

Brevard Public Schools

Educational Horizons Charter

A word cloud graphic with various educational terms in blue and yellow. The largest word is "students". Other prominent words include "leadership", "school improvement", "success", "learning", "vision", "teaching", "relationships", "areas of focus", "instruction", and "growth". Smaller words include "mission", "Florida", "college and career", "ambitious", "striving", "achievement", "supportive environment", "resources", "collaboration", "strategic planning", "family and community involvement", "needs assessment", and "analysis".



2021-22 Schoolwide Improvement Plan

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Educational Horizons Charter

1281 S WICKHAM RD, West Melbourne, FL 32904

<http://www.educationalhorizons.net>

Demographics

Principal: Cheryl Turner

Start Date for this Principal: 6/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-6
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	35%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities White Students Economically Disadvantaged Students
School Grades History	2018-19: A (79%) 2017-18: A (77%) 2016-17: A (83%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 was approved by the Brevard County School Board on 10/7/2021.

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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-6</p>	<p>2020-21 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">36%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">43%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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.

Educational Horizons Charter School will provide students with educational opportunities using Montessori methods and philosophy of learning skills for college and career readiness and lifelong learning. We emphasize the small learning community school in which students are personally responsible for their actions and exhibit courtesy and respect for all people and property.

Provide the school's vision statement.

At Educational Horizons Charter School we expect to meet the high standards of student achievement in a diverse learning environment that focuses on the individual student. Incorporating Montessori education with state standards and district requirement, we promote independent and academic success with the rigor of critical thinking skills needed for 21st Century success. In conjunction with families and home, we share the responsibility of teaching and monitoring students progress in a nurturing and safe environment.

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
Heine, Emily	Teacher, K-12	Emily is our lead teacher for the Grades 5 and 6 students. She helps students to become leaders of the school and allows them to accept responsibility and roles as good citizens. She will help with creation of SIP and contribute information pertaining to state scores and achievement data.
Needle, Eileen	Administrative Support	Eileen is the front of the house who takes care of all student services, registrations, records, attendance, lunches, and communication with families. She will contribute data and information about student populations, SWD, FRL, attendance, truancy, family demographics to help create SIP.
Stevens, Lonna	Other	Lonna represents the lower elementary classrooms as well as serving as our Title IX rep. Her data and knowledge of civil rights and equity will contribute to the creation of the SIP to help meet needs of all students.
Turner, Cheryl	Principal	Cheryl serves as principal and administrator who will help coordinate creation of SIP combining talents and contributions from the team. She will help meet deadlines. She also serves as GSP, ELL, and ESE support for the school and institutes the MTSS process.
Thorson, Erik	Parent Engagement Liaison	Erik is our school manager. He will represent the families and their needs as Parent Liaison as he contributes to creating the SIP for our school.
Murphy, Heidi	Teacher, K-12	Heidi serves as our lower elementary teacher and serves as our Educational Leadership representative. Heidi is the Montessori leader of the school with knowledge of the method. She will work closely with teachers to collect information for the creation of the SIP.

Demographic Information

Principal start date

Sunday 6/1/2014, Cheryl Turner

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.*

1

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.*

3

Total number of teacher positions allocated to the school

16

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.

2

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	23	22	24	13	13	10	9	0	0	0	0	0	0	114
Attendance below 90 percent	4	3	3	2	2	2	0	0	0	0	0	0	0	16
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	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	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	2	2	3	2	1	3	1	0	0	0	0	0	0	14
	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	1	1	2	1	1	4	1	0	0	0	0	0	0	11

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

Date this data was collected or last updated

Friday 9/10/2021

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	26	25	23	21	8	13	13	0	0	0	0	0	0	129
Attendance below 90 percent	2	1	6	2	0	2	1	0	0	0	0	0	0	14
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	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	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	

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	
Students retained two or more times	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	23	22	24	13	13	10	9	0	0	0	0	0	0	114
Attendance below 90 percent	4	3	3	2	2	2	1	0	0	0	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	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	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	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	1	1	2	1	1	4	1	0	0	0	0	0	0	11

