New Horizons Learning Center

2016-17 Schoolwide Improvement Plan

New Horizons Learning Center

3200 MINNESOTA AVE, Panama City, FL 32405

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	37%

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 a monitoring status of "Former F" (see page 4). 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.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for New Horizons Learning Center

DA Region and RED	DA Category and Turnaround Status
Northwest - [Rachel Heide](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. 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.

2. School Environment

a. 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.

b. 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.

c. 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 continued 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. Our school utilizes a therapeutic rapport model to build relationships with students as well as holding them accountable for their academic and behavioral goals. 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 the consistency.

d. 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.

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

a. 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. Attendance is monitored through the attendance Title 1 parent liaison and the Intervention Teacher along with Admin hold CST meetings, when appropriate, based on these early warning systems. Administration and Discipline Teacher meet frequently to monitor suspensions. They look for specific student trends as well as comparison data with prior years. This data is also reviewed with the behavior PLC groups monthly so that all teachers are aware. Level 1 assessment data is shared with teachers at the beginning of the school year and is accessible in Focus.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	21	12	11	16	12	9	9	90
One or more suspensions	0	0	0	0	0	0	26	13	13	17	12	6	5	92
Course failure in ELA or Math	0	0	0	0	0	0	8	3	5	8	7	6	1	38
Level 1 on statewide assessment	0	0	0	0	0	0	28	12	12	18	9	7	2	88

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	27	13	13	16	14	10	4	97

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

All incoming 6th grade students are placed in a Reading class along with ELA. The 6th grade team is blocked together to ensure consistent instruction and alignment of standards. All students with a level 1 or 2 have additional reading classes once out of the 6th grade. Once a student passes the FSA with a level 3 they are no longer required a reading class. Middle School has consistent expectations for writing minimum requirements regardless of the content area or teacher. This was an identified area of weakness based on the 2016 FSA data.

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. These points are then redeemed for student choice incentives / items.

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.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/312636.

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

2. 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 members and organizations through our active Mentor and Community Partnership program. Lynn Haven Methodist Church continues to partner with our school in providing food, clothing and other resources as needed on a student by student request. 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.

Mentor appreciation through luncheons, trips and end of the year banquet are all used to sustain partnerships. Students are in the community working with local nursing homes during the holidays, gathering blankets, food and coats when needed and our schools hope is to continue to increase this community involvement.

C. 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).

1. School Leadership Team

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

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

b. Duties

1. 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.

2. 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).

2. School Advisory Council (SAC)

a. Membership

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

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
Cheri Wroblewski	Teacher
Xavier Reyes	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The proposed years school improvement plan as well as 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.

b. 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.

c. 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.

2. 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. For 2015 - 2016 the following items were purchased out of the title one budget.

$1437.00 Teacher for lunch tutoring, $13,560 ISS Paraprofessional, $10,268 Team planning, $588 AA Summer planning, $1,832 Instructional supplies, $12,325 purchase 17 computers, $5115 Conference = $45,125.00

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team promotes literacy within the school through the implementation of their 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 FSA data as well as current MAP and DAR data, ELA instruction in literacy is adjusted to meet student needs. This team works with content area teachers to encourage literacy daily with silent reading, minimum writing expectations, 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.

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

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

New Horizons Learning Center has implemented PLC teams 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 formative and summatative assessments. The data from these assessments will be used to drive enrichment / remediation and to improve teaching within a safe and structured environment. Administration encourages "learning walks" so that teachers can have an opportunity to watch and learn from their peers in the active classroom setting.

2. 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.

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

The schools 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 small group or one-on-one basis depending on the situation. PLC teams are aligned to content which in turn ensures that standards are aligned across grade groups as well as vertically aligned across subjects. Grade band teams meet to discuss common students 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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, CPLAMS, 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.

b. Instructional Strategies

1. 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. Student IEPs are always used to aid students toward the mastery of standards and to provide support for behavior.

2. 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.

2. Student Transition and Readiness

a. 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).

