

Manatee County Public Schools

Horizons Academy



2015-16 School Improvement Plan

Horizons Academy

1910 27TH ST E, Bradenton, FL 34208

www.manatee.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	74%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	0
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	0

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	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Horizons Academy is to provide a safe environment that allows an opportunity for our students, families, and staff to grow academically, socially, and emotionally.

Provide the school's vision statement

The vision of Horizons Academy is to be a nationally recognized alternative program.

School Environment

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

Horizons Academy is unique in that all students are sent here due to the demonstration of inappropriate behavior at their home school or through the commission of neighborhood crimes. As a result, the students are referred to Horizons Academy and all students enter through an intake process. During the intake process, the students academic and behavioral needs are assessed by staff members and a plan for success is devised. The students plans are reviewed at intervals for adjustment. Horizons is also comprised of the LIFE (learning is for everyone) and the TAPP (teen-aged pregnancy program) programs. These programs allow students an opportunity to obtain high school credit while providing support as they manage other challenges in their life. The social/behavioral teams work together to establish relationships with all students and families.

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

Horizons Academy has established PBS as the behavior approach used school-wide and creates policies that have been adopted by all staff. Students are taught the expectations and held accountable for their actions. Students earn rewards for attendance, discipline, and grades. Visual reminders are posted throughout the building. Bullying is not tolerated and appropriate counseling is provided to both the victim and the bully (as well as appropriate consequences).

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

Horizons Academy uses the first period of the day to teach behavioral expectations and social skills to all students. Every classroom uses Time to Teach to manage classroom behaviors. Teachers use refocusing as a tool to help students re-think their behaviors before an actual referral is written. The school uses a level system and students earn privileges based on good attendance, behavior, and grades. The school has a PBS committee which helps the staff apply PBS concepts and strategies consistently. The administrative team and deans follow a discipline matrix specific to Horizons Academy.

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

Students receive counseling through an on-site social worker, a school psychologist, two guidance counselors, a transition specialist, and a behavioral specialist. Additionally, Manatee Glens provides on-site services to many clients attending Horizons Academy. Social-emotional needs are documented through student success plans and adjusted as necessary.

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

Using the indicators above the Instructional team reviews how many students have 1, 2, 3 or 4 early warning indicators. Students are rated using this system and prioritized based on need. Students are tiered for academic and behavior intervention to ensure the level of support is based on need. The team monitors the student response to the intervention through data collection and determines the next course of action.

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
	3	5	7	8	10	12	
Attendance below 90 percent	0	1	2	14	1	2	20
One or more suspensions	1	0	3	1	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	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
Students exhibiting two or more indicators		

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

Small group reading instruction, 1-1 reading instruction, individualized instruction using Success maker, FCAT boot camp, lunch bunch (small group instruction during lunch), Reading buddies, additional block of Reading instruction, 90-120 minutes of uninterrupted research based Reading instruction, and 20 minutes of independent reading with goal writing.

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?

No

PIP Link

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

Description

Horizons Academy has several opportunities to promote parent involvement. Communication between school and home is completed through the use newsletters, letters, phone calls, progress reports and connect-ed messaging. Events such as back to school night(s), open house, conference night(s), award ceremony, PBS celebrations, home visitations, field trips, intake meetings, conferences and breakfast, lunch or dinner with the student are used to create welcomed environment for parents and families. The Principal uses off campus lunch and dinner events to improve community and family relations.

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

The Sunshine committee works with businesses in the community to provide resources to staff that assist in improving and maintaining morale. The Social worker maintains partnerships with multiple community businesses in conjunction with the School Advisory Council to provide after school and Summer programs for continued student use that foster student achievement. The school business contact for e-PIE utilizes this district resource to sustain business partners through in-kind donations and volunteer support.

