

Manatee County Public Schools

Horizons Academy



2016-17 Schoolwide Improvement Plan

Horizons Academy

1910 27TH ST E, Bradenton, FL 34208

<https://www.manateeschools.net/horizons>

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)
Combination School PK-12	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	79%

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 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 Horizons Academy

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	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.

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.

b. Provide the school's vision statement.

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

2. School Environment

a. 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.

b. 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).

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.

Horizons Academy uses the character education class 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.

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.

Students receive counseling through an on-site school psychologist and guidance counselor. Social-emotional needs are documented through student success plans and adjusted as necessary.

B. Family and Community Engagement

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

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

No

1. PIP Link

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

2. Description

Horizons Academy has several opportunities to promote parent involvement. Communication between school and home is completed through the use newsletters, school website, 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.

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.

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.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Hird, James	Principal

b. Duties

1. 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:
Nancy McGinnis, 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
Theresa Kern, Test Administrator, instructional leader through organization of assessment division. Provides assessment data for ILT
Peter Memoli, Dean, instructional leader through school wide behavior management system. Provides discipline data for ILT
Sharran Pollard, 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 ES, MS, and HS data for ILT
Kathy Robey, Guidance Counselor, instructional leader via secondary social/behavioral and academic alignment. Provides data of TAPP and LIFE programs for ILT.
Carlos Contreras, ESE Department Chair, promotes instructional leadership via appropriate ESE protocol and policy. Provides ESE data for ILT
Allison Gehlot, 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. Provides data for intervention fidelity for ILT.
Kip Emery, School Psychologist, promotes instructional leadership via social/behavior management curriculum. Shared decision maker through data resource.

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 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Henry Blyden	Business/Community
Vivian Borger	Teacher
Ryan Clarke	Education Support Employee
	Student
Adela Lopez	Teacher
Elly Oberacker	Teacher
Candi Horsting, EdD	Education Support Employee
James Hird	Principal
Allison Gehlot	Teacher
Steve Coolyhan	Business/Community
Barbara Waiters-White	Business/Community
Carolyn McCarter	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

Horizons met 3 out of 5 of the goals.

b. 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.

c. Preparation of the school's annual budget and plan

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

2. 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

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

No

a. 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.

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
Hird, James	Principal

b. Duties

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

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. LLT works in cooperation with school department chairs, administration and ILT to review schoolwide data, communicate barriers and successes and to secure resources.

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.

Teachers have grade level meetings and department meetings once a 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.

2. 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.

3. 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.

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.

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

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.

After the completion of each benchmark assessment an item analysis is completed to determine which objectives and skills need to be retaught. The teacher is provided with these results and uses them to devise 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.

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: 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

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

Benchmark and FSA

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. Â§ 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.

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. Changes to our staffing has made it necessary to revise the transition plan. Members of district student services and JDC teams will monitor progress of selected students assigned through the Department of Juvenile Justice (DJJ). A new electronic case file program is being piloted to improve the speed and accuracy of communication between DJJ programs and schools during transition. ESE Department Chair will collaborate with district ESE and student services department in monitoring of transition for students with disabilities. Community Partners such as Boys and Girls Club will provide transition character education component (SMART Program) to increase student success rate at transition back to their zoned school.

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

2. 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.

3. 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.

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.

The ILT reviews this information and makes recommendation as necessary.

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" 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.** Suspensions: By June 2017, Horizons Academy will decrease the total number of students with one or more out-of-school suspensions by 15%.
- G2.** Attendance: By June 2017, Horizons Academy will increase the average daily attendance rate by 5%.
- G3.** Elementary: By June 2017, 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 2017, 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 2017, 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 2017, 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 2017, 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 2017, 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"), 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. Suspensions: By June 2017, Horizons Academy will decrease the total number of students with one or more out-of-school suspensions by 15%. 1a

G085984

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	164.0

Targeted Barriers to Achieving the Goal 3

- Parent/Guardian support
- Students lack conflict resolution skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- PCM Training, effective MTSS, ISS, Administrative team, student support team
- SPARK Mentoring for students
- SPARK Professional Development for staff

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 2017, Horizons Academy will increase the average daily attendance rate by 5%.

1a

G085985

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0

Targeted Barriers to Achieving the Goal 3

- Lack of parent support in enforcing attendance policy.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Attendance specialist, student support specialist, social service team

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 2017, Horizons Academy will have a minimum of 90% of students at each grade level participating in the FSA assessments. 1a

G085986

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	90.0

Targeted Barriers to Achieving the Goal 3

- Due to large number of absences students loose instructional opportunity.
- Teachers lack enthusiasm to motivate and support students.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

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 2017, 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

G085987

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	60.0

Targeted Barriers to Achieving the Goal 3

- Students lack prior US History knowledge

Resources Available to Help Reduce or Eliminate the Barriers 2

- Alignment of curriculum to standards.

