

Bay District Schools

New Horizons Learning Center



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 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

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at New Horizons Learning Center is to provide an exceptional special education program in a safe and positive-behavior supportive environment that meets that the unique learning needs of every student and partners with families as well as the community to foster students' academic, social, and emotional growth for success beyond graduation.

Provide the school's vision statement.

To become an exceptional special education school that empowers students to become successful in the classroom and community.

School Leadership Team

Membership

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

Name	Title
Pongratz, Gordon	Principal
Harmon, James	Teacher, K-12
Rubenstein, Lisa	Teacher, K-12
Mitchell, Helen	Assistant Principal
Hinson, Denise	Instructional Coach
Grady, Brittney	School Counselor
Nelson, Helen	School Counselor

Duties

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

Helen Marshall, Guidance Counselor: intake meetings for students on academics and behavior expectations; daily counseling and intervention, complete academic plans for each grade level; response team support and participation;

Brittany Simmons, Guidance Counselor: intake meetings for students on academics and behavior expectations; daily counseling and intervention, complete academic plans for each grade level; response team support and participation;

James Harmon: consistent behavior model implementation, intake meetings for students on academic and behavior expectations;

Denise Hinson: instruction coach; works with new teachers, trains teachers on MAP, FSA testing; coordinates testing schedule.

Lisa Rubenstein: provides support to teachers regarding crisis intervention; helps maintain Positive Behavioral Intervention plans with teachers;

Helen Mitchell, Assistant Principal: initiate and facilitate PLC and team meetings based on the needs of the district, staff/students; serves as advisory member of content and grade group PLC teams; performs ongoing data collection and analysis to determine academic and behavior needs of our school; assist all teachers/paraprofessionals with professional development;

Gordon Pongratz, Principal: initiate and facilitate PLC and team meetings based on the needs of the district, staff/students; serves as advisory member of content and grade group PLC teams; performs ongoing data collection and analysis to determine academic and behavior needs of our school; assist all teachers/paraprofessionals with professional development;

Early Warning Systems

Year 2017-18

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	28	25	21	8	9	4	20	115
One or more suspensions	0	0	0	0	0	0	32	28	22	5	7	2	9	105
Course failure in ELA or Math	0	0	0	0	0	0	0	0	1	4	4	1	2	12
Level 1 on statewide assessment	0	0	0	0	0	0	30	29	28	9	8	4	15	123

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	33	31	25	9	9	4	16	127

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	4	7	7	0	1	0	0	19
Retained Students: Previous Year(s)	0	0	0	0	0	0	12	5	5	12	3	0	0	37

Date this data was collected

Wednesday 7/11/2018

Year 2016-17 - As Reported

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	31	27	16	18	12	3	8	115
Course failure in ELA or Math	0	0	0	0	0	0	6	3	3	2	4	0	8	26
Level 1 on statewide assessment	0	0	0	0	0	0	32	24	21	14	13	6	1	111

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	30	25	16	17	9	3	13	113

Year 2016-17 - Updated

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	31	27	16	18	12	3	8	115
Course failure in ELA or Math	0	0	0	0	0	0	6	3	3	2	4	0	8	26
Level 1 on statewide assessment	0	0	0	0	0	0	32	24	21	14	13	6	1	111

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	30	25	16	17	9	3	13	113

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component which performed the lowest was key ideas and details. This has been a trending weakness for our students.

Which data component showed the greatest decline from prior year?

The data components which showed the greatest decline from the prior year were in the areas of Language and Editing and Key ideas and details. Both showed a 4% decrease overall.

Which data component had the biggest gap when compared to the state average?

The data component which had the biggest gap when compared to the state average was key ideas and details.

Which data component showed the most improvement? Is this a trend?

The data component which showed the most improvement was Integration of Knowledge and Ideas at an overall 1% growth.

Describe the actions or changes that led to the improvement in this area.

Assess the reading levels, learning styles, any learning problems and then differentiate as needed for their abilities, levels and still assess on grade level.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	55%	56%	0%	51%	52%
ELA Learning Gains	0%	50%	53%	0%	46%	46%
ELA Lowest 25th Percentile	0%	37%	44%	0%	33%	38%
Math Achievement	0%	61%	51%	0%	54%	43%
Math Learning Gains	0%	62%	48%	0%	48%	39%
Math Lowest 25th Percentile	0%	59%	45%	0%	46%	38%
Science Achievement	0%	67%	67%	0%	65%	65%
Social Studies Achievement	0%	74%	71%	0%	72%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	28 (21)	25 (12)	21 (11)	8 (16)	9 (12)	4 (9)	20 (9)	115 (90)
One or more suspensions	32 (31)	28 (27)	22 (16)	5 (18)	7 (12)	2 (3)	9 (8)	105 (115)
Course failure in ELA or Math	0 (6)	0 (3)	1 (3)	4 (2)	4 (4)	1 (0)	2 (8)	12 (26)
Level 1 on statewide assessment	30 (32)	29 (24)	28 (21)	9 (14)	8 (13)	4 (6)	15 (1)	123 (111)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	4%	51%	-47%	52%	-48%
	2017	8%	52%	-44%	52%	-44%
Same Grade Comparison		-4%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
07	2018	0%	51%	-51%	51%	-51%
	2017	5%	50%	-45%	52%	-47%
Same Grade Comparison		-5%				
Cohort Comparison		-8%				
08	2018	14%	58%	-44%	58%	-44%
	2017	0%	56%	-56%	55%	-55%
Same Grade Comparison		14%				
Cohort Comparison		9%				
09	2018	0%	54%	-54%	53%	-53%
	2017	8%	51%	-43%	52%	-44%
Same Grade Comparison		-8%				
Cohort Comparison		0%				
10	2018	0%	52%	-52%	53%	-53%
	2017	0%	48%	-48%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	0%	52%	-52%	52%	-52%
	2017	0%	49%	-49%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	0%	59%	-59%	54%	-54%
	2017	0%	58%	-58%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	0%	48%	-48%	45%	-45%
	2017	0%	46%	-46%	46%	-46%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018					
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	8%	64%	-56%	65%	-57%
2017	0%	65%	-65%	63%	-63%
Compare		8%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	10%	76%	-66%	71%	-61%
2017	30%	72%	-42%	69%	-39%
Compare		-20%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	53%	73%	-20%	68%	-15%
2017	65%	73%	-8%	67%	-2%
Compare		-12%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	64%	-64%	62%	-62%
2017	5%	62%	-57%	60%	-55%
Compare		-5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	62%	-62%	56%	-56%
2017	11%	60%	-49%	53%	-42%
Compare		-11%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To increase the percent of students making learning gains in ELA on all district and state assessments by 5%, and to incorporate an overall focus on improving literacy skills across the curriculum
Rationale	<p>1. Assessment data such as FSA and EOC's, has shown a decline in student assessment performance for the past 2 years.</p> <p>2. With an overall average of 29% and 26% respectively, Integration of Knowledge and Ideas and Key Ideas are the two assessment sub-skill areas in which our students performed the weakest.</p> <p>3. Barriers include: attendance, and lack of rigor. initiate and facilitate PLC and team meetings based on the needs of the district, staff/students; serves as advisory member of content and grade group PLC teams; performs ongoing data collection and analysis to determine academic and behavior needs of our school; assist all teachers/ paraprofessionals with professional development</p>
Intended Outcome	<p>1. By providing professional development and reading strategies to cross curricular content area teachers then assessment scores should reflect student growth.</p> <p>2. Improving attendance will increase instructional time and provide students with more opportunities to learn.</p> <p>3. Teachers will increase the use of higher order thinking, reading strategies, and interactive activities to increase rigor and improve student learning.</p>
Point Person	Helen Mitchell (mitchhe@bay.k12.fl.us)
Action Step	
Description	<p>1. 2x monthly during teacher planning, teachers will attend a professional development training specifically designed to aid in and increase the use of reading strategies. Across curriculum, teachers will use reading strategies and collaborate with their PLC teams.</p> <p>2. 1x a month during grade group PLC's, teachers will receive additional training on key reading strategies from their group Reading/ELA teacher.</p> <p>3. Implement a pull out tutorial program for middle school students performing two or more grade levels below grade level as based on FSA, Map, DAR inventory and additional reading assessments.</p> <p>4. Guidance will review attendance quarterly and establish steps towards CST, following district attendance policies, and/or parent contact.</p> <p>5. Provide professional development to teachers to assist in implementation of higher order thinking, reading strategies, and increased rigor.</p> <p>6. Recognize students who have good and improved attendance.</p> <p>7. Classroom Walk-through to gather data related to the implementation of higher order thinking, reading strategies and increased rigor.</p>
Person Responsible	Helen Mitchell (mitchhe@bay.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<p>1. PLC notes</p> <p>2. Sign in sheets</p> <p>3. Teacher lesson plans</p> <p>4. CWT</p> <p>5. Guidance review of student attendance quarterly</p> <p>6. Sign-in sheets for professional development attendance</p>
Person Responsible	Helen Mitchell (mitchhe@bay.k12.fl.us)

Activity #2	
Title	To decrease the percentage of students 10% receiving out of school suspension days during the 2018-2019 school year, and reduce the number of In school suspension by 10%.
Rationale	Reducing students suspensions rates will improve our attendance, graduation rates, state test scores, and promote our school wide expectations of being safe, responsible, successful, respectful, and accountable.
Intended Outcome	If student suspensions rates decrease then student attendance will increase and students will be in class to learn and succeed which in turn would increase our assessment scores and graduation rates.
Point Person	James Harmon (harmojl@bay.k12.fl.us)
Action Step	
Description	Use alternative behavior management consequences to include but not limited to: Lunch detention vs. ISS Point sheets and level system by teachers The use of student behavior contracts at initial entry with Dean of Discipline. Social skills/behavioral training (BDS360) with Crisis Interventionist Parent Involvement through Title I programs, SAC Crisis Intervention Counseling Behavioral Implementation Plan - teachers and staff OSS reentry meetings with parents, students , administration
Person Responsible	Lisa Rubenstein (rubenlr@bay.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Data Review of suspensions with the leadership team. Data from point sheets to be reviewed with the leadership team. Social Skills documentation.
Person Responsible	Helen Mitchell (mitchhe@bay.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

See PFEP.

PFEP Link

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

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, Dean of Discipline, In School Suspension (ISS) Teacher, and two Guidance Counselors. 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 Dean of Discipline 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.

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.

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 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.

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

The Guidance Counselors work individually and on a group basis to promote student awareness of academic and career opportunities. In addition, the Guidance Counselors coordinate 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.

Part V: Budget

Total:	\$94,094.00
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