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
Edwards, Omar	Principal

Duties

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

Additional members of the School Leadership Team (Instructional Leadership Team ILT) are:
 Dave Marshall, Assistant Principal, provides instructional leadership to LIFE and TAPP staff and students as well as Horizons. Provides LIFE/TAPP data for ILT
 Ryan Clarke, Assistant Principal, promotes instructional leadership as disciplinary leader. Provides disciplinary data for ILT
 Minetha Brown, Test Administrator, instructional leader through organization of assessment division. Provides assessment data for ILT
 James Amara, Dean, instructional leader through school wide behavior management system. Provides discipline data for ILT
 Priscilla Woodie, Student Support Specialist, instructional leader through school wide behavior management system.
 Candance Horsting, Guidance Counselor, instructional leader via secondary social/behavioral and academic alignment. Provides HS data for ILT
 Melody Vest, Guidance Counselor, instructional leader via secondary social/behavioral and academic alignment. Provides data of TAPP and LIFE programs for ILT.
 Sheri Hammond, ESE Department Chair, promotes instructional leadership via appropriate ESE

protocol and policy. Provides ESE data for ILT

Jean-Marie Magee, Department Chair, promotes instructional leadership via academic and behavior management curriculum. Provides data for intervention fidelity for ILT.

Joy Clark, Department Chair, promotes instructional leadership via academic and behavior management curriculum. Shared decision maker through data resource.

Chanel Roberts, Social Worker, promotes instructional leadership via social/behavior management curriculum. Shared decision maker through data resource.

Kip Emery, School Psychologist, promotes instructional leadership via social/behavior management curriculum. Shared decision maker through data resource.

Rodrego Way, Behavior Specialist, promotes instructional leadership via social/behavior management curriculum. Provides discipline data for ILT

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 Instructional Leadership team meets monthly to review the data from the Positive Behavior supports committee, the Sunshine committee, the child study team, the MTSS team, and the Instructional Support team to determine the level of support and resources necessary to meet the desired outcomes. Tasked action items are documented with completion dates and designated persons of responsibility. Budget items are determined by Administration and SAC (when necessary). Resources are re-aligned as necessary.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Henry Blyden	Business/Community
Vivian Borger	Teacher
Jean-Marie Magee	Teacher
Ryan Clarke	Education Support Employee
Minetha Brown, EdD	Education Support Employee
David Marshall, EdD	Education Support Employee
	Student
Adela Lopez	Teacher
Betty Flis	Teacher
Tin Rivera	Teacher
Elly Oberacker	Teacher
Candi Horsting, EdD	Education Support Employee
Omar Edwards	Principal

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

Horizons met 3 out of 5 of the goals.

Development of this school improvement plan

Prior to final submission of the SIP for review the SAC reviewed the goals, targets, barriers and action steps provided by the ILT. After discussion and any necessary editing SAC approved the final draft of the plan.

Preparation of the school's annual budget and plan

The SAC will review the annual budget at the October meeting.

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

Student educational field trips, i.e., college tours for 11th and 12th graders on Levels 5 and 6 - \$1,500
Incentives for students and staff tied to student achievement - \$1,000
Staff Appreciation; 2 events @ \$500 each - \$1,000

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

No

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

The school is targeting parents and inviting them to SAC meetings. SAC is in the process of securing funding to provide dinner for families and childcare to alleviate this concern for parents to allow them to attend the meetings.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Edwards, Omar	Principal

Duties

Describe how the LLT promotes literacy within the school

LLT ensures that the curriculum needs are met along with teacher's receiving the appropriate and necessary professional development. LLT develops opportunities for school wide reading events to increase student engagement in Reading.

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

Teachers have grade level meetings once/month to discuss lesson planning, curriculum development, student response to data and additional support needed for student and teacher success. Faculty meetings are held monthly to share strategies that are working well and to discuss areas of improvement that are needed.

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

The school utilizes the district resources to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school. This includes word of mouth, career and teaching fairs and the online application portal system.

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

Teachers are partnered with a teacher that is in the same field of teaching or department. The mentoring teacher is an experienced and highly qualified teacher with a 'satisfactory' or higher rating on the most recent evaluation.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The school ensures the core instructional program and materials are aligned to Florida's standards by cross-referencing them.

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

After the completion of each benchmark assessment an item analysis is completed to determine which objectives and skills need to be retaught. The teacher then devises a lesson plan and re-teaches the skill in small group and re-checks for understanding. Students needing supplemental instructional are grouped and re-taught using a hands on approach.

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

Strategy: After School Program

Minutes added to school year: 7,200

Students work in small groups to improve Reading comprehension and fluency.