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

Students at New Horizons attend the same school from 6th to 12th grade unless the IEP team meets and decides that other placement would be more appropriate. All new students meet with our Behavior Specialist and Guidance before starting school to dispel any misconceptions and to lay out the foundation of the expectations of our program.

b. College and Career Readiness

1. 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. Our staff take high school students annually to both campuses to show each student their options for post-secondary education.

2. 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 typically 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 objectives and is aligned to the Florida Standards or access points if appropriate.

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

Career and technical education takes place in the form of a class offered to graduating students where the focus is resumes, applications, interviews, personal care, and other life skills students will need to have mastered prior to entering the work force. Our school also focuses on helping students change their behaviors and reactions to situations and scenarios that take place daily. A heavy emphasis at the High School level is placed on appropriate behaviors in the work place. All students behaviors are aligned according to their Behavior Intervention Plans with the ultimate goal of all students will be more successful outside of school and in life.

4. 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.

Based on the analysis of the High School Feedback Report, the program at New Horizons Learning Center is improving students readiness for public post secondary level education by focusing on increasing the number of students who scored proficient in reading as well as individualizing a graduation plan that students are able to follow to a diploma. All teachers are implementing a reading time, regardless of their content focus and students are meeting with our guidance counselor to ensure that they are aware of their graduation plan and remaining coursework toward completion.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 making learning gains in all grade groups in ELA and Math by using data to drive instruction.

Strategic Goals Detail

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

G1. Increase the percentage of students making learning gains in all grade groups in ELA and Math by using data to drive instruction. 1a

🔍 G084935

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	50.0
Math Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher proficiency and time with students to utilize data from assessments to plan and implement research based instructional strategies.

- Lack of parental involvement / parent communication to hold students accountable for attendance and behavior.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 2015 and 2016 MAP assessment #1 data for ELA and Math

- PLC common assessments and data analysis

- Math and ELA Reading Coaches

- FOCUS data for historical information and testing data

- District and School Based professional development based on teacher needs

- Mentor program to reduce stress on students needs out side of the classroom.

- 2015 and 2016 FSA data

- Intervention Specialist full time on staff to assist teachers and students with enrichment and remediation in all content areas

- Paraprofessionals in all classrooms to aid with instruction and behavior

Plan to Monitor Progress Toward G1. 8

Common Assessments

Person Responsible
Wesley Smith

Schedule
Monthly, from 8/18/2016 to 6/2/2017

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 making learning gains in all grade groups in ELA and Math by using data to drive instruction. 1

🔍 G084935

G1.B1 Lack of teacher proficiency and time with students to utilize data from assessments to plan and implement research based instructional strategies. 2

🔍 B225871

G1.B1.S1 Utilizing PLC Teams in both content and grade groups school wide 4

🔍 S238256

Strategy Rationale

Teachers working in teams will increase the use of common assessments and data collection school wide which will increase teacher proficiency.

Action Step 1 5

All teachers and leadership staff will participate in the PLC process

Person Responsible

Wesley Smith

Schedule

Weekly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Meeting minutes turned in to administration weekly

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

Participation and focus of PLC meetings as well as dispelling misconceptions will be completed weekly.

Person Responsible

Cheri Wroblewski

Schedule

Weekly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Teachers names and roles with in the PLC groups will be listed in on the meeting minutes. Teachers are able to have access to the Intervention Specialist on a daily basis for help, clarification and implementation of the PLC process.

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

The use of PLC Teams will help at the reduction or elimination of students not making learning gains by making instruction more aligned to standards as well as working with student strengths and shortcomings based on the data from common assessments.

Person Responsible

Cheri Wroblewski

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Student data from common assessments as well as MAP assessment data will help teachers identify student need and make adjustments in instruction.

G1.B1.S2 Teachers will attend Data Driven Lesson Planning training provided by our District Data Coach. 4

🔑 S238257

Strategy Rationale

This direct instruction in using data to drive instruction will ensure that all teachers have a basic understanding of the process as well as a resource once they begin to implement this as a best practice.

