Escambia County School District

Hope Horizon At Judy Andrews Center School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Hope Horizon At Judy Andrews Center

129 N MERRITT ST, Pensacola, FL 32507

www.escambiaschools.org

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to develop and implement individual and therapeutic educational programs for all of our students. We offer strategic interventions to help each student achieve their own "personal best" academically, socially, and behaviorally. We offer Hope to students and families when they are encountering emotional and mental health challenges that interfere with their school progress. We work collaboratively in a holistic approach to help students see that brighter days are on the Horizon.

Provide the school's vision statement.

At Hope Horizon, we believe that all children have the capacity to achieve success and make progress toward their individual goals. Hope Horizon will strive to provide the structure and individualized positive supports needed to enable students to realize their potential, maximize their success and reach their goals.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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
Jensen, Jacqui	Principal	Mrs. Jensen serves as the head administrator at Hope Horizon. She also is the school division's program specialist for students with emotional and behavioral disabilities (EBD) as well as Autism Spectrum Disorder (ASD).
Guy, Sarah	Administrative Support	Mrs. Guy is the Administrator on Special Assignment. Her duties encompass those of an Assistant Principal, in addition to some Principal duties.
Hagan, Tara	Other	Ms. Hagan provides Tier II and Tier III reading interventions to students that scored below level II or lower on the FAST the previous year. In addition, she provides modeling and coaching for teachers that are new to Hope Horizon (or to the profession in general) in regards to reading.
Gillard, Vivian	Other	Beyond her classroom duties (secondary mathematics teacher) Ms. Gillard is responsible for overseeing the implementation of the PBIS program in conjunction with the assigned BCBA.
Storniolo, Marcia	Other	Ms. Storniolo provides behavioral support to the school by developing/managing behavior plans. She trains staff in de-escalation and crisis management and monitors student's individual needs.
Dublin, Tammy Jo	Teacher, ESE	Supporting the reading interventionist to plan and implement appropriate goals for students that scored below a level II or lower on the FAST the previous year.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders at Hope Horizon include families and guardians; students; teachers; paraprofessionals; administrators; other school staff; business owners; local churches; social service providers; law enforcement officers; local organizations; and school district leaders. Each stakeholder group brings unique insights, resources, and skills that contribute to our school's improvement and student success. We strive to involve all stakeholders in the school improvement process in various ways. Open lines of communication between families and school is essential for an effective improvement plan. Families and guardians are invited to Hope Horizon for events, data meetings, activities, and IEP meetings which provide opportunities for open communication and collaboration. Students are presented with multiple opportunities to participate in course choice, selection of enrichment activities, and data chats with teachers and school leaders where we gain insight from students' perspectives. Through weekly planning meetings, PLCs, and data analysis with the school leadership team, teachers and paraprofessionals take an active role in providing feedback and insight on student learning. Our school leadership team gains valuable insight into student needs through ongoing collaboration with social service providers, our school resource officer, and other organizations providing student support. By

communicating specific student needs, donations of time, school supplies and other materials to support student learning have been provided by our community partners. A deeper understanding of current trends, policy changes impacting our students, and available resources are supported through open communication and guidance from school district leaders. The many ways we connect and collaborate with stakeholders contribute to the planning and implementation of the school improvement plan.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school improvement plan will be monitored for effective implementation and impact on increasing the achievement of all students at Hope Horizon through weekly classroom walks conducted by school leadership, monthly data meetings with school staff and district leaders, and ongoing weekly collaboration with the school leadership team. School Improvement Plan revisions, as necessary, will rely on student data which will directly impact and drive any and all revisions.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	48%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* White Students (WHT)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2020-21: MAINTAINING 2018-19: UNSATISFACTORY 2017-18: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	1	3	3	4	0	4	1	16
One or more suspensions	0	0	0	5	5	3	2	5	0	20
Course failure in English Language Arts (ELA)	0	0	0	1	2	1	0	1	0	5
Course failure in Math	0	0	0	1	1	1	0	2	1	6
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	1	0	0	1	2