Strategy Rationale

If students improve reading comprehension and fluency they will improve test scores and overall Reading performance.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Edwards, Omar, edwardso@manateeschools.net

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

Benchmark and FSA

Student Transition and Readiness

PreK-12 Transition

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

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

The school supports incoming and outgoing cohorts through intake and the use of a transition specialists. Faculty maintains an open line of communication with neighboring elementary, middle and high schools to support and reinforce expectations for student success.

College and Career Readiness

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

The school partners with local colleges and businesses to increase student awareness of college and careers.

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

Students can earn certifications through MTI.

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

Students take field trips to visit the local colleges and a school wide career day is planned. Lessons are created with real world applications in mind.

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

The ILT reviews this information and makes recommendation as necessary.

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.** Suspensions: By June 2016, Horizons Academy will decrease the total number of students with one or more out-of-school suspensions by 10%.
- G2.** Attendance: By June 2015, Horizons Academy will increase the average daily attendance rate by 5%.
- G3.** Elementary: By June 2015, Horizons Academy will have a minimum of 90% of students at each grade level participating in the FSA assessments.
- G4.** U.S. History: By June 2015, Horizons Academy will increase the number of students scoring a level 3 or more on the U.S. History End-of-Course assessment by 5%.
- G5.** Civics: By June 2015, Horizons Academy will increase the number of students scoring a level 3 or more on the Civics End-of-Course assessment by 5%.
- G6.** Biology: By June 2015, Horizons Academy will increase the number of students scoring a level 3 or more on the Biology 1 End-of-Course assessment by 5%.
- G7.** Math: By June 2015, Horizons Academy will increase the number of students scoring Level 3 or more on the FSA Algebra I assessment by 5%.
- G8.** Language Arts: By June 2015, Horizons Academy will increase the number of students scoring Level 3 or more on the 10th grade FSA ELA assessment by 5%.

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. Suspensions: By June 2016, Horizons Academy will decrease the total number of students with one or more out-of-school suspensions by 10%. 1a

G072103

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	192.0

Resources Available to Support the Goal 2

- PCM Training, effective MTSS, ISS, Administrative team, student support team

Targeted Barriers to Achieving the Goal 3

- Students lack conflict resolution skills

Plan to Monitor Progress Toward G1. 8

Student referrals for physically aggressive and verbally aggressive behavior

Person Responsible

Dorlinda Carlson

Schedule

Monthly, from 10/1/2015 to 6/1/2016

Evidence of Completion

Discipline spreadsheets, student participation attendance records in bullying prevention course, student attendance records for character education course, referral data

G2. Attendance: By June 2015, Horizons Academy will increase the average daily attendance rate by 5%.

1a

G072104

Targets Supported 1b

Indicator	Annual Target
Attendance rate	85.0

Resources Available to Support the Goal 2

- Attendance specialist, student support specialist, social service team

Targeted Barriers to Achieving the Goal 3

- Students frustrated with academic rigor.

Plan to Monitor Progress Toward G2. 8

Attendance rates

Person Responsible

Dorlinda Carlson

Schedule

Monthly, from 10/1/2015 to 6/1/2016

Evidence of Completion

Daily increase in attendance averages

G3. Elementary: By June 2015, Horizons Academy will have a minimum of 90% of students at each grade level participating in the FSA assessments. 1a

G072105

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	90.0

Resources Available to Support the Goal 2

- Support staff to make phone calls homes to increase awareness of expectations.
- Increase use of incentives and rewards.
-

Targeted Barriers to Achieving the Goal 3

- Due to large number of absences students loose instructional opportunity.

Plan to Monitor Progress Toward G3. 8

Attendance data

Person Responsible

Dorlinda Carlson

Schedule

Monthly, from 10/1/2015 to 6/1/2016

Evidence of Completion

Student test completion rates

G4. U.S. History: By June 2015, Horizons Academy will increase the number of students scoring a level 3 or more on the U.S. History End-of-Course assessment by 5%. 1a

G072106

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	54.0

Resources Available to Support the Goal 2

- Alignment of curriculum to standards.

Targeted Barriers to Achieving the Goal 3

- Students lack prior US History knowledge

Plan to Monitor Progress Toward G4. 8

District Benchmark assessments

Person Responsible

Dorlinda Carlson

Schedule

Quarterly, from 10/1/2015 to 6/1/2016

Evidence of Completion

Percentage of students scoring 70% or higher on benchmark assessments.

