

Bay District Schools

New Horizons Learning Center



2021-22 Ungraded Schoolwide
Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	13
R.A.I.S.E	0
Positive Culture & Environment	0

New Horizons Learning Center

3200 MINNESOTA AVE, Panama City, FL 32405

[no web address on file]

Demographics

Principal: Gordon Pongratz

Start Date for this Principal: 8/9/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Unsatisfactory 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan was approved by the Bay County School Board on 9/28/2021.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

New Horizons is a center school, 100% ESE with various disabilities to include behavior. IND, learning disabilities, speech and language and OHI. (As of 4/30/21) Our student population was 116 with 25 (22%) females and 91 (78%) boys last year. We have 3 students that also labeled as an ELL student and 11 homeless. We are 100% Free and Reduced lunch. We support our students and staff with small core classes and a para in each classroom.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Pongratz, Gordon	Principal	Initiate and facilitate PLC and team/faculty 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; assists all teachers/paraprofessionals with professional development when needed.
Mitchell, Helen	Assistant Principal	Initiate and facilitate PLC and team meetings based on the needs of the district, staff/students; heads up the SIP team, works with teacher on gradebook, curriculum; reviews lesson plans weekly; 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; assists all teachers/paraprofessionals with professional development as needed.
Hinson, Denise	Instructional Media	Instructional coach/Media Specialist; works with new teachers, trains teachers on MAP, FSA testing, FOCUS; coordinates testing schedule. Denise also heads up the High School PLC meetings
Grady, Brittney	School Counselor	As a School Counselor, Brittney holds intake meetings for students on academic and behavior expectations; daily counseling and intervention, completes academic plans for each grade level; response team support and participation; and is our Title I school based coordinator. Brittney also heads up the Attendance PLC
Nelson, Helen	School Counselor	As a School Counselor, Helen holds intake meetings for students on academic and behavior expectations; daily counseling and intervention, completes academic plans for each grade level; response team support and participation; and is our MTSS coordinator.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Monday 8/9/2021, Gordon Pongratz

Number of teachers with professional teaching certificates?

21

Number of teachers with temporary teaching certificates?

2

Total number of teacher positions allocated to the school.

21

Total number of students enrolled at the school.

120

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	3	3	6	13	5	2	1	33
Attendance below 90 percent	0	0	0	0	0	0	3	3	6	12	5	2	1	32
One or more suspensions	0	0	0	0	0	0	3	3	5	10	3	0	1	25
Course failure in ELA	0	0	0	0	0	0	0	1	0	4	5	2	1	13
Course failure in Math	0	0	0	0	0	0	2	2	2	3	4	1	1	15
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	2	2	5	11	4	2	1	27
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	1	1	6	13	5	2	1	29
Number of students with a substantial reading deficiency	0	0	0	0	0	0	14	21	27	16	22	16	8	124

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	3	3	6	13	5	2	1	33

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	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	1	1	1	5	1	1	0	10

Date this data was collected or last updated

Monday 8/9/2021

2020-21 - 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
Number of students enrolled	0	0	0	0	0	0	14	18	24	24	25	11	4	120
Attendance below 90 percent	0	0	0	0	0	0	9	12	12	14	13	1	3	64
One or more suspensions	0	0	0	0	0	0	7	14	19	18	16	4	4	82
Course failure in ELA	0	0	0	0	0	0	0	0	2	0	2	1	2	7
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	5	11	21	19	17	10	3	86
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	3	9	22	20	19	10	4	87

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	6	14	22	22	21	10	4	99

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	0	0	0	0	0	1	1	2
Students retained two or more times	0	0	0	0	0	0	0	0	6	5	5	1	2	19

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					57%	56%		55%	56%
ELA Learning Gains					49%	51%		50%	53%
ELA Lowest 25th Percentile					35%	42%		37%	44%
Math Achievement					58%	51%		61%	51%
Math Learning Gains					53%	48%		62%	48%
Math Lowest 25th Percentile					50%	45%		59%	45%
Science Achievement					74%	68%		67%	67%
Social Studies Achievement					76%	73%		74%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	12%	56%	-44%	54%	-42%
Cohort Comparison						
07	2021					
	2019	7%	54%	-47%	52%	-45%
Cohort Comparison		-12%				
08	2021					
	2019	0%	59%	-59%	56%	-56%
Cohort Comparison		-7%				
09	2021					
	2019	0%	58%	-58%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	6%	53%	-47%	55%	-49%
Cohort Comparison						
07	2021					
	2019	3%	59%	-56%	54%	-51%
Cohort Comparison		-6%				
08	2021					
	2019	7%	48%	-41%	46%	-39%
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	0%	51%	-51%	48%	-48%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	71%	-71%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	4%	74%	-70%	71%	-67%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	74%	-74%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	64%	-64%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	62%	-62%	57%	-57%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	10	12	9	2	18					60	
BLK	21	13			18						
MUL											
WHT	9	10		5	24					70	
FRL	12	14	10	3	15						
2019 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 2017-18	C & C Accel 2017-18
SWD	25	49	75	16	27	20	31	7		74	5
BLK	25	36		20	31						
WHT	29	52		19	34		36	13		71	7
FRL	20	43	70	13	21	20	26	4		80	5