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	1	3	1	2	1	2	12
One or more suspensions	0	1	1	1	3	1	3	2	0	15
Course failure in ELA	0	1	0	0	1	0	0	1	0	5
Course failure in Math	0	1	0	0	1	0	0	1	0	5
Level 1 on statewide ELA assessment	0	0	0	0	3	1	1	1	3	11
Level 1 on statewide Math assessment	0	0	0	0	1	0	2	1	2	6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	2	3	2	2	3	2	1	17

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	1	3	1	2	2	2	17

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	0	0	0	0	1	0	2
Students retained two or more times	0	1	0	1	1	0	0	1	0	4

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	1	3	1	2	1	2	10
One or more suspensions	0	1	1	1	3	1	3	2	0	12
Course failure in ELA	0	1	0	0	1	0	0	1	0	3
Course failure in Math	0	1	0	0	1	0	0	1	0	3
Level 1 on statewide ELA assessment	0	0	0	0	3	1	1	1	3	9
Level 1 on statewide Math assessment	0	0	0	0	1	0	2	1	2	6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	2	3	2	2	3	2	1	16

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	0	0	0	0	1	0	2
Students retained two or more times	0	1	0	1	1	0	0	1	0	4

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	43	23	53	7	22	55	14		
ELA Learning Gains							54		
ELA Lowest 25th Percentile									
Math Achievement*	21	17	55	31	23	42	24		
Math Learning Gains				42			54		
Math Lowest 25th Percentile									
Science Achievement*		23	52		18	54			
Social Studies Achievement*		23	68		32	59			
Middle School Acceleration		47	70		33	51			
Graduation Rate		69	74		22	50			
College and Career Acceleration		22	53		37	70			
ELP Progress			55		57	70			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	64
Total Components for the Federal Index	2

2021-22 ESSA Federal Index	
Percent Tested	89
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	27
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	80
Total Components for the Federal Index	3
Percent Tested	84
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	4	
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	3	2
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	25	Yes	1	1
FRL				

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	43			21								
SWD	46			23							2	
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	7			31	42							
SWD	10			33	42							
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT				25								
FRL												

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	14	54		24	54							
SWD	14	54		24	54							
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	15			23	60							
FRL	7			17								

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	*	49%	*	54%	*
07	2023 - Spring	*	37%	*	47%	*
08	2023 - Spring	*	38%	*	47%	*
09	2023 - Spring	*	38%	*	48%	*
04	2023 - Spring	*	57%	*	58%	*
06	2023 - Spring	*	37%	*	47%	*
03	2023 - Spring	*	44%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	41%	*	54%	*
07	2023 - Spring	*	48%	*	48%	*
03	2023 - Spring	*	51%	*	59%	*
04	2023 - Spring	*	58%	*	61%	*
08	2023 - Spring	*	31%	*	55%	*
05	2023 - Spring	*	47%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	36%	*	44%	*
05	2023 - Spring	*	51%	*	51%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	38%	*	50%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	55%	*	66%	*

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The SWD has a math proficiency of 20% on the FAST 2022-2023 school year progress monitoring assessment which is a 35.5% gap compared to the state. Math learning gains were at a score of 42 in the 2021-2022 school year which has historically decreased each year since the 2017-2018 school year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The students with disabilities had the greatest decline in math of 14% from the previous school year. The underlying factors that contributed to the decline were the high number of students with attendance rates below 90% and students with more than one suspension (more than 20 days of out-of-school suspension for students in grades 3 -5).

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA proficiency of the fourth-grade students demonstrated the greatest gap when compared to the state average. A combination of instruction on multiple grade levels within one classroom, teacher planning on multiple grade and ability levels, and teacher level of evidence-based interventions are all factors contributing to this gap.

Which data component showed the most improvement? What new actions did your school take in this area?