Action Step 1 5

Professional Development

Person Responsible

Cheri Wroblewski

Schedule

On 8/18/2016

Evidence of Completion

Teachers will all be engaged in lesson planning using data training as part of the back to school pre planning instruction. Teachers lesson plans and use of these strategies throughout the school year will be evidence that this was an effective professional development.

G1.B1.S3 Tutoring and additional paraprofessional supports will be offered to students 4

🔑 S238258

Strategy Rationale

Additional face to face instruction will help with enrichment and remediation

Action Step 1 5

Additional time in tutoring and paraprofessional support will be offered to students

Person Responsible

Wesley Smith

Schedule

Daily, from 8/17/2016 to 6/2/2017

Evidence of Completion

Face to face time with students will help increase proficiency on MAP and FSA scores.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Student scores will be analyzed in the PLC teams and with administration

Person Responsible

Wesley Smith

Schedule

Quarterly, from 8/17/2016 to 6/2/2017

Evidence of Completion

MAP and FSA scores will be pulled and compared to show growth in the number of students proficient.

G1.B2 Lack of parental involvement / parent communication to hold students accountable for attendance and behavior. `2`

🔑 B225872

G1.B2.S1 Utilize Title 1 parent liaison to make daily attendance calls. `4`

🔑 S238259

Strategy Rationale

Build relationships with parents and hold parents and students accountable.

Action Step 1 `5`

Administration will work with the Title 1 parent liaison to make daily attendance calls as appropriate.

Person Responsible

Jonathan McQuagge

Schedule

Daily, from 8/18/2016 to 6/2/2017

Evidence of Completion

Data collection / phone logs and FOCUS attendance data will be used as evidence.

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

Attendance reports are pulled monthly to ensure that calls are being made and that they are having an impact in student attendance.

Person Responsible

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Monthly focus reports and CST meeting minutes

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

Reports will be created to ensure accuracy.

Person Responsible

Jonathan McQuagge

Schedule

Weekly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Reports will be generated and given to Mr. McQuagge to ensure that calls are being made and that students needing a CST to be created are done in accordance with Bay District Policy.

G1.B2.S2 Implement parent involvement activities 4

🔑 S238260

Strategy Rationale

Face to face involvement activities in a positive light will allow teachers and parents to build a rapport and help increase "buy in" from parents to hold students accountable for attending school and participating.

Action Step 1 5

Title 1 and other Parent Involvement Tasks will be offered to parents.

Person Responsible

Jonathan McQuagge

Schedule

Semiannually, from 8/18/2016 to 6/2/2017

Evidence of Completion

Parent participation will be tracked with sign in sheets, number of items passed out and utilized and conversations with parents.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Parent Involvement Nights / Events and activities

