Intervention Teacher provides group and individual counseling to students in accordance with their IEPs as well as responding to daily needs of students as they arise. The Discipline Teacher works on an individual basis with students before, during and after an incident has taken place to understand the root of the problem as well as to offer and suggest / enforce solutions for future events. Our Intervention Specialist works with teachers on classroom management, appropriate academic instruction as well as appropriate ways to work with students with disabilities. The ISS Teacher works individually with students on appropriate school behaviors and completing academics as they learn to be accountable for their choices at school. New Horizons has a dynamic Mentor program that pairs students with positive community role models. This program also provides an outlet for students to gain food, additional social-emotional support and a quiet place to decompress if needed.

Early Warning Systems

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

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

All students are on an IEP and there is a very low ratio of staff to students. Case managers, content area teams and grade level groups monitor students for problem indicators. Teams consult with the Crisis Intervention Teacher, Intervention Specialist, Behavior Teacher and Administration to develop interventions based on the "whole" child model.

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

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	8	6	7	10	5	4	3	43
One or more suspensions	10	5	8	10	4	2	2	41
Course failure in ELA or Math	6	5	3	6	7	6	3	36
Level 1 on statewide assessment	0	0	0	0	0	0	0	

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	9	6	7	7	5	3	4	41

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

All students that were previously in a reading class or were in incoming 6th grade student were automatically placed in a reading class due to lack of state FSA assessment scores being available. This decision was based on historical school wide data for ELA and Reading scores.

Behavior tracking through the use of point sheets allows for a positive reinforcement of student behavior. Students earn points for the completion of academic tasks that have been assigned to them, compliance with school and teacher directives as well as for the students individualized target goal.

Students have access to a variety of adult role models to aid in their academic performance. Outside of the classroom, students are able to request to speak with office staff, intervention and crisis personnel as well as SRD and Administration. All adults on campus are working toward the common goal of student academic success and early intervention with the whole child in mind. The school mentor program allows the pairing of students with an adult mentor outside of the school personal to provide a positive role model of adult behavior and academic and vocational success.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/180737.

Description

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

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

New Horizons Learning Center has established partnerships with the local community through our active Mentor and Community Partnership program. Lynn Haven Methodist Church continues to partner with our school in providing food In addition, being Title I school, the funds provided by Title I are used for the promotion of parental participation in their child's education and for teaching parenting skills.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Smith, Wesley	Principal
McQuagge, Jonathan	Assistant Principal
Wroblewski, Cheri	Other
Bayba, Jennifer	Guidance Counselor
Harmon, James	Teacher, K-12
Rubenstein, Lisa	Teacher, K-12

Duties

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

Roles and responsibilities of the School Based Leadership Team include, but are not limited to the following:
1. Initiate and facilitate PLC and team meetings based on the needs of the district, staff and / or students.
2. Serves as advisory members of content and grade group PLC teams throughout the school and at the district level.
3. Performs ongoing data collection and analysis to determine academic and behavioral needs of our district, school and students.
4. Maintains records of team meetings, PLC meetings, common assessment data, lesson plan feedback and communication within and outside of the district for supports.
5. Assist all teachers, paraprofessionals and substitute teachers as they progress in their continuum of professional development.
6. Assume responsibility for selection and requisition of materials and textbooks for student and teacher needs to be in alliance with IEPs.
7. Works with teachers and other administrators to make any necessary changes to programs and/or interventions.
8. If needed, be available outside the contracted work day to preform responsibilities to ensure that safety and security of our students, teachers and school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team tracks student behavior and academic trends through data analysis and contingent upon emerging student needs, including academic, behavior or physical issues, the team will access the school and community resources to meet the needs of the student to return them to a classroom environment, ready to learn. The team also uses data trends to identify which policies and strategies are working, and what needs to be reshaped to meet the current student needs. The team is a collegiate group of professionals highly experienced in the ESE environment. They are focused on student achievement and safety and the health and physical needs of the students.
Title I, Part A
Title I, Part A funds are coordinated with federal, state, and local funds and services to provide high quality supplemental instruction and support services for educationally disadvantaged students at schools with 66% or more students qualifying for the Free/Reduced Lunch Program. The purpose of Title I funding is to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on

challenging state academic achievement standards and state academic assessments. Title I, Part A funds and various other funds are coordinated and integrated to provide services for private schools, local neglected and delinquent institutions, and Homeless Programs.

Title I, Part C- Migrant

A student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of two and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:

• Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services.

• Support for schools serving migrant students

• Family literacy programs, including such programs that use models developed under Even Start

• The integration of information technology into educational and related programs and

• Programs to facilitate the transition of secondary school students to post secondary education or employment

Title I, Part D

The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk provide financial assistance to educational programs for youth that are enrolled in state-operated institutions or community day programs. The program also provides financial assistance to support school districts' programs, which focus primarily on the transition and academic needs of students returning from correctional facilities, and involve collaboration with locally operated correctional facilities.