The students with disabilities showed the most improvement in ELA which increased by 20% compared to the previous school year. Although ELA showed an overall increase students with disabilities did not demonstrate proficiency.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

In ELA and math, 33.3% of students demonstrated proficiency falling behind the state by 20%. Students in 6th grade fell behind state proficiency scores by 22% with a proficiency rating of 33.3%. Fourth-grade students showed a proficiency rating of 25% in ELA which was 33% below the state percentage.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Ranking as the highest priority is student attendance which includes time out of school due to suspensions. Absenteeism negatively impacts student engagement and learning in all subject areas. The second and third highest priorities for school improvement in the upcoming school year are ELA and math for all students in the identified ESSA subgroups (SWD makes up 100% of the school population and students in the white subgroup).

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Achievement in ELA and math have not reached 41% proficiency for SWD for the past 2 years and students in the white subgroup for 1 year. Data indicates the overlying factors contributing to low proficiency correlate to ESSA student groups with attendance rates below 90% and one or more out-of-school suspensions.

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

Average overall attendance rates will increase from 84.61% in 2023 to 95% or higher in 2024 for all students including students in ESSA subgroups. Essa subgroups include white students and SWD. (The daily average attendance for the white student subgroup was 87.7% in 2023).

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

Attendance will be monitored on a daily basis to include out-of-school suspensions and attendance data will be shared with all stakeholders via the website, school main office, and weekly newsletter. Families of students who miss more than three days collectively will be invited to an MTSS meeting with a cross-disciplinary team to determine if further research-based interventions and support are required. Next, families will be contacted by phone upon every absence.

Person responsible for monitoring outcome:

Jacqui Jensen (jjensen1@ecsdfl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic challenges (Tier 2).
2. School decisions are guided by schoolwide discipline and attendance data (Tier 1).
3. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success (Tier 2).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Monitoring the progress of all students and proactively intervening shows a positive impact on student achievement.
School decisions guided by data show a positive impact on student achievement.
Providing intensive individualized support to students shows a positive impact on overall student achievement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The leadership team will meet with teachers to discuss student attendance and discipline for the overall population to include specific ESSA subgroups. The team will analyze data taken from FOCUS and meet with teachers monthly. UniSIG funding will support monthly student high attendance goal recognition awards.

Person Responsible: Jacqui Jensen (jjensen1@ecsdfl.us)

By When: Monthly

The school will communicate via the website, flyers, callouts, and weekly newsletter with all stakeholders to encourage and support student daily attendance. UniSIG funding will support monthly student high attendance goal recognition awards.

Person Responsible: Jacqui Jensen (jjensen1@ecsdfl.us)

By When: Monthly

The leadership team will conduct classroom walks to monitor the Implementation and fidelity of student behavior support plans in the areas of prevention strategies, the instruction of replacement skills, and alternative ways to respond to problem behavior.

Person Responsible: Jacqui Jensen (jjensen1@ecsdfl.us)

By When: Weekly

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Achievement in math has not reached 41% proficiency for the past 2 years for SWD and 1 year for students in the white subgroup. Data shows deficiencies in the following subgroups based on the 2022-2023 FAST PM 3 progress monitoring assessment: Students with Disabilities (19%), and white (14.3%).

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

Math proficiency will go from 19% (proficiency*) on the 2023 FAST to 32% or higher on the 2024 FAST PM3 school-wide. ESSA subgroups include white students and SWD. Math proficiency for ESSA subgroups will increase by 20%.

*Proficiency levels indicated for 2023 are based on levels set as of July 2023.

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

The data metrics that will be utilized to monitor the math goal will be formal and informal assessments, unit tests, and quarterly progress monitoring. The leadership team will conduct weekly classroom walks to monitor the implementation of planning, professional development, and remediation. The leadership team will also review schoolwide data twice a month. The team will meet with teachers to discuss the data, determine future instructional practices, and identify needs for remediation for reteaching opportunities.