G5. Civics: By June 2015, Horizons Academy will increase the number of students scoring a level 3 or more on the Civics End-of-Course assessment by 5%. 1a

G072107

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	13.0

Resources Available to Support the Goal 2

- Materials that correlate to common core standards.
- Staff professional development.
- Additional activities
- Parent involved in learning,

Targeted Barriers to Achieving the Goal 3

- Student behavior prohibits opportunity to learn.

Plan to Monitor Progress Toward G5. 8

Benchmark data

Person Responsible

Dorlinda Carlson

Schedule

Quarterly, from 10/1/2015 to 6/1/2016

Evidence of Completion

Percentage of students scoring 70% or higher on quarterly assessment.

G6. Biology: By June 2015, Horizons Academy will increase the number of students scoring a level 3 or more on the Biology 1 End-of-Course assessment by 5%. 1a

G072108

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	43.0

Resources Available to Support the Goal 2

- Financial support for virtual lab.
- Creation of an outdoor lab.

Targeted Barriers to Achieving the Goal 3

- Students lack prior knowledge to understand Biology concepts.

Plan to Monitor Progress Toward G6. 8

Quarterly assessment data

Person Responsible

Dorlinda Carlson

Schedule

Quarterly, from 11/30/2015 to 6/1/2016

Evidence of Completion

Percentage of students scoring at or above 70% on quarterly assessments

G7. Math: By June 2015, Horizons Academy will increase the number of students scoring Level 3 or more on the FSA Algebra I assessment by 5%. 1a

G072109

Targets Supported 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	23.0

Resources Available to Support the Goal 2

- Homework policy to support remediation efforts.
- One line websites such as Success Maker and Moby Math.
- Support staff for academic instruction.

Targeted Barriers to Achieving the Goal 3

- Students lack basic Math skills.

Plan to Monitor Progress Toward G7. 8

Quarterly assessments

Person Responsible

Dorlinda Carlson

Schedule

Quarterly, from 10/1/2015 to 6/1/2016

Evidence of Completion

Percentage of students scoring 70% or above on quarterly assessments

G8. Language Arts: By June 2015, Horizons Academy will increase the number of students scoring Level 3 or more on the 10th grade FSA ELA assessment by 5%. **1a**

 G072110

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	5.0

Resources Available to Support the Goal **2**

- Certified reading teachers
- Ready materials
- SuccessMaker

Targeted Barriers to Achieving the Goal **3**

- Students lack basic reading skills.
- Students exhibit behaviors that disrupt the learning environment.

Plan to Monitor Progress Toward G8. **8**

Students will complete district benchmark assessments.

Person Responsible

Dorlinda Carlson

Schedule

Quarterly, from 10/1/2015 to 6/1/2016

Evidence of Completion

Students scoring 70% or higher on quarterly 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

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.MA1	Student referrals for physically aggressive and verbally aggressive behavior	Carlson, Dorlinda	10/1/2015	Discipline spreadsheets, student participation attendance records in bullying prevention course, student attendance records for character education course, referral data	6/1/2016 monthly
G2.MA1	Attendance rates	Carlson, Dorlinda	10/1/2015	Daily increase in attendance averages	6/1/2016 monthly
G3.MA1	Attendance data	Carlson, Dorlinda	10/1/2015	Student test completion rates	6/1/2016 monthly
G4.MA1	District Benchmark assessments	Carlson, Dorlinda	10/1/2015	Percentage of students scoring 70% or higher on benchmark assessments.	6/1/2016 quarterly
G5.MA1	Benchmark data	Carlson, Dorlinda	10/1/2015	Percentage of students scoring 70% or higher on quarterly assessment.	6/1/2016 quarterly
G6.MA1	Quarterly assessment data	Carlson, Dorlinda	11/30/2015	Percentage of students scoring at or above 70% on quarterly assessments	6/1/2016 quarterly
G7.MA1	Quarterly assessments	Carlson, Dorlinda	10/1/2015	Percentage of students scoring 70% or above on quarterly assessments	6/1/2016 quarterly
G8.MA1	Students will complete district benchmark assessments.	Carlson, Dorlinda	10/1/2015	Students scoring 70% or higher on quarterly assessments.	6/1/2016 quarterly

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.