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	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				85%	62%	57%	83%	60%	56%
ELA Learning Gains				66%	60%	58%	70%	54%	55%
ELA Lowest 25th Percentile					57%	53%		46%	48%
Math Achievement				89%	63%	63%	93%	62%	62%
Math Learning Gains				83%	65%	62%	77%	59%	59%
Math Lowest 25th Percentile					53%	51%		49%	47%
Science Achievement				73%	57%	53%	64%	57%	55%

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	82%	64%	18%	58%	24%
Cohort Comparison						
04	2021					
	2019	100%	61%	39%	58%	42%
Cohort Comparison		-82%				
05	2021					
	2019	73%	60%	13%	56%	17%
Cohort Comparison		-100%				
06	2021					
	2019	0%	60%	-60%	54%	-54%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	100%	61%	39%	62%	38%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2021					
	2019	100%	64%	36%	64%	36%
Cohort Comparison		-100%				
05	2021					
	2019	73%	60%	13%	60%	13%
Cohort Comparison		-100%				
06	2021					
	2019	0%	67%	-67%	55%	-55%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	73%	56%	17%	53%	20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

For the 2000-2021 school year we used a few Progress Monitoring Assessments. For Kindergarten, we used the KLS, FLKRS, and Brevard District Assessments. For grade 1 and 2 we used Brevard District Assessments (QLA and math). For Grades 3, 4, 5, and 6 we used Brevard District Assessments (QLA and math), FAIR, FSA, and FCAT. Data below was collected through Performance Matters and AS400.

Grade 1				
Number/% Proficiency		Fall	Winter	Spring
English Language Arts	All Students	25/76%	23/83%	23/83%
	Economically Disadvantaged	15/67%	13/62%	13/62%
	Students With Disabilities	4/50%	4/50%	4/50%
	English Language Learners	0/0%	0/0%	0/0%
Number/% Proficiency		Fall	Winter	Spring
Mathematics	All Students	25/76%	23/83%	23/83%
	Economically Disadvantaged	15/67%	13/62%	13/62%
	Students With Disabilities	4/50%	4/50%	4/50%
	English Language Learners	0/0%	0/0%	0/0%

Grade 2				
Number/% Proficiency		Fall	Winter	Spring
English Language Arts	All Students	18/77%	16/81%	16/81%
	Economically Disadvantaged	7/72%	4/87%	4/87%
	Students With Disabilities	4/75%	4/75%	4/75%
	English Language Learners	0	0	0
Number/% Proficiency		Fall	Winter	Spring
Mathematics	All Students	18/77%	16/81%	16/81%
	Economically Disadvantaged	7/72%	4/87%	4/87%
	Students With Disabilities	4/75%	4/75%	4/75%
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19/90%	15/100	14/100
	Economically Disadvantaged	5/5%	2/2%	2/2%
	Students With Disabilities	2/50%	1/100%	1/100%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19/95%	15/57%	14/57%
	Economically Disadvantaged	5/60%%	2/50%	2/50%
	Students With Disabilities	2/50%	1/0%	1/0%
	English Language Learners	0	0	0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11/73%	10/70%	10/70%
	Economically Disadvantaged	4/75%	3/100%	3/100%
	Students With Disabilities	4/50%	4/50%	4/50%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11/73%	10/70%	10/70%
	Economically Disadvantaged	4/75%	3/100%	30/100%
	Students With Disabilities	4/50%	4/50%	4/50%
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7/86%	7/86%	7/86%
	Economically Disadvantaged	2/100%	2/100%	2/100%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7/86%	7/86%	7/86%
	Economically Disadvantaged	2/100%	2/100%	2/100%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	7/86%	7/86%	7/86%
	Economically Disadvantaged	2/100%	2/100%	2/100%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10/100%	10/100%	10/100%
	Economically Disadvantaged	2/100%	2/100%	2/100%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	10	10
	Economically Disadvantaged	2/100%	2/100%	2/100%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

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
WHT	85			81							
FRL	100			91							
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
WHT	82	64		91	88		75				
FRL	79	45		79	82						
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
WHT	84	78		94	74						
FRL	81	82		94	82						

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	85
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	338
Total Components for the Federal Index	4
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
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

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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	83
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	96
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Using the 2021 Spring state assessment data, we see our enrolled students in grade 5 this year was 7 students. This number is below the needed amount to factor into our score. This subgroup of our school showed proficiency (level 3 and above) at 86% for ELA, 86% for Math, and 100% for Science. We tested 100% of students both campus and eLearners in the state window for all subjects. Our school score was based on 4 components due to the loss of the grade 5 data. The composite was 338 points earned which equated to a school grade of A (85%). The 2019 data showed a composite of 396 points earned over 5 components with a school grade of A (79%). Our economically disadvantaged population grew from 29% in 2019 to 32.4% for 2021. We did not have a component score for the lowest 25% due to the low number of students scoring in those levels (1 and 2) in Math and ELA.