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	16
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	124
Total Components for the Federal Index	8
Percent Tested	91%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	16
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	13
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	0
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	24
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	11
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Academically, we carried over our focus from 2018-19 to 2019-2020 focusing on Integration of Knowledge and Key ideas. This year, based on our recent FSA data, we will again continue to focus more on these two areas. We used MAP testing and IXL to monitor our subgroups.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

None of the subgroups showed improvement this year. We are not only a behavior school, but came out of Cat 5 Hurricane in 2018-19 into the Pandemic starting in the spring of 2020 with schools closing the last quarter of the year. Teachers provided packets of work, email contact, phone contact - whatever was needed. Then we started 2020-21 with one-third of our students on "Bay Link" an online class with our teachers. This proved to be very unsuccessful and most of our students returned after the first 9 weeks. Due to lack of success, 25 of our students were assigned summer school and 15 of the students attended.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

We have to begin with improving our attendance and correcting behavior. Academically MAP testing data is not reliable because many of our students refuse to test correctly or to take testing seriously. Utilizing our spring FSA scores, our ELA learning gains dropped from 2019 at 44% to 2021 at 11%; same timeline for math, we dropped 10% from 28% to 18%. We utilized IXL last year also for supplementing areas of need. Our areas of need begin with attendance, then continuing to lower our discipline referrals so that we can get our academics back to the previous year at "MAINTAINING". Attendance and behavior must be our priorities. Academics will strengthen once these two areas are stronger. The use of virtual teaching last year, which most students did not attend regularly, if at all, in conjunction with students missing weeks of school due to quarantining led to test scores dropping.

What trends emerge across grade levels, subgroups and core content areas?

Academically, we trended down across the board from our 2018-19 school year. Over the last three years, lack of attendance is trending up and behavior issues go up and down depending on the time of year. How much of this trend goes back to attendance and behavior. Behavior issues are consistently interrupting academics.

What strategies need to be implemented in order to accelerate learning?

We are adding credit recovery through Edgenuity for our students who failed classes to get them to their grade level. The District has also allowed us to open new credit through Edgenuity to all of our Science and History classes. In high school, we will continue using IXL and in middle school the district has us using I Ready in ELA and Math classes to support the core curriculum.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our professional development will continue with Edgenuity follow up training and i-READY continuous training. We are utilizing our Guidance PLC team to work on attendance, and our MTSS team to support improving behavior and academics. We have our TRIAD team again this year to help with behavior and mental health.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our first school goal is to decrease the percentage of students missing school. School year 2019-2020 we were in school until March 12, 2020. At that time (which started the 4th quarter) our students worked from home due to Covid. I took the same time period from 2020-2021 and compared the data. Overall student days absent increased 30% over all from March, 2020 to March, 2021. Unexcused days increased 27% over same time period and excused increased 39%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

New Horizon's goal is to decrease student overall absenteeism by 20%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Our Guidance PLC will be monitoring attendance this year, working within the mandates of the district. They will identify those with the highest rate of absenteeism. The PLC will include the District's "PRESENT Team" to address truancy with students under 16 students and parents will be addressed individually: about coming to school, and individual attendance goals will be set with student/s. Attendance lists will be pulled weekly for the PLC meeting and analyzed to see what possible problems are occurring. Attendance re-entry meetings (guidance, Triad, parent, student) will be held when a student has not met the attendance goal.

Person responsible for monitoring outcome:

Brittney Grady (gradybe@bay.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Lack of attendance, either missing school or OSS, affects the learning of our students. If they are not here, they cannot learn. Reducing absenteeism rates will improve student state test scores, graduation rates and promote our school wide expectations of being safe, responsible, successful, respectful and accountable.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Attendance is an issue, especially this past year. Our PLC for attendance, will be following district mandates about working with parents and students to get them to school. We will utilize our school Social Worker to make home visits when needed and the district when that does not work.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Attendance reports will be pulled weekly for the PLC meeting. FOCUS will be checked daily by Data Clerk/Assistant Principal to make sure teacher are taking attendance.

Person Responsible

Helen Mitchell (mitchhe@bay.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress

All students' attendance will be monitored as a whole and as subgroups.

monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. Other specifically relating to Out-of-school suspensions

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Between the time period of 2019-2020 (first three quarters) and 2020-2021 (first three quarters) our out-of-school suspensions decreased 21% overall. Our Middle School students decreased 36% in the 6th grade, 13% in the 7th grade and 64% in the 8th grade. Our High School students increased 23% in the 9th grade, 64% in the 10th grade, 19% in 12th grade and decreased 24% in 11th grade.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

To decrease the percentage of high school students receiving out-of-school suspension days during the 2021-2022 school year by 10%, and continue to decrease our middle school students 5% over all.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

1. Identify those students who continue to receive out-of-school suspensions
2. Incorporate re-entry meetings with parents when students continue.
3. Monitor behavior point sheets.

Person responsible for monitoring outcome:

Gordon Pongratz (ponggr@bay.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Reducing student 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.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In homeroom, teachers are using Maslow's needs hierarchy, working with their students on their individual needs to include their social and emotional needs, as well as point sheets. Our TRIAD team will be pulling students as individuals for reentry meetings as well as working on specific behaviors in a team setting.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Data from electronic point sheets to be reviewed by PLCs
- Data review of suspensions with Leadership
- Addition of the Triad team to work with students individually and in small groups based on discipline needs and Mental Health needs.
- Reward system, based on point sheets, for students who do the right thing.
- OSS re-entry paperwork
- Mentors for additional support of our students academically, physically and emotionally.

Person Responsible

Gordon Pongratz (ponggr@bay.k12.fl.us)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

We monitor our OSS as a whole as well as individual subgroups not meeting the 41% threshold.

#3. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Utilizing the new B.E.S.T standards, we will increase the percent of students making learning gains in ELA.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

To increase the percent of students making learning gains in ELA by 5%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The district adopted our new ELA curriculum to match B.E.S.T. standards. We also have incorporated intensive reading classes and that teacher is supporting the ELA teachers.

Person responsible for monitoring outcome:

Gordon Pongratz (ponggr@bay.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

We are a unique school in that we only have a population of 120 students grades 6-12. Because we are so small, our PLCs are unique - Middle School PLC, High School PLC, Special Areas - Attendance PLC and Elective PLC. Data is discussed relating to attendance, behavior and then our academics. Our next PLC, for example, we will be looking at the student data from the iReady and IXL diagnostic tests. The ELA B.E.S.T standards are being addressed as whole group and then using iReady data in pull out sessions with the teachers. We also have intensive reading classes (both middle school and high school) that are supporting the ELA teachers.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Assessment data, to include MAP, FSA and EOC's, has shown a decline in student assessment performances for the past year.
2. Integration of Knowledge and Ideas and Key Ideas are still the two sub-skills areas in which our students perform the weakest.
3. Barrier include: attendance and behaviors. We will have an attendance PLC to include our school counselors, TRIAD, Graduation Coach and IEP Coordinator. Our M/S,

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the

Middle school data will be monitored through the iReady diagnostics three times a year and high schools will be monitored through IXL data and classroom assessments.

41% threshold according to the Federal Index.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

First, we have a very supportive faculty and staff at New Horizons. They believe in making sure every child feels safe and help them work on their behavior, which allows the student to then be successful with their academics. We provide a TRIAD team of certified counselors to work individually or as a group with our students over and above what our school counselors already do. All of our students have an IEP meeting which provides a time we can thoroughly communicate strengths, weaknesses and goals with our families. We actively recruit our families to join our School Advisory Council. Just before school starts, we have our Title 1 orientation and later in the fall, we host our Title 1 Open House where we host a meet and greet with our parents and staff, showcase our student work, and inform parents about FOCUS, parent conferences, etc. Then again in the spring we host an FSA parent night. Our Mentor Room provides weekend food bags to any family that requests one. (We provided 60 last year) We have a very strong Mentoring program for our students. Parents can request a mentor for their student and that mentor/student usually meet weekly at lunch. We have also been given a Graduation Coach who is working with every student from 6-12th grade to start the process of what they want to do after graduation.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

TRIAD - helps with behavior and mental health issues. With regard to behavior, they work on skills to help prevent the behaviors in the future.

School Counselors - help the students with preparing for the future, working with schedules, outside agencies, and working with parents.

Graduation Coach - working with students to prepare for the future.

Teachers/paras - working in homeroom with social/emotional skills, conferencing with parents when students are being successful and when they need to work on student behavior.