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Horizons Academy

1910 27TH ST E, Bradenton, FL 34208

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

Demographics

Principal: James H IR D

Start Date for this Principal: 8/10/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-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* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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Horizons Academy

1910 27TH ST E, Bradenton, FL 34208

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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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. 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.

The mission of Horizons Academy is to get our students back on track and progressing toward graduation.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Hird, James	Principal	Instructional leadership and management of all school operations.
Clarke, Ryan	Assistant Principal	

Demographic Information

Principal start date

Tuesday 8/10/2021, James H IR D

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

267

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

6

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

6

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	4	3	2	3	21	37	12	34	35	115	266
Attendance below 90 percent	0	0	0	2	2	1	2	12	24	9	21	23	46	142
One or more suspensions	0	0	0	2	2	2	2	14	13	7	12	14	10	78
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	2	2	2	3	11	21	8	14	17	31	111
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	3	3	3	3	11	0	19	13	18	44	117

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

Date this data was collected or last updated

Tuesday 9/14/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	2	2	11	8	14	52	35	48	45	217
Attendance below 90 percent	0	0	0	0	0	0	3	4	3	32	15	23	11	91
One or more suspensions	0	0	0	0	0	0	3	4	3	18	10	12	3	53
Course failure in ELA	0	0	0	0	0	0	4	3	4	18	7	9	12	57
Course failure in Math	0	0	0	0	0	0	6	5	8	23	11	16	17	86
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	3	5	11	23	27	36	105
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	8	5	10	60	21	11	12	127
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	5	6	41	19	15	11	100

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	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	2	2	11	8	14	52	35	48	45	217
Attendance below 90 percent	0	0	0	0	0	0	3	4	3	32	15	23	11	91
One or more suspensions	0	0	0	0	0	0	3	4	3	18	10	12	3	53
Course failure in ELA	0	0	0	0	0	0	4	3	4	18	7	9	12	57
Course failure in Math	0	0	0	0	0	0	6	5	8	23	11	16	17	86
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	3	5	11	23	27	36	105
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	8	5	10	60	21	11	12	127
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	5	6	41	19	15	11	100

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	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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					58%	61%		55%	60%
ELA Learning Gains					57%	59%		55%	57%
ELA Lowest 25th Percentile					52%	54%		48%	52%
Math Achievement					64%	62%		61%	61%
Math Learning Gains					63%	59%		61%	58%
Math Lowest 25th Percentile					55%	52%		54%	52%
Science Achievement					54%	56%		54%	57%
Social Studies Achievement					83%	78%		81%	77%

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
03	2021					
	2019	0%	51%	-51%	58%	-58%
Cohort Comparison						
04	2021					
	2019	17%	56%	-39%	58%	-41%
Cohort Comparison		0%				
05	2021					
	2019	0%	52%	-52%	56%	-56%
Cohort Comparison		-17%				
06	2021					
	2019	14%	52%	-38%	54%	-40%
Cohort Comparison		0%				
07	2021					
	2019	15%	48%	-33%	52%	-37%
Cohort Comparison		-14%				
08	2021					
	2019	12%	54%	-42%	56%	-44%
Cohort Comparison		-15%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	8%	53%	-45%	55%	-47%
Cohort Comparison		-12%				
10	2021					
	2019	6%	49%	-43%	53%	-47%
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	60%	-60%	62%	-62%
Cohort Comparison						
04	2021					
	2019	18%	65%	-47%	64%	-46%
Cohort Comparison		0%				
05	2021					
	2019	0%	60%	-60%	60%	-60%
Cohort Comparison		-18%				
06	2021					
	2019	7%	57%	-50%	55%	-48%
Cohort Comparison		0%				
07	2021					
	2019	12%	57%	-45%	54%	-42%
Cohort Comparison		-7%				
08	2021					
	2019	13%	41%	-28%	46%	-33%
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	48%	-48%	53%	-53%
Cohort Comparison						
08	2021					
	2019	12%	45%	-33%	48%	-36%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	39%	69%	-30%	67%	-28%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	29%	77%	-48%	71%	-42%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	23%	71%	-48%	70%	-47%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	6%	65%	-59%	61%	-55%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	14%	61%	-47%	57%	-43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Student and staff surveys for behavior that require focused intervention. Observation of curriculum implementation and student data points for engagement and academic success (Edgenuity). Grade level department chairs and administration monitor. Data is presented and reviewed at grade level and Tier 2 meetings for the purpose of adjusting interventions and incentives.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	1	1	1
	Economically Disadvantaged	1	1	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	021
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1	1	1
	Economically Disadvantaged	1	1	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	1	2	1
	Economically Disadvantaged	1	2	1
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1	2	1
	Economically Disadvantaged	1	2	1
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	1	2	1
	Economically Disadvantaged	1	2	1
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	3	3	3
	Economically Disadvantaged	3	3	3
	Students With Disabilities	1	1	1
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3	3	3
	Economically Disadvantaged	3	3	3
	Students With Disabilities	1	1	1
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11	11	11
	Economically Disadvantaged	11	11	11
	Students With Disabilities	3	3	2
	English Language Learners	2	2	2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11	11	11
	Economically Disadvantaged	11	11	11
	Students With Disabilities	3	3	2
	English Language Learners	2	2	2

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14	14	13
	Economically Disadvantaged	14	14	13
	Students With Disabilities	3	3	2
	English Language Learners	3	3	3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	11	11
	Economically Disadvantaged	14	11	11
	Students With Disabilities	2	3	3
	English Language Learners	3	3	3
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	15	13	11
	Economically Disadvantaged	15	12	10
	Students With Disabilities	3	5	4
	English Language Learners	2	3	4

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26	23	21
	Economically Disadvantaged	25	25	21
	Students With Disabilities	11	9	5
	English Language Learners	3	5	5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29	26	24
	Economically Disadvantaged	29	26	21
	Students With Disabilities	10	9	6
	English Language Learners	3	5	5
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	21	20	22
	Economically Disadvantaged	21	20	21
	Students With Disabilities	7	9	8
	English Language Learners	3	5	5

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14	14	13
	Economically Disadvantaged	13	14	14
	Students With Disabilities	6	8	7
	English Language Learners	3	2	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	17	14
	Economically Disadvantaged	15	15	15
	Students With Disabilities	8	7	7
	English Language Learners	3	2	2
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	14	15	11
	Economically Disadvantaged	14	14	11
	Students With Disabilities	6	8	8
	English Language Learners	3	2	2
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	4	4	2
	Economically Disadvantaged	4	4	2
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	21	21	21
	Economically Disadvantaged	21	21	21
	Students With Disabilities	3	4	4
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	23	23
	Economically Disadvantaged	21	23	23
	Students With Disabilities	3	4	4
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	13	12	12
	Economically Disadvantaged	12	12	12
	Students With Disabilities	2	1	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	2	2	2
	Economically Disadvantaged	1	1	1
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	48	46
	Economically Disadvantaged	43	41	45
	Students With Disabilities	2	1	1
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	48	48
	Economically Disadvantaged	48	47	47
	Students With Disabilities	2	2	2
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	21	24	19
	Economically Disadvantaged	21	21	18
	Students With Disabilities	2	2	2
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	14	15	19
	Economically Disadvantaged	14	14	13
	Students With Disabilities	1	1	0
	English Language Learners	0	0	0

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	87	90	85
	Economically Disadvantaged	88	88	85
	Students With Disabilities	4	4	4
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	87	86	90
	Economically Disadvantaged	90	88	88
	Students With Disabilities	3	4	4
	English Language Learners	0	0	1
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	17	15	14
	Economically Disadvantaged	16	16	18
	Students With Disabilities	2	1	1
	English Language Learners	0	0	1
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	28	27	28
	Economically Disadvantaged	27	26	27
	Students With Disabilities	0	0	0
	English Language Learners	0	1	0

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										35	6
ELL										48	
BLK										37	17
HSP	17	40								51	8
MUL										40	

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
WHT										41	31
FRL	4	30								42	13
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										30	
ELL										50	
BLK										17	
HSP										40	15
WHT										34	47
FRL		10								34	12
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	7
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	95
Total Components for the Federal Index	6
Percent Tested	45%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
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	24
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	27
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	29
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	40
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	36
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	18
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.

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

All grade levels and subgroups are below index. The level of performance is consistent from subject to subject. As the alternative school, the majority of our students arrive with challenges and deficiencies. The fact that they were required to pursue education through a digital platform and remotely, with limited social emotional and academic interventions was evidenced in their performance.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our graduation rate increased from 44% to 56 %, according to district graduation rate data. The ability to waive some assessment requirements allowed us to positively impact the graduation rate. We were able to positively impact the number of students graduating by extending the time and support provided by a number of teachers. We expanded the amount of funding for teachers to work with students. The additional time for work and support proved helpful. Students were also exempted from portions of State Assessments, which appears to have motivated students to work more. Students with Disabilities struggled more than other subgroups, but the need to work on a digital platform and remotely for portions of the school year had a very negative impact on all students. We were unable to deliver many of our social emotional, mental health and interventions. Our system is designed to provide interventions for all students but they seem to be more receptive to responsive to these interventions.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Digital Platform and lack of direct instruction:

1. Teachers had to learn the platform at the last minute...training and guidance has been provided and is on going. Teachers have support and guidance with regard to incentives and trouble shooting. Looks for and uniform expectations are in place.
2. Weekly grade level and Tier II meetings along with data chats using Edgenuity data provide accountability and ownership for all stakeholders

Lack of Social/Emotional Support due to pandemic and virtual education:

1. All students are attending campus full time.
2. District SEL specialists work with our Tier 2 and admin to identify students for groups.
3. Outside agencies are referred students and provide interventions weekly (Replay and Truth)

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

N/A

No data points showed improvement. Virtual learning on a digital platform with little or no deliverable Social Emotional support were all detrimental to students.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our only area of improvement was the number and percentage of students graduating. We were able to fund extended opportunities for students to complete coursework on the digital platform Edgenuity and students were able to waive assessments. This allowed us to get more students through their coursework and on to graduation.

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

District SEL specialists work with our Tier 2 and admin to identify students for groups. Outside agencies are referred students and provide interventions weekly (Replay and Truth) Weekly grade level and Tier II meetings along with data chats using Edgenuity data provide accountability and ownership for all stakeholders

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.

District SEL specialists are available weekly to provide support and guidance for CharacterStrong SEL curriculum and Purposeful People. Department Chairs and Certified School Counselor provide guidance with digital platform Edgenuity.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

District SEL specialists work with our Tier 2 and admin to identify students for groups. Outside agencies are referred students and provide interventions weekly (Replay and Truth) Weekly grade level and Tier II meetings along with data chats using Edgenuity data provide accountability and ownership for all stakeholders

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Graduation

Area of Focus	Based on 2020-2021 data our subgroups performed significantly lower with regard to learning gains and achievement. Our achievement and learning gains were lower than previous years.
Description and Rationale:	
Measurable Outcome:	<p>We expect increases in achievement across sub groups as follows:</p> <p>African American 7% to 15%</p> <p>Economically Disadvantaged 18% to 30%</p> <p>SWD 27% to 35%</p> <p>ELL 24% to 35%</p> <p>Increase graduation rate from 36% to 45%</p> <p>Increase testing percentage from 69% to 80%</p>
Monitoring:	<p>Department Chairs will conduct Grade level meetings where Edgenuity data (Time on task, lesson completion and average scores are monitored for individual students.)</p> <p>Weekly data chats conducted and documented by teachers.</p> <p>This data will inform ILT meetings where programmatic adjustments will be discussed and implementation plans applied.</p>
Person responsible for monitoring outcome:	James Hird (hirdj@manateeschools.net)
Evidence-based Strategy:	<p>Teachers will collaborate with grade level planning during Teacher Collaborative Team meetings weekly for standards based lesson planning.</p> <p>Testing Administrator will use INDIV data to target students included in testing percentage for attendance and remediation.</p> <p>Use PBIS rewards system to add incentive to attendance and participation in remediation</p>
Rationale for Evidence-based Strategy:	<p>Data shows that our students are not accessing instruction that effectively prepares them to handle standards based assessments. Student grades, and progress in Reading plus and iReady, as appropriate, will be monitored.</p> <p>Additional data monitored includes attendance FTE Survey data to help identify students included in testing percentage</p>

Action Steps to Implement

1. Standards based instructional lessons developed in Teacher Collaborative Teams. (Lesson Study)
2. Department chair collect and monitor standards based lesson plans.
3. Targeted students selected for credit recovery and course makeup using remediation funds.
4. Attendance monitored for all students. Students with less than 70% attendance targeted for credit recovery and course make up.
5. Students targeted for mental health intervention and support based on attendance, discipline and grades

Person Responsible James Hird (hirdj@manateeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: 0% of elementary students scored Level 3 or higher on FSA ELA. <41% of students at each grade level, (3 through 12) scored proficient

By May 30, 2022, 30% of students, grades 2 through 5, will score level 3 or higher on FSA ELA.

Measurable Outcome: By May 30, 2022, students in grades 6 through 10, scoring level 3 or higher on their respective grade level FSA ELA, will increase by 5%.

Student performance monitored by Department/instructional leaders monitor and reviewed weekly.
Instructional Leadership Team reviews student performance on Edgenuity (Secondary) iReady and Reading Plus.
Benchmark Assessment data monitored by Department Leaders and administration.

Monitoring:

Person responsible for monitoring outcome: James Hird (hirdj@manateeschools.net)

Evidence-based Strategy: Teachers provide small group instruction/remediation 2X weekly, based on student progress and assessment scores in Edgenuity. Small group instruction using embedded tutorial videos and Khan Academy for secondary students (Secondary). Small group (Tier 2) and individual (Tier 3) support for elementary students using iReady and Footprints, respectively.

Rationale for Evidence-based Strategy: IReady, Reading Plus and Footprints are district approved remediation and intervention programs. Our class sizes are smaller in comparison to tradition school sites. This means that our small group interventions are conducive to increasing the amount of individualized attention teachers can give to students in core classrooms. The tutorials embedded in the Edgenuity program are specific to student lessons and assessments. (Secondary)

Action Steps to Implement

Teachers review and monitor student progress data. (Edgenuity, iReady, Reading Plus)

Person Responsible James Hird (hirdj@manateeschools.net)

Elementary teachers provided with Footprints Intervention Kits and professional development on implementation.

Person Responsible James Hird (hirdj@manateeschools.net)

Elementary teachers provide Tier 2 and 3 remediation and intervention based on student data. Conduct data chats with individual students and as a team.

Person Responsible James Hird (hirdj@manateeschools.net)

No description entered

Person Responsible	[no one identified]
#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Percentage of Horizons students obtaining a proficient score on Alg. I EOC is significantly lower than those of the district and state. This is a critical barrier to graduation.
Measurable Outcome:	By May 30, 2022, students scoring level 3 or higher on Alg. 1 EOC will increase by 5%. Student performance monitored by Department/instructional leaders monitor and reviewed weekly.
Monitoring:	Instructional Leadership Team reviews student performance on Edgenuity (Secondary) iReady and Reading Plus. Benchmark Assessment data monitored by Department Leaders and administration.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Teachers provide small group instruction/remediation 2X weekly, based on student progress and assessment scores in Edgenuity. Small group instruction using embedded tutorial videos and Khan Academy for secondary students (Secondary).
Rationale for Evidence-based Strategy:	Our class sizes are smaller in comparison to tradition school sites. This means that our small group interventions are conducive to increasing the amount of individualized attention teachers can give to students in core classrooms. The tutorials embedded in the Edgenuity program are specific to student lessons and assessments. (Secondary)
Action Steps to Implement	
Teachers review and monitor student progress data. (Edgenuity, iReady, Reading Plus)	
Person Responsible	James Hird (hirdj@manateeschools.net)
Secondary teachers provide Tier 2 and 3 remediation and intervention based on student data. Conduct data chats with individual students and as a team.	
Person Responsible	James Hird (hirdj@manateeschools.net)
Teachers will attend professional learning workshops to learn how to identify students performing below grade level in math and use of effective instructional strategies	
Person Responsible	James Hird (hirdj@manateeschools.net)
Communicate expectations for math best teaching practices.	
Person Responsible	James Hird (hirdj@manateeschools.net)
School will facilitate students in setting goals for math improvement and monitor progress toward meeting goals.	
Person Responsible	[no one identified]

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Percent of Horizons student performance in FSA Science and Biology EOC are significantly lower than district and state percentages.

Measurable Outcome: By May 30, 2022, 30% of students, grades 5 and 8, respectively, will score level 3 or higher on FSA Science.

By May 30, 2022, students scoring level 3 or higher on Biology EOC will increase by 5%. (44%)

Monitoring: Student performance monitored by Department/instructional leaders monitor and reviewed weekly.

Benchmark Assessment data monitored by Department Leaders and administration.

Person responsible for monitoring outcome: James Hird (hirdj@manateeschools.net)

Evidence-based Strategy: Teachers provide small group instruction/remediation 2X weekly, based on student progress and assessment scores in Edgenuity. Small group instruction using embedded tutorial videos and Khan Academy for secondary students (Secondary).

Rationale for Evidence-based Strategy: Our class sizes are smaller in comparison to tradition school sites. This means that our small group interventions are conducive to increasing the amount of individualized attention teachers can give to students in core classrooms. The tutorials embedded in the Edgenuity program are specific to student lessons and assessments. (Secondary)

Action Steps to Implement

School will facilitate students in setting goals for science improvement and monitor progress toward meeting goals.

Person Responsible James Hird (hirdj@manateeschools.net)

Secondary teachers provide Tier 2 and 3 remediation and intervention based on student data. Conduct data chats with individual students and as a team.

Person Responsible James Hird (hirdj@manateeschools.net)

Teachers review and monitor student progress data. (Edgenuity, iReady, Reading Plus)

Person Responsible James Hird (hirdj@manateeschools.net)

#5. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: Percentage of students who score proficient on History EOC and Civics EOC are significantly lower than those of the district and state.

Measurable Outcome: By May 30, 2022, students scoring level 3 or higher on History EOC will increase by 5%.
By May 30, 2022, students scoring level 3 or higher on the Civics EOC, will increase by 5%. (34%)

Student performance monitored by Department/instructional leaders monitor and reviewed weekly.

Monitoring: Instructional Leadership Team reviews student performance on Edgenuity (Secondary) iReady and Reading Plus.
Benchmark Assessment data monitored by Department Leaders and administration.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Teachers provide small group instruction/remediation 2X weekly, based on student progress and assessment scores in Edgenuity. Small group instruction using embedded tutorial videos and Khan Academy for secondary students (Secondary).

Rationale for Evidence-based Strategy: Our class sizes are smaller in comparison to traditional school sites. This means that our small group interventions are conducive to increasing the amount of individualized attention teachers can give to students in core classrooms.
The tutorials embedded in the Edgenuity program are specific to student lessons and assessments. (Secondary)

Action Steps to Implement

Teachers review and monitor student progress data. (Edgenuity, iReady, Reading Plus)

Person Responsible James Hird (hirdj@manateeschools.net)

Secondary teachers provide Tier 2 and 3 remediation and intervention based on student data. Conduct data chats with individual students and as a team.

Person Responsible [no one identified]

School will facilitate students in setting goals for History and Civics improvement and monitor progress toward meeting goals.

Person Responsible James Hird (hirdj@manateeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Graduation Rate is addressed above.

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.

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. During the pandemic, we have increased our use of TEAMS for meetings and intakes. Events such as PBS celebrations, home visitations, intake meetings and conferences are our most common ways to communicate with parents in person.

Due to COVID19 protocols additional parent/student engagement measures have been implemented. These included:

- Student calling tree-specific staff members assigned students for routine phone call check ins.
- Student Helpline-dedicated phone line and hours established for students to call for support.
- Engagement of Community Resources-Home visits by PAL Liaison and Replay staff w/parent permission.

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

Principal and School leadership team implement instructional support for teachers. Teachers and discipline staff engage in Tag in/Tag out process.

Bi monthly Tier 2 and Safety and Discipline meetings give staff opportunities for input and feedback regarding operational issues.

The student intake process is a critical step to orienting students and parents to expectations.

District SEL Specialists provide support and guidance with regard to implementation of CharacterStrong and Purposeful People.

All staff participate in training in working with students experiencing trauma. (Youth Mental Health First Aid)

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Graduation				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0731 - Horizons Academy			\$0.00

2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00
Total:			\$0.00