Person Responsible

Jonathan McQuagge

Schedule

Semiannually, from 8/18/2016 to 6/2/2017

Evidence of Completion

Parent night sign in sheets and forms will be turned in to Mr. McQuagge for review and comparison with other parent events.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S2.A1 A308351	Professional Development	Wroblewski, Cheri	8/18/2016	Teachers will all be engaged in lesson planning using data training as part of the back to school pre planning instruction. Teachers lesson plans and use of these strategies throughout the school year will be evidence that this was an effective professional development.	8/18/2016 one-time
G1.MA1 M314917	Common Assessments	Smith, Wesley	8/18/2016	Common assessment data will be turned in for review, sign in sheets for PLC meetings, teacher reflection statements on lesson plans after giving assessments	6/2/2017 monthly
G1.B1.S1.MA1 M314911	The use of PLC Teams will help at the reduction or elimination of students not making learning...	Wroblewski, Cheri	8/18/2016	Student data from common assessments as well as MAP assessment data will help teachers identify student need and make adjustments in instruction.	6/2/2017 monthly
G1.B1.S1.MA1 M314912	Participation and focus of PLC meetings as well as dispelling misconceptions will be completed...	Wroblewski, Cheri	8/18/2016	Teachers names and roles with in the PLC groups will be listed in on the meeting minutes. Teachers are able to have access to the Intervention Specialist on a daily basis for help, clarification and implementation of the PLC process.	6/2/2017 weekly
G1.B1.S1.A1 A308350	All teachers and leadership staff will participate in the PLC process	Smith, Wesley	8/18/2016	Meeting minutes turned in to administration weekly	6/2/2017 weekly
G1.B2.S1.MA1 M314914	Reports will be created to ensure accuracy.	McQuagge, Jonathan	8/18/2016	Reports will be generated and given to Mr. McQuagge to ensure that calls are being made and that students needing a CST to be created are done in accordance with Bay District Policy.	6/2/2017 weekly
G1.B2.S1.MA1 M314915	Attendance reports are pulled monthly to ensure that calls are being made and that they are having...		8/18/2016	Monthly focus reports and CST meeting minutes	6/2/2017 monthly
G1.B2.S1.A1 A308353	Administration will work with the Title 1 parent liaison to make daily attendance calls as...	McQuagge, Jonathan	8/18/2016	Data collection / phone logs and FOCUS attendance data will be used as evidence.	6/2/2017 daily
G1.B2.S2.MA1 M314916	Parent Involvement Nights / Events and activities	McQuagge, Jonathan	8/18/2016	Parent night sign in sheets and forms will be turned in to Mr. McQuagge for review and comparison with other parent events.	6/2/2017 semiannually
G1.B2.S2.A1 A308354	Title 1 and other Parent Involvement Tasks will be offered to parents.	McQuagge, Jonathan	8/18/2016	Parent participation will be tracked with sign in sheets, number of items passed out and utilized and conversations with parents.	6/2/2017 semiannually
G1.B1.S3.MA1 M314913	Student scores will be analyzed in the PLC teams and with administration	Smith, Wesley	8/17/2016	MAP and FSA scores will be pulled and compared to show growth in the number of students proficient.	6/2/2017 quarterly
G1.B1.S3.A1 A308352	Additional time in tutoring and paraprofessional support will be offered to students	Smith, Wesley	8/17/2016	Face to face time with students will help increase proficiency on MAP and FSA scores.	6/2/2017 daily

V. 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 making learning gains in all grade groups in ELA and Math by using data to drive instruction.

G1.B1 Lack of teacher proficiency and time with students to utilize data from assessments to plan and implement research based instructional strategies.

G1.B1.S2 Teachers will attend Data Driven Lesson Planning training provided by our District Data Coach.

PD Opportunity 1

Professional Development

Facilitator

Shirley Baker

Participants

New Horizons Instructional Staff

Schedule

On 8/18/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	All teachers and leadership staff will participate in the PLC process				$25,013.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	0531 - New Horizons Learning Center	Title I, Part A		$10,856.00
			Notes: Leadership Team PLCs to analyze data and make instructional decisions to improve academics.			
	5200	510-Supplies	0531 - New Horizons Learning Center	Title I, Part A		$1,832.00
			Notes: Provide teachers with supplies to create common formative and summative assessments			
	5200	644-Computer Hardware Non-Capitalized	0531 - New Horizons Learning Center	Title I, Part A		$12,325.00
			Notes: Student computers to run programs (read 180, math 180, Fast ForWard, etc) for enrichment and remediation and data collection toward mastery of standards.			
2	G1.B1.S2.A1	Professional Development				$5,115.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	0531 - New Horizons Learning Center	Title I, Part A		$5,115.00
			Notes: Travel expenses, meals, and registration for PESI annual Traumatic stress education conference			
3	G1.B1.S3.A1	Additional time in tutoring and paraprofessional support will be offered to students				$14,997.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5200	150-Aides	0531 - New Horizons Learning Center	Title I, Part A	0.96	$13,560.00
			Notes: Paraprofessional to provide additional interventions			
	5200	120-Classroom Teachers	0531 - New Horizons Learning Center	Title I, Part A	0.07	$1,437.00
			Notes: Pay at teacher to come before school to tutor students with math and reading 2 days a week for one half hour			
4	G1.B2.S1.A1	Administration will work with the Title 1 parent liaison to make daily attendance calls as appropriate.				$0.00
5	G1.B2.S2.A1	Title 1 and other Parent Involvement Tasks will be offered to parents.				$0.00
					Total:	$45,125.00