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

Using the 2021 data, our lowest score was grade 3 with a score of 57% proficient (level 3 or above) in Math. Our second lowest score was grade 4 with a score of 73% proficient (level 3 and above) in ELA. When we look at the components of the ELA 2021 test as a whole, we see the greatest need (38.77%) in integration of Knowledge and Ideas. In Math 2021 as a whole, we see a need in the following areas :Functions (45.45%), Geometry (45.07%), and Statistics and Probability and The Number System (45.45%). In Math, we see our students dropped from 89% in 2019 to 79% in 2021 when looking at achievement, yet their gains increased from 83% to 88% for the same time period. We see a need for re-teaching some of the basic concepts that were missed due to our last year of education in a pandemic. We also see a need in social emotion learning and well being support as students transition back to campus and face academic deficiencies. The fact that the pandemic is not over and we are still using universal precautions for safety is impacting our daily routines, lives, attendance, and academics.

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

Our school has been negatively impacted by the COVID pandemic as we welcomed students back to campus. At the close of school in June 2021, 14% of our students remained eLearners from March 2019. Our SIP last year focused on bridging the gap between the two populations with increased technology and digital components. With the pandemic still present and affecting classrooms, attendance, and family dynamics, we see a need for student, family, and staff support in all areas of wellness. We also are seeing some regression in basic concepts lost during the 18 month home learning and campus groups.

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

Comparing the state data from 2019 to 2021, we see our students increased from 85% to 90% in ELA achievement with learning gains moving from 66% to 81%.

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

We have implemented more information text into all subjects with a focus on non-fiction as the students move into grades 3-6. Our school has increased the rigor of ELA instruction by teaching students to find evidence to support answers.

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

To continue accelerating the learning, we will have to help close learning gaps from the last 18 months of teaching in a pandemic. We will at times have to reteach, tutor, use rti strategies with small groups to help with concepts not mastered.

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.

To begin with, we will support Social Emotional Learning with the Conscious Discipline program to focus on teaching self regulation and problem solving. In conjunction with BPS, we will continue with the three year commitment as part of our professional development. We will encourage reading endorsement and provide opportunities to take the courses through BPS and FDLRS. Our school will focus on Youth Mental Health and strive to have everyone certified in this first aid. We will also incorporate well being aspects into faculty meetings, professional development days and learning communities.

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

We will encourage professional development through courses offered. We will encourage reading endorsements for all teachers. We will allow planning time on early release days on Friday for the teachers and staff. Efforts will be made to retain staff from year to year by closing the salary gap.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: With the onset of the Covid Pandemic with campus and off campus learning choices, we noticed students struggling with inter and intra personal relationships, reunifying back to the classroom, and family dynamics. These showed up in family surveys, observations, and interactions. In conjunction with BPS Objective L4-"Provide equitable support for every student's social-emotional development." We will develop ways to meet these social-emotions, behavioral, and mental health needs of students to help them succeed.

Measurable Outcome: We will see better attendance as reflected in AS400 and Performance Matters. There will be less truancy referrals, interruptions in class, and discipline problems. Referrals to office and discipline problems will decline and students learn how to handle difficulty situations. We will see students begin able to move from reacting to self regulation and problem solving. Students in grades K-6 will show an increased desire to participate and be an active part of their classroom.

Monitoring: Attendance and truancy will be monitored and documented. Student and family surveys will reflect positive changes and measured by comparisons to previous years. Discipline, bullying, Title IX, and mental health, referrals will be monitored and data used to compare to previous years.

Person responsible for monitoring outcome: Cheryl Turner (turner.cheryl@educationalhorizons.net)

Evidence-based Strategy: Professional development in the area of Youth Mental Health, Social Well Being, Conscious Discipline, and Montessori methods will equip teachers and staff with tools needed to address these concerns. Monitoring data in AS400 and performance matters will show a decrease in absence, attendance issues and truancy which will correlate to an increase in students achievement. Parents and student surveys will reflect a stronger self sense by individuals in problem solving and self regulation.