Person responsible for monitoring outcome:

Sarah Guy (sguy@ecsdfl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. The leadership team will analyze data from screening and progress monitoring, and assessments, and identify trends (Tier 1).
2. The leadership team will meet with teachers to share school-wide data (Tier 1).
3. Provide professional development on understanding (FAST, BEST Standards, Access Points, Quarterly assessments) and determining the next steps for instruction (Tier 1).
4, Develop a system to provide and monitor data chats with students before the next assessment (Tier 2).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

According to secondary math, analyzing data and progress monitoring, sharing data, providing professional development, and data chats show a positive impact on student achievement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Professional development for teachers on a deeper understanding of BEST and Access Point standards, implementing math grade level curriculum, and evidence-based intervention strategies is the action needed. Professional development will be provided at both the district and school levels. Teacher and staff professional development will be supported by UniSIG funding through the purchase of peer-learning community texts directly related to evidence-based strategies.

Person Responsible: Sarah Guy (sguy@ecsdfl.us)

By When: Quarterly

Structured planning with the leadership team will occur weekly. The school-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards. Teachers will have unstructured planning daily in both semesters 1 and 2 where they will focus on developing the components outlined in the plan. UniSIG funding will support teacher planning through the purchase of math manipulatives (number lines, place value blocks, two color counters, addition tables) to increase students' understanding of math concepts and ability to analyze and problem solve. Pensacola Mess Hall (In-house) field trips utilizing UniSIG funds will be provided to support increasing student engagement and learning opportunites.

Person Responsible: Sarah Guy (sguy@ecsdfl.us)

By When: Weekly

The School Leadership Team will provide in-depth coaching on quantitative data points. The coaching will be focused on content knowledge, SIP evidence-based strategies, and instructional practices. The coaching will be monitored by the School Leadership Team to determine the ongoing coaching cycle. UniSIG funding will support coaching outside of the regular school day.

Person Responsible: Sarah Guy (sguy@ecsdfl.us)

By When: Weekly

The leadership team will analyze data metrics from formal and informal assessments, and district progress monitoring, and meet with teachers monthly to discuss the next steps for student math instruction. UniSIG funding will support additional planning time outside of the regular school day with school leadership. The leadership team and teachers will conduct data chats with students monthly.

Person Responsible: Sarah Guy (sguy@ecsdfl.us)

By When: Monthly

The leadership team will conduct classroom walks on a weekly basis in the core content area of math to monitor the implementation of professional development and planning outcomes. The leadership team will provide feedback to teachers and determine coaching support based on the data metrics and classroom walks. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on qualitative and quantitative student data.

Person Responsible: Sarah Guy (sguy@ecsdfl.us)

By When: Weekly

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Achievement in ELA has not reached 41% proficiency for the past 2 years for SWD and 1 year for students in the white subgroup. Data shows deficiencies in the following subgroups based on the 2022-2023 FAST PM 3 progress monitoring assessment: Students with Disabilities (30%), and white (28.6%).

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

ELA proficiency will go from 30% (proficiency*) on the 2023 FAST to 35% or higher on the 2024 FAST PM3 school-wide. ESSA subgroups include white students and SWD. ELA proficiency for ESSA subgroups will increase by 5%.
*Proficiency levels indicated for 2023 are based on levels set as of July 2023.

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

The data metrics that will be utilized to monitor the ELA goal will be formal and informal assessments, unit tests, and quarterly progress monitoring. The leadership team will conduct weekly classroom walks to monitor the implementation of planning, professional development, and remediation. The leadership team will also review schoolwide data twice a month. The team will meet with teachers to discuss the data, determine future instructional practices, and identify needs for remediation for reteaching opportunities.