Title II

Funds from Title II, Title I Part A, Title III, and various state and local allocations are used for the following activities:

• Providing professional development activities

• Carrying out programs and activities that are designed to improve the quality of the teacher force

• Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.

• Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.

• Carrying out programs and activities related to exemplary teachers using demonstration classrooms.

Title III

The Title III/ESOL program provides assistance to students, parents and teachers for students whose first language is not English. Title III provides additional funding to support teacher training, English language learning software, translation/interpretation services for parents, district Parent Involvement Nights/Parent Leadership Council, supplemental classroom resources, summer tutorial materials/ assistance, acculturation field trips, and registration/travel for workshops and professional development.

Title X

The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act.

The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool

education, as other children and youth.

Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Title X, Title I Part A and various community and faith based organizations provide funding and services to identify homeless students and meet their individual needs.

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. Our district has 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 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

Violence Prevention Programs

The District provides "Bully-Proofing Your School" curriculum to all schools. Administrators are provided initial training. Selected Middle Schools participate in the Prevention Partnership Grant, "Life Skills." Each school has submitted a School-wide Violence and Bullying Prevention Plan. There is a Safe Schools website with links to additional training modules. There is also a District webpage that addresses safe schools, anonymous reporting of bullying and other resources. Additional programs such as, but not limited to, Freedom 180 are provided by Community agencies and must be scheduled through the District Public Relations Director.

Nutrition Programs

The University of Florida's Extension office in Panama City provides nutrition programs for schools throughout the district.

Housing Programs

The Bay County Housing Rehabilitation Program is designed to restore single family, homeowner occupied, year-round residential property to meet state and local building code standards. Homes must be located in Bay County, but outside the city limits. A family's total household income determines which program can assist. All applications received are considered on a first come, first served basis. Work to be done is also based on funding limitations and the amount of funds available. The Bay Area Housing, Inc., under the Bay County Housing Rehabilitation section, administers the program for Bay County. The mission of the Housing Rehabilitation Program is to conserve and improve the housing stocks in Bay County for moderate- to low-income home owners. With funds provided by the Michigan State Housing Development Authority (MSHDA), an applicant, depending on their income level, can obtain a 3-percent monthly repayment loan or a 0-percent deferred loan that is repaid at the time of ownership or occupancy change.

The Housing Rehabilitation Program uses H.U.D., Section 8 Guidelines for total code enforcement on existing homes. Housing repair loans are available upon approval from the Bay County Housing Rehabilitation Program. Loan interest rates are from 0% to 3%. The maximum loan amount is $25,000, which is used for the elimination of Section 8, local, and state building code violations, and other necessary repairs or improvements.

Head Start

Head Start provides children with activities that help them grow mentally, socially, emotionally, and physically. Head Start recognizes that parents are the first and most important teachers of their children. Parent involvement is welcomed in Head Start activities, and we will work with parents as

partners to help children progress.

Children who are 3 to 5 years old are eligible for Head Start services. Pregnant women and children from birth to 3 years of age are eligible for Early Head Start services. Children and families who are homeless, in foster care, or receive TANF or SSI are also eligible for services. Eligibility is determined by Head Start program staff and some families may be eligible for services if they are determined to be at or below the federal poverty level. Some grantees enroll a percentage of children from families with incomes above the poverty guidelines as well.

Adult Education

Haney Technical Center's Adult Basic Education (ABE) includes courses designed to improve the employability of the State's workforce through instruction in language, mathematics, reading, and workforce readiness skills at grade level equivalency 0.0-8.9. ABE involves non-credit courses designed to develop basic skills necessary for successful employment and citizenship. This is an open entry/open exit program of study. The ABE program prepares students to enroll in General Educational Development (GED) preparation. Literacy Completion Points (LCPs) are awarded when a student demonstrates mastery as measured by approved standardized tests and/or documentation of mastery of competencies.

Career and Technical Education

Haney Technical Center provides career and technical education in the following employment areas: accounting operations; administrative office specialist; air conditioning, refrigeration and heating; applied welding technology; automotive collision repair and refinishing; automotive service technology; computer systems and information technology; digital design; electrician; electricity; marine service technology; and medical administrative specialist.

Job Training

Haney Technical Center offers the following licensure programs: Aviation Academy; Cosmetology; Massage Therapy; and Practical Nursing (LPN).

Other

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mr, Brian Baber	Business/Community
Mr. Wesley Smith	Principal
Mr. Jonathan McQuaggee	Principal
Ms. Margaret Tidmore	Education Support Employee
Delicia Kamakani	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

A review of the school improvement plan and the goals and objectives of the prior years plan are reviewed at the first meeting. As the year progresses, progress monitoring assessment results, like the MAP assessment, will also be reviewed.

Development of this school improvement plan

The School Improvement Plan is reviewed at each SAC meeting. Progress toward goals and barriers in reaching those goals are reviewed. Title I funding and the integration of this funding towards meeting School Improvement Plan goals are discussed and voted upon.

Preparation of the school's annual budget and plan

Professional Development and budgetary requirements are coordinated between New Horizons Learning Centers Administrators and the Leadership Team.

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

School Improvement funds will be used in direct support of basic academic instruction and Professional Development that enhances the skills of the instructional staff in those subject areas.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
McQuagge, Jonathan	Assistant Principal
Nelson, Michelle	Teacher, ESE
Adams, Michelle	Teacher, ESE
Hinson, Denise	Teacher, K-12
Wroblewski, Cheri	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team promotes literacy within the school through an effective PLC. This team of leaders meets weekly to discuss student, teacher and school needs based on current data and observations. Common assessments, backwards lesson planning, standard alignment across the schools as well as across ELA and Reading are key focuses. Using historical FCAT and DEA data as well as current MAP and DAR data instruction in literacy is adjusted to meet student needs. This team works with content area teachers to encourage literacy daily with silent reading, teacher and student read "alouds" and ensuring that students are given access to grade level materials to bridge the gap from instructional level to grade level.

Public and Collaborative Teaching

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

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

New Horizons Learning Center has Professional Learning Circles to share and collaborate strategies and curriculum. Teachers are meeting within their content and grade band PLC teams on a weekly basis. All teachers have a common planning in the morning before homeroom to allow for collaborative planning and instruction regardless of the teachers assigned planning time or content focus. Content area teams are working on common assessments as well as using this data to drive enrichment or remediation and to improve teaching within a safe and structured environment. Administration has begun

to work on having "learning walks" so that teachers can have an opportunity to watch and learn from their peers in the active classroom setting.

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

New Horizons Learning Center has recruited staff in a variety of ways. Teacher and Administrators have engaged in professional conversations with colleagues to align personal that would best work in this unique environment. Our school maintains and up to date web site with school specific information for anyone outside to be able to gain information as well as contacts for future employment. Teachers are encouraged to refer potential teachers to Administration to see if their interest and skills align with New Horizons educational objectives. To retain highly qualified effective teachers Administration has created an open door policy for everyone in the front office where all staff's opinions, concerns and needs are both heard and handled correctly the first time. Weekly newsletters are published by the Principal to praise staff for going above and beyond and to ensure that staff is aware of the appreciation for their hard work with our students.

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

The school's teacher mentoring program is facilitated through the PLC process with content and grade band team leaders. New teachers have a team immediately to ask questions of and to turn to when there is a question or concern about a student or within their content. Norms are established and all members of the team, regardless of teaching experience, are given an equal voice and a safe place to gain support. Content leaders meet with the leadership team to identify when additional training is necessary. The school leadership team, as well as district level content specialists,assist teachers in a small group or one on one basis depending on the situation. PLC teams are aligned to content to ensure that standards are aligned across grade groups as well as vertically aligned across subjects. Grade band teams meet to discuss students that they all share in order to ensure that the IEPs and BIPs are being effective for all members of the team and to problem solve when concerns arise.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

To ensure that New Horizons Learning Centers students are receiving instruction using instructional programs and materials that are aligned to Florida's standards all teachers and administrators are participating in a Professional Learning Communities (PLC). Within the PLC teams, content teachers are planning using the backward planning model. Teacher are first looking at the course descriptions and standards and then aligning resources that meet this requirement. District provided pacing guides, focus standards, approved materials and unpacked documents are used as a guide. Teacher lesson plans are reviewed weekly and individual feedback is provided back to teachers in regards to the district Plus 2 look for components. Based on historical data, most of the New Horizons students are below grade level in all basic academic areas. A heavy focus is placed on reading, both in the Reading Elective classrooms and in all other classrooms by a mandatory reading time for each period.

Instructional Strategies

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

All of New Horizons students have an Individualized Education Plan (IEP). Data is collected based student progress toward mastery of their grade level standards as well as on the IEP goals that were set by the team. This information is used to guide differentiation strategies within the classrooms. Instruction might be modified or supplements with one on one assistance by the teacher or paraprofessional, a teacher maintaining more proximity to ensure assistance is available when requested, front loading of vocabulary before a lesson is taught and additional time or modified output of assignments might be accepted based on student need. Students are given multiple opportunities to show mastery of materials as well as opportunities for enrichment when they have shown mastery.

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

Strategy: Extended School Year

Minutes added to school year: 0

N/A

Strategy Rationale

Students that attend a summer education program are able to better maintain their behavior and academic progress toward mastery. Typically students that attend show less regression of skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Smith, Wesley, smithwl@bay.k12.fl.us

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

Behavior monitoring through the use of point sheets continues throughout summer school and into the following school year. Academic monitoring takes place with MAPS assessments, State Assessments as well as classroom formative and summatative.

Student Transition and Readiness

PreK-12 Transition

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

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

N/A

College and Career Readiness

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

The High School Guidance Counselor works individually and on a group basis to promote student awareness of academic and career opportunities. In addition the Guidance Counselor coordinates

with Haney Vocational School and Gulf Coast State College for student enrollment in pre and post-graduation training. We take high school students annually to both campuses to show each student their options for post-secondary education.

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

Extended School Year (ESY) is available to all students at New Horizons Learning Center based on the determination made by his/her IEP team. ESY may take on several forms. Examples would be hospital / home-bound program, an in-school program or sessions with a related services provider such as a speech-language therapist.

The district typicalls offers a 10 half day session summer program spread over a 6 week period, however all decisions about ESY need, duration and service delivery are individualized and made by the students IEP team.

Instruction is driven by individual student IEP goals and objections and is aligned to the Florida Standards.

Students are enrolled in a Careers focused course on the exploratory wheel. Students have the opportunity to participate in various authentic vocational activities, for instance, participating in the daily Instructional Television Program and running the school store.

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

This school focuses on helping students change their behaviors. A heavy emphasis at the High School level is placed on appropriate behaviors in the work place.

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

Students participate in the Postsecondary Education Readiness Test (P.E.R.T.) exam.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase the percentage of students scoring at or above proficiency levels in all subgroup areas by using data to drive instruction.

Strategic Goals Detail

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

G1. Increase the percentage of students scoring at or above proficiency levels in all subgroup areas by using data to drive instruction. `1a`

🔑 G070217

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics - Achievement	25.0
FSA English Language Arts - Achievement	25.0

Resources Available to Support the Goal `2`

- 2015 MAP assessment #1 data for ELA and Math

- PLC common assessments and data analysis

- MTSS / Instructional Staff Training Specialists

- FOCUS data

- District and School Based professional development

Targeted Barriers to Achieving the Goal `3`

- Lack of teacher proficiency in utilizing data from assessments to plan and implement research based instructional strategies.

- Lack of data available from the 2014-2015 FSA assessment to get accurate baseline data.

Plan to Monitor Progress Toward G1. `8`

Common Assessments

Person Responsible
Wesley Smith

Schedule
Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion
Common assessment data will be turned in for review, sign in sheets for PLC meetings, teacher reflection statements on lesson plans after giving assessments

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase the percentage of students scoring at or above proficiency levels in all subgroup areas by using data to drive instruction. 1

🔑 G070217

G1.B2 Lack of data available from the 2014-2015 FSA assessment to get accurate baseline data. 2

🔑 B182804

G1.B2.S1 While waiting on the state to release data, teachers will administer the MAPS assessment to use for base line data. 4

🔑 S194579

Strategy Rationale

With no other data, this is the one piece of standards based data that all students can complete.

Action Step 1 5

Administer MAPs assessment to all students

Person Responsible

Jennifer Bayba

Schedule

Semiannually, from 9/7/2015 to 6/1/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Monitor MAP Assessment

Person Responsible

Cheri Wroblewski

Schedule

Semiannually, from 9/7/2015 to 6/1/2016

Evidence of Completion

MAP reports

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Administer MAPs assessment to all students	Bayba, Jennifer	9/7/2015		6/1/2016 semiannually
G1.MA1	Common Assessments	Smith, Wesley	8/24/2015	Common assessment data will be turned in for review, sign in sheets for PLC meetings, teacher reflection statements on lesson plans after giving assessments	6/1/2016 weekly
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	Monitor MAP Assessment	Wroblewski, Cheri	9/7/2015	MAP reports	6/1/2016 semiannually

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase the percentage of students scoring at or above proficiency levels in all subgroup areas by using data to drive instruction.

G1.B2 Lack of data available from the 2014-2015 FSA assessment to get accurate baseline data.

G1.B2.S1 While waiting on the state to release data, teachers will administer the MAPS assessment to use for base line data.

PD Opportunity 1

Administer MAPs assessment to all students

Facilitator

Jennifer Bayba

Participants

All New Horizons ELA and Math Teachers

Schedule

Semiannually, from 9/7/2015 to 6/1/2016

Technical Assistance Items

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

Budget

		Budget Data	
1	G1.B2.S1.A1	**Administer MAPs assessment to all students**	$0.00
		Total:	**$0.00**