Rationale for Evidence-based Strategy: With training and practice, our staff will be better equipped to meet needs of students who have experienced trauma and life changes due to the past 18 months of the pandemic. We will add the Social Well Being resources through Studies Weekly for all grades K-6. We will encourage student attendance with parental communications through emails, letters, phone calls, and conferences. We will use process of MTSS with tiered level of support for our students.

Action Steps to Implement

Create professional development and facilitate learning for Conscious Discipline for the school year through ProGoe and in conjunction with BPS.

Person Responsible Cheryl Turner (turner.cheryl@educationalhorizons.net)

Order Social Well Being for grades K-6 and distribute to classrooms with teacher guides.

Person Responsible Eileen Needle (needle.eileen@educationalhorizons.net)

Serve as the Parent Liasion for the school and bridge communication between home and school.

Person Responsible Erik Thorson (erik@thorsonmanagementgroup.com)

Serve as the Title IX representative and collect information as needed from students and families.

Person Responsible Lonna Stevens (stevens.lonna@educationalhorizons.net)

Train and share Montessori methods with teachers. Order Montessori materials for school.

Person Responsible Heidi Murphy (murphy.heidi@educationalhorizons.net)

Using our Mental Health Plan, we will strive for 90% of our current employees to be trained in Youth Mental Health. At this time we have 2 (13%) certified. Opportunities will be presented throughout the year.

Person Responsible Cheryl Turner (turner.cheryl@educationalhorizons.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

In conjunction with the BPS Strategic Plan L1- "Develop programs and procedures that support equitable access for all students to high quality curriculum and instruction." We will focus on mathematics. Due to the past 18 months of on and off campus learning, we see a gap in the retention of basic math skills. Looking at our grade 3-6 state scores in Math, we see a need for some of the basic math concepts to be addressed. We will focus on re-teaching in these grades and work on focusing on direct teaching of these skills in K-2.

Measurable Outcome:

We will look at the basic math concepts in the upper grades to see if there are skills missing due to the educations during the pandemic. Our goal will to have 83% of our students (grades 3-6) scoring in the Level 3 - 5 range. We will expect lower grades (K-2) to have a 75% success on the local math district assessments. Data will be collected through data bases to compare our students to neighboring schools, district, and state.

Monitoring:

Each quarter we will collect scores and use ongoing progress monitoring to chart individual student growth as well as classroom and school growth. Students will receive support outside of the math time period including afterschool tutoring in math. Using MTSS process, we will identify those who need additional support. Tiered level of support will be offered to all students as needed.

Person responsible for monitoring outcome:

Cheryl Turner (turner.cheryl@educationalhorizons.net)

Evidence-based Strategy:

Using research based strategies in mathematics and the Montessori method of hands on learning, students will have varied opportunities to make meaning of math concepts and show understanding. Small group and individual instruction will be utilized as we keep classroom size under the state requirements.

Rationale for Evidence-based Strategy:

Using research supported math programs including both paper and digital options, teachers will present concepts in a differentiated way to give equitable opportunities to all students. Skill practice with traditional and Montessori materials will be utilized in all classrooms.

Action Steps to Implement

Choose a math platform and resources to be used this year with input from all math teachers.

Person Responsible

Emily Heine (heine.emily@educationalhorizons.net)

Order materials, distribute to classrooms, obtain guides for teachers.

Person Responsible

Eileen Needle (needle.eileen@educationalhorizons.net)

Set up goals related to math and expedite services for IEP students. Collect data for MTSS and IPST meeting s for students in need. Give support to teachers in area of mathematics.

Person Responsible

Cheryl Turner (turner.cheryl@educationalhorizons.net)

Share and teach Montessori method with mathematics to peers and students.

Person Responsible

Heidi Murphy (murphy.heidi@educationalhorizons.net)

#3. Culture & Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale: As recognized in our analysis for 3 year aggregate VAM highly effective teachers, we see a need to work towards long term retention of our teachers. In conjunction with BPS Strategic Plan HR4 - Establish a comprehensive district-wide (school) recruitment and retention plan. Consistent teachers in the school and classroom will help student achievement, relationships, collaboration, and success of the school.

Measurable Outcome: Our goal is to have our teachers and staff choose to work at our school for their career. We would like to see our teachers learn and use the Montessori method in all subject areas. We would like to see our teachers get compensated and have a comparable salary as neighborhood schools.

Monitoring: We can track and chart terms of employment and retention. Exit survey can be used for data when a contract ends. Support can be given to help teachers get endorsements (reading, ESOL, Gifted, ESE) at reasonable or not cost. We can track salaries and work towards closing the pay scale.

Person responsible for monitoring outcome: Cheryl Turner (turner.cheryl@educationalhorizons.net)

Evidence-based Strategy: Teachers who have the needed skills and endorsements will be more capable of teaching students and feel more confident in the classroom. A welcoming work environment will promote longevity at the workplace. An employee who feels they are paid for their skillset and education, will be more likely to stay.

Rationale for Evidence-based Strategy: We will use the teacher salary incentives and recognition money towards our certified teachers.

Action Steps to Implement

Review current pay scales and budget to provide equitable increases in salaries to certified teachers. Look at benefits and incentives for retention and recruitment.

Person Responsible Erik Thorson (erik@thorsonmanagementgroup.com)

Search and share all opportunities for endorsement in subject areas. Utilize BPS courses to support and encourage continued education and recertification.

Person Responsible Cheryl Turner (turner.cheryl@educationalhorizons.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.

After reviewing our neighborhood and district schools in the website. We can see needs in our area. Our small school environment is a plus when it comes to disciplinary problems. Teachers strive to connect with all students and families. By utilizing our programs including Child Safety Matters, Conscious Discipline, Montessori Grace and Courtesy, along with personal responsibility, we can encourage each student to be a good citizen of our school. Having students be a useful member of the school community with responsibilities and jobs, they will be vested in their school. By encouraging a connection between home and school we can work together for the good of all of the students.

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.

We begin with communication to stakeholders monthly through email, newsletters, and monthly calendars. Our school has an active Parent Teacher Organization which is inviting and welcoming. Volunteers are encouraged to support classrooms and school through a variety of ways. Using Conscious Discipline as our school based program, we encourage students to learn self regulation and promote problem solving which in turn helps the climate of the school. Our Montessori philosophy of learning and including practical life skills help students to become independent and take responsibility for their own learning and behaviors. Our motto of "grace and courtesy" teaches respect. Each classroom has their rules to follow along with a conflict resolution area and safe place for students.

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

Our school governing board is one of the steering components for the school management, financial strength, and academic success. This group is made up of talents people who are all connected to our school. They help guide us and serve the school by making policy and procedures. Also a strong component our school is our Parent Teacher Organization (PTO). They meet monthly as a general board and also meet monthly as an executive board. This group supports school staff and students socially, economically, and academically. Our teachers and staff serve to help review and contribute to decisions involving daily scheduling, academic events, curriculum, materials, and analyze student success. Our management is a hands on approachable support in all aspects of the school day. Our sponsor BPS

includes our school in many of the facets of operation including professional development and teacher certification.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$1,700.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
3336	520-Textbooks	6511 - Educational Horizons Charter	General Fund		\$900.00	
<i>Notes: Studies Weekly Social Well Being Text</i>						
3336	500-Materials and Supplies	6511 - Educational Horizons Charter	General Fund		\$500.00	
<i>Notes: Montessori Materials for Practical Life</i>						
3376	310-Professional and Technical Services	6511 - Educational Horizons Charter	General Fund		\$300.00	
<i>Notes: Resources for professional development, Conscious Discipline</i>						
2	III.A.	Areas of Focus: Instructional Practice: Math				\$4,500.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
3336	520-Textbooks	6511 - Educational Horizons Charter	General Fund		\$3,500.00	
<i>Notes: Performance Matters Math Workbooks, Math for lower grades, Online math resources</i>						
3336	500-Materials and Supplies	6511 - Educational Horizons Charter	General Fund		\$1,000.00	
<i>Notes: Montessori math manipulatives</i>						
3	III.A.	Areas of Focus: Culture & Environment: Teacher Attendance				\$3,000.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
3362	120-Classroom Teachers	6511 - Educational Horizons Charter	General Fund		\$3,000.00	
Total:					\$9,200.00	