Person responsible for monitoring outcome:

Sarah Guy (sguy@ecsdfl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Review assessment data every two weeks and hold data meetings to identify students in need of intervention and determine who will provide the intervention(s) (Tier 3).
2. Seek professional development for interventions (FDLRS, PLCs, district ELA specialists) (Tier 3).
3. Develop a system to provide and monitor data chats with students before the next assessment (Tier 2).
4. Structured planning will take place with the reading interventionist once per week (Tier 2).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

According to elementary and secondary ELA, analyzing data and progress monitoring, sharing data, providing professional development, and data chats show a positive impact on student achievement. Structured planning helps students and teachers understand the goals of an instructional module, allows the teacher to translate the curriculum into learning activities, and aligns instructional materials to the standards.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

UniSIG funds will be utilized to purchase ELA materials (reading rods CVC, reading rods phonemic awareness, and sight word games) for remediation and reteaching opportunities during small groups. The Re-Set Process: Trauma Informed Behavior Strategies professional development for teachers will be purchased with UniSIG funds to support student engagement and achievement. UniSIG funding will support providing teachers with professional development, planning to support instructional practices to ensuring aligned benchmark instructions, training materials, and supplementary materials for instruction.

Person Responsible: Sarah Guy (sguy@ecsdfl.us)

By When: Monthly

The leadership team and teachers will meet prior to the start of the 2023-2024 school year to discuss FAST prior year data for the overall population and identified ESSA subgroups. The leadership team will analyze metrics on formal and informal assessments and meet with teachers monthly to discuss the next steps for instruction. The leadership team and teachers will conduct data chats with students monthly. UniSIG funding will support additional collaborative time outside of the regular school day for teachers to meet with school leadership to plan for next steps for instruction.

Person Responsible: Sarah Guy (sguy@ecsdfl.us)

By When: Monthly

The leadership team will provide in-depth coaching to teachers based on qualitative and quantitative data points. The coaching will be focused on ELA content knowledge, SIP evidence-based strategies, and research-based instructional practices. The coaching will be monitored by the School Leadership Team to determine the ongoing coaching cycle. UniSIG funding will support the use of evidence-based practices through the purchase of supplemental materials focused on ELA (i.e., leveled reading text, writing journals, and vocabulary supports) as part of the coaching process.

Person Responsible: Tara Hagan (thagan@ecsdfl.us)

By When: Weekly

The leadership team will conduct classroom walks on a weekly basis in the core content areas to monitor the implementation of professional development and planning outcomes. The leadership team will provide feedback to teachers and determine coaching support based on the data metrics and class walks. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on data. UniSIG funding will support remediation and reteaching through the purchase of supplemental materials, classroom supplies, and evidence-based learning materials.

Person Responsible: Sarah Guy (sguy@ecsdfl.us)

By When: Weekly

Structured PLCs will meet bi-weekly to collaboratively plan how to apply new evidence-based learning strategies, set learning goals, reflect on teaching practice, and explore resources to learn about new practices and academic trends. UniSIG funding will support the purchase of PLC professional development materials, evidence-based supplements, and materials to support learning.

Person Responsible: Sarah Guy (sguy@ecsdfl.us)

By When: Bi-weekly

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Funding allocations for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 school year.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The Title I Annual Meeting is held during the first quarter of the school year. All stakeholders (families, teachers, staff, and community members) are invited to attend. During this meeting the following information is shared: School Improvement Plan, Parent & Family Engagement Plan, Title I Budget, Parents' Right to Know (defined by Title I law), and the School-Family Compact.

Throughout the school year, we utilize multiple methods to regularly share and discuss the SIP progress, UNISIG budget, and SWP with all stakeholders. Those methods include student orientation, office signs, school calendar, all calls, flyers (sent home and electronic for sites), school webpage, Canvas/social media notifications, updates, and announcements.