Plan to Monitor Progress Toward G4. 8

District Benchmark assessments

Person Responsible

Dorlinda Carlson

Schedule

Quarterly, from 10/3/2016 to 6/9/2017

Evidence of Completion

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

G5. Civics: By June 2017, Horizons Academy will increase the number of students scoring a level 3 or more on the Civics End-of-Course assessment by 5%. 1a

G085988

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	18.0

Targeted Barriers to Achieving the Goal 3

- Lack of curriculum that correlates to common core standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G5. 8

Benchmark data

Person Responsible

Dorlinda Carlson

Schedule

Quarterly, from 10/3/2016 to 6/9/2017

Evidence of Completion

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

G6. Biology: By June 2017, 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

G085989

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	48.0

Targeted Barriers to Achieving the Goal 3

- Students lack prior knowledge to understand Biology concepts.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

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 2017, Horizons Academy will increase the number of students scoring Level 3 or more on the FSA Algebra I assessment by 5%. 1a

G085990

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	28.0

Targeted Barriers to Achieving the Goal 3

- Students lack basic Math skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

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 2017, Horizons Academy will increase the number of students scoring Level 3 or more on the 10th grade FSA ELA assessment by 5%. 1a

G085991

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	10.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Certified reading teachers
- Ready materials
- SuccessMaker

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

G1. Suspensions: By June 2017, Horizons Academy will decrease the total number of students with one or more out-of-school suspensions by 15%. **1**

 G085984

G1.B1 Parent/Guardian support **2**

 B228487

G1.B1.S1 Parents are included in the intake process to participate in students development of goals for students attendance, discipline and grades. **4**

 S241019

Strategy Rationale

Action Step(s) Missing for Goal #1, Barrier #1, Strategy #1
Complete one or more action steps for this Strategy or de-select it

G1.B1.S2 Parents are included in the intake process to participate in students development of goals for students attendance, discipline and grades. **4**

 S241020

Strategy Rationale

Action Step(s) Missing for Goal #1, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G1.B1.S3 Parents are included in the intake process to participate in students development of goals for students attendance, discipline and grades. 4

 S241021

Strategy Rationale

Action Step(s) Missing for Goal #1, Barrier #1, Strategy #3
Complete one or more action steps for this Strategy or de-select it

G1.B2 Students lack conflict resolution skills 2

 B228488

G1.B2.S1 Students participate in SPARK mentoring and training as well as SMART program in preparation for transition back to home schools. 4

 S241022

Strategy Rationale

These programs help students understand behavior and improve their social skills.

Action Step(s) Missing for Goal #1, Barrier #2, Strategy #1
Complete one or more action steps for this Strategy or de-select it

G2. Attendance: By June 2017, Horizons Academy will increase the average daily attendance rate by 5%. 1

 G085985

G2.B1 Lack of parent support in enforcing attendance policy. 2

 B228491

G2.B1.S1 Parents participate in attendance goal setting with students during intake. 4

 S241023

Strategy Rationale

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #1
Complete one or more action steps for this Strategy or de-select it

G3. Elementary: By June 2017, Horizons Academy will have a minimum of 90% of students at each grade level participating in the FSA assessments. 1

G085986

G3.B1 Due to large number of absences students loose instructional opportunity. 2

B228495

G3.B1.S1 Attendance specialist will work with social services team to assist families with issues of absenteeism. 4

S241027

Strategy Rationale

If students attend school the loss of instructional time will decrease and they will have more access to instruction and assessments.

Action Step(s) Missing for Goal #3, Barrier #1, Strategy #1
Complete one or more action steps for this Strategy or de-select it

G3.B4 Teachers lack enthusiasm to motivate and support students. 2

B228498

G3.B4.S1 Revision to PBIS includes reinforcement of teacher behaviors and use of PBIS strategies. 4

S241028

Strategy Rationale

Action Step(s) Missing for Goal #3, Barrier #4, Strategy #1
Complete one or more action steps for this Strategy or de-select it

G3.B4.S2 Revision to PBIS includes reinforcement of teacher behaviors and use of PBIS strategies. 4

S241029

Strategy Rationale

Action Step(s) Missing for Goal #3, Barrier #4, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G4. U.S. History: By June 2017, 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%. **1**

 G085987

G4.B1 Students lack prior US History knowledge **2**

 B228499

G4.B1.S1 Provide opportunities to increase US History knowledge **4**

 S241030

Strategy Rationale

If students increase their knowledge of History they will be able to pass the EOC

Action Step 1 **5**

Teachers will be provided guidance in use of online resource (Readworks.org) to include authentic texts for students use in all Social Studies courses.

Person Responsible

James Hird

Schedule

Evidence of Completion

Email reminders, Professional development agendas and lesson plan feedback will be collected as evidence.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 **6**

Teachers lesson plans will be monitored for evidence of implementation of articles from Readworks.org.

Person Responsible

James Hird

Schedule

Evidence of Completion

Teachers lesson plans will be monitored for evidence of implementation of articles from Readworks.org.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Teachers lesson plans will be monitored for evidence of implementation of articles from Readworks.org.

Person Responsible

Schedule

Evidence of Completion

Teacher lesson plans and department meeting agendas will be collected as evidence.

G5. Civics: By June 2017, Horizons Academy will increase the number of students scoring a level 3 or more on the Civics End-of-Course assessment by 5%. 1

G085988

G5.B4 Lack of curriculum that correlates to common core standards. 2

B228503

G5.B4.S1 Teachers will be provided an introduction to Readworks.org for the purpose of using it as a resource to build students background knowledge in historical facts. 4

S241033

Strategy Rationale

Exposure to authentic documents and articles relevant to historical events should result in increased background knowledge to be called upon on the US History assessment.

Action Step 1 5

Teachers will be encouraged to incorporate authentic articles and documents into instruction to increase students background knowledge in US History.

Person Responsible

James Hird

Schedule

Quarterly, from 10/3/2016 to 6/9/2017

Evidence of Completion

Teacher lesson plans will be collected as evidence of incorporation of Readworks.org articles.

Plan to Monitor Fidelity of Implementation of G5.B4.S1 6

Lesson plans will be monitored to support the fidelity of implementation.

Person Responsible

James Hird

Schedule

Biweekly, from 10/3/2016 to 6/9/2017

Evidence of Completion

Teacher lesson plans will be collected as evidence of implementation.

Plan to Monitor Effectiveness of Implementation of G5.B4.S1 7

Lesson plans and department meeting agendas will be monitored to ensure fidelity of implementation

Person Responsible

James Hird

Schedule

Quarterly, from 10/3/2016 to 6/9/2017

Evidence of Completion

Lesson plans and department meeting agendas will be collected as evidence of implementation of the the strategy.

G6. Biology: By June 2017, Horizons Academy will increase the number of students scoring a level 3 or more on the Biology 1 End-of-Course assessment by 5%. 1

 G085989

G6.B1 Students lack prior knowledge to understand Biology concepts. 2

 B228504

G6.B1.S1 Provide small group instruction to increase remediation efforts. 4

 S241034

Strategy Rationale

If students receive additional instructions they can fill academic gaps and do better on the assessment.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

G7. Math: By June 2017, Horizons Academy will increase the number of students scoring Level 3 or more on the FSA Algebra I assessment by 5%. 1

 G085990

G7.B2 Students lack basic Math skills. 2

 B228509

G7.B2.S1 Provide opportunities for remediation of basic math skills. 4

 S241035

Strategy Rationale

If students improve basic math skills they will improve in the basic Algebraic concepts

Action Step(s) Missing for Goal #7, Barrier #2, Strategy #1
Complete one or more action steps for this Strategy or de-select it

G8. Language Arts: By June 2017, Horizons Academy will increase the number of students scoring Level 3 or more on the 10th grade FSA ELA assessment by 5%. 1

G085991

G8.B1 Students lack basic reading skills. 2

B228511

G8.B1.S1 Provide opportunities to improve fluency and comprehension. 4

S241036

Strategy Rationale

If students improve in basic Reading functions they will score higher on the assessments.

Action Step 1 5

Teachers encouraged to incorporate articles from Readworks.org to build stamina and practice test taking strategies.

Person Responsible

James Hird

Schedule

Biweekly, from 10/3/2016 to 6/9/2017

Evidence of Completion

Lesson plans will be collected as evidence of completion of the activities.

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Lesson plans will be monitored to ensure fidelity of the implementation of the strategy.

Person Responsible

James Hird

Schedule

Biweekly, from 10/3/2016 to 6/9/2017

Evidence of Completion

Lesson plans and department meeting agendas will be collected as evidence of fidelity of implementation of the strategy.

G8.B2 Students exhibit behaviors that disrupt the learning environment. 2

 B228512

G8.B2.S1 Use PBS strategies (shark bites, activity day incentives, etc) to promote positive behavior in students. 4

 S241037

Strategy Rationale

Promoting positive behavior will improve the learning environment and provide more opportunities for students to learn.

Action Step(s) Missing for Goal #8, Barrier #2, Strategy #1
Complete one or more action steps for this Strategy or de-select it

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					
G4.B1.S1.MA1 M320934	Teachers lesson plans will be monitored for evidence of implementation of articles from...		No Start Date	Teacher lesson plans and department meeting agendas will be collected as evidence.	No End Date monthly
G4.B1.S1.MA1 M320935	Teachers lesson plans will be monitored for evidence of implementation of articles from...	Hird, James	No Start Date	Teachers lesson plans will be monitored for evidence of implementation of articles from Readworks.org.	No End Date biweekly
G4.B1.S1.A1 A311965	Teachers will be provided guidance in use of online resource (Readworks.org) to include authentic...	Hird, James	No Start Date	Email reminders, Professional development agendas and lesson plan feedback will be collected as evidence.	No End Date quarterly
G6.B1.S1.A1 A311968	[no content entered]		No Start Date		No End Date one-time
G1.MA1 M320929	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 M320932	Attendance rates	Carlson, Dorlinda	10/1/2015	Daily increase in attendance averages	6/1/2016 monthly
G3.MA1 M320933	Attendance data	Carlson, Dorlinda	10/1/2015	Student test completion rates	6/1/2016 monthly
G6.MA1 M320941	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 M320942	Quarterly assessments	Carlson, Dorlinda	10/1/2015	Percentage of students scoring 70% or above on quarterly assessments	6/1/2016 quarterly
G8.MA1 M320944	Students will complete district benchmark assessments.	Carlson, Dorlinda	10/1/2015	Students scoring 70% or higher on quarterly assessments.	6/1/2016 quarterly
G4.MA1 M320936	District Benchmark assessments	Carlson, Dorlinda	10/3/2016	Percentage of students scoring 70% or higher on benchmark assessments.	6/9/2017 quarterly
G5.MA1 M320940	Benchmark data	Carlson, Dorlinda	10/3/2016	Percentage of students scoring 70% or higher on quarterly assessment.	6/9/2017 quarterly
G5.B4.S1.MA1 M320938	Lesson plans and department meeting agendas will be monitored to ensure fidelity of implementation	Hird, James	10/3/2016	Lesson plans and department meeting agendas will be collected as evidence of implementation of the the strategy.	6/9/2017 quarterly
G5.B4.S1.MA1 M320939	Lesson plans will be monitored to support the fidelity of implementation.	Hird, James	10/3/2016	Teacher lesson plans will be collected as evidence of implementation.	6/9/2017 biweekly
G5.B4.S1.A1 A311967	Teachers will be encouraged to incorporate authentic articles and documents into instruction to...	Hird, James	10/3/2016	Teacher lesson plans will be collected as evidence of incorporation of Readworks.org articles.	6/9/2017 quarterly
G8.B1.S1.MA1 M320943	Lesson plans will be monitored to ensure fidelity of the implementation of the strategy.	Hird, James	10/3/2016	Lesson plans and department meeting agendas will be collected as evidence of fidelity of implementation of the strategy.	6/9/2017 biweekly
G8.B1.S1.A1 A311969	Teachers encouraged to incorporate articles from Readworks.org to build stamina and practice test...	Hird, James	10/3/2016	Lesson plans will be collected as evidence of completion of the activities.	6/9/2017 biweekly

V. Professional Development Opportunities

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

G5. Civics: By June 2017, Horizons Academy will increase the number of students scoring a level 3 or more on the Civics End-of-Course assessment by 5%.

G5.B4 Lack of curriculum that correlates to common core standards.

G5.B4.S1 Teachers will be provided an introduction to Readworks.org for the purpose of using it as a resource to build students background knowledge in historical facts.

PD Opportunity 1

Teachers will be encouraged to incorporate authentic articles and documents into instruction to increase students background knowledge in US History.

Facilitator

Participants

Schedule

Quarterly, from 10/3/2016 to 6/9/2017

VI. Technical Assistance Items

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

VII. Budget

1	G4.B1.S1.A1	Teachers will be provided guidance in use of online resource (Readworks.org) to include authentic texts for students use in all Social Studies courses.	\$0.00
2	G5.B4.S1.A1	Teachers will be encouraged to incorporate authentic articles and documents into instruction to increase students background knowledge in US History.	\$0.00
3	G6.B1.S1.A1		\$0.00
4	G8.B1.S1.A1	Teachers encouraged to incorporate articles from Readworks.org to build stamina and practice test taking strategies.	\$0.00
Total:			\$0.00