Links to the school's SIP are posted on the school's webpage as well as the school's Our Title I Family page.
*School webpage where the SIP is posted is escambiaschools.org/hh
*School Our Title I Family page: https://www.escambiaschools.org/domain/1732

We will have the SIP posted on our school webpage and progress will be continuously updated/ information shared with stakeholders as progression occurs through various meetings: faculty meetings, leadership teams, etc. Along with the SIP, we will ensure all stakeholders know of these changes and understand them. This will be documented by providing evidence from invitations, agendas, sign-in sheets, minutes/notes/presentation slides, and summaries of surveys conducted. The SIP and progress will be publicized promptly and if in-person meetings were missed, the website will have a link for the recorded meeting.

We attempt to translate behavior analytic and mental health language into digestible and understandable language, prompt for questions, and provide a lot of visual supports (e.g. everything in writing, graphs, charts, etc.). Interpretation will be provided for families that require these supports (e.g. interpreter, interpreted phone calls, and materials in a language in which they understand).

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The Parent & Family Engagement Plan is shared with families during the Title I Annual Meeting, posted on our website, and messaged to families through the student information system FOCUS. The Parent & Family Engagement Plan is accessible from our school's website: https://www.escambiaschools.org/ domain/1732

Hope Horizon will host a student orientation, Open House, literacy night, and STEM night for parents to come support, build the capacity for involvement, and build relationships to improve student academic achievement. We hold ongoing parent conferences by request of parents or staff, parent training on behavior intervention strategies as requested, and offer hope to students and families when they encounter emotional and mental health challenges that interfere with their child's progress.

Parents have the ability to participate in annual IEP meetings, request parent-teacher conferences, meet with administration, meet with counselors, and request classroom observations. Parents may also participate by volunteering and participating in parent events.

We are also involving our community by offering them sponsorship opportunities to be involved in our school's mission and vision, which overall helps support the needs of our students.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

One area of focus is student attendance. The leadership team will meet with teachers to discuss student attendance and discipline for the overall population and specific ESSA subgroups. The team will analyze data taken from FOCUS and meet with teachers monthly. The school will communicate via the website, flyers, callouts, and weekly newsletter with all stakeholders to encourage and support student daily attendance. The leadership team will conduct classroom walks to monitor the Implementation and fidelity of student behavior support plans in the areas of prevention strategies, the instruction of replacement

skills, and alternative ways to respond to problem behavior.

The second area of focus is math. Professional development for teachers on a deeper understanding of BEST and Access Point standards, implementing math grade level curriculum, and evidence-based intervention strategies. Professional development will be provided at both the district and school levels. Structured planning with the leadership team will occur weekly. The school-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards. Teachers will have unstructured planning daily. The School Leadership Team will provide in-depth coaching on quantitative data points. The coaching will be focused on content knowledge, SIP evidence-based strategies, and instructional practices. The coaching will be monitored by the School Leadership Team to determine the ongoing coaching cycle. The leadership team will analyze data metrics from formal and informal assessments, and district progress monitoring, and meet with teachers monthly to discuss the next steps for student math instruction. The leadership team and teachers will conduct data chats with students monthly. The leadership team will conduct classroom walks on a weekly basis in the core content area of math to monitor the implementation of professional development and planning outcomes. The leadership team will provide feedback to teachers and determine coaching support based on the data metrics and classroom walks. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on qualitative and quantitative data.

The last area of focus is in ELA. Professional development for teachers on a deeper understanding of BEST and Access Point standards, implementing ELA curriculum, implementing evidence-based intervention strategies, and small group instruction. The leadership team and teachers will meet prior to the start of the 22-23 school year to discuss FAST prior year data for the overall population and identified ESSA subgroups. The leadership team will analyze metrics on formal and informal assessments and meet with teachers monthly to discuss the next steps for instruction. The leadership team and teachers will conduct data chats with students monthly. The leadership team will provide in-depth coaching to teachers based on qualitative and quantitative data points. The leadership team will conduct classroom walks just like in math. The leadership team will provide feedback to teachers and determine coaching support based on the data metrics and class walks. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on data. Structured PLCs will meet bi-weekly.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan is developed in coordination and integration with other programs. The first is Title I, Part C: Migrant families participate in an LEA Advisory Council for English Language Learners. Translators are available for teacher conferences as well as to assist with the translation of documents to be provided for families. Family events provide guidance and modeling of emergent literacy development activities. The second is Title I, Part D: Resources are provided for parents whose children are enrolled in Neglected and Delinquent programs. The next is ESOL-Title III: Provides supplemental resources for ELL such as services and paraprofessionals. Title IV, Part A is also a program integrated into this plan. It provides students with a well-rounded education, supports safe and healthy students, and supports the effective use of technology. Schools benefit through Capturing Kids' Hearts training and the services of the secondary schools' guidance TSA. Carl Perkins Career and Technical Education Act is another program with our plan that provides funds to increase the quality of career and technical education. The next is Title IX, Part A: Provides hygiene items, school supplies, enrollment assistance, social work, and advocacy. Assistance for housing, food, clothing, and other emergency support is available for families referred under Title IX. Lastly is IDEA: Provides students with disabilities FAPE that is tailored to their

individual needs including an IEP, placement in the LRE, appropriate evaluation, parent and teacher participation, and procedural safeguards.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

At Hope Horizon, the counseling team provides mental health interventions that integrate a team approach with available Board Certified Behavioral Analysts, Administration, Staff, and Teachers to promote Trauma Informed collaboration across schools and infuse treatment services.

Each student will have the opportunity to participate in once-weekly individual and group therapy with the counseling team and have availability to meet with their assigned counselor as needed Monday-Friday when school is in session. These services are provided at no cost to your family, which is provided through the student's IEP, making Hope Horizon at Judy Andrews a therapeutic day treatment center school.

In addition, if needed, the student will have access to mental health crisis intervention while in school. As needed, a licensed therapist can assess student needs and implement action steps to help remove crisis barriers. The counseling team supports programs available to all students to meet their needs.

Students participate in social-emotional learning skills lessons daily.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The transition for a student from high school to adulthood requires planning with the collaboration of stakeholders to support the student in making the most appropriate postsecondary decision. When students enter the seventh grade or reach the age of 12, whichever happens first, the team begins the transition process by providing pre-employment transition services information. This process continues as the student progresses and includes providing the student and family with tools and planning for the future through connection with services and other supports and organizations.

Students and parents are provided information and guidance on high school transition options including vocational, career, and collegiate programs. For SWD, a statement is included on the student's IEP documenting discussion and understanding of the deferral process and whether or not the student will defer a high school diploma to continue accessing coursework to earn postsecondary credit while still in high school. Parents and students are also provided access to a wide variety of transition resources on our school district website at https://sites.google.com/ecsdfl.us/tiepflyers/home.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The foundation of Hope Horizon's program is grounded in Applied Behavior Analysis (ABA), making it an incentive-based program. There are multiple levels of intervention in place to ensure that all students have what they require to be successful within the program. Ultimately, each student at Hope Horizon

has a highly differentiated and individualized plan to meet their specific needs.

Tier I:
All students attending Hope have access to a structured and empirically-based level system. Each day, students are given the opportunity to earn up to 100 points for displaying school expectations (e.g., Be positive, be safe, be responsible, and be respectful). At the end of the day, students go home with a form communicating to families the number of points that were earned. This point value then determines what level the student is on (Level I being the highest with the most privileges, whereas, Level IV has the least amount of privileges).
In addition to our school-wide behavior plan, most students at Hope have a positive behavior intervention plan (PBIP) which targets one to three specific behaviors which are impeding the learning of the student or other students.

Tier II:
If a student demonstrates a repeated pattern of behavior, our schools' Multi-Tiered Systems of Support (MTSS) team will convene to discuss possible additions or changes to the PBIP, add additional interventions (e.g., check-in and check-out buddy, change of environment, additional incentives), or develop a safety plan. Throughout these processes, we rely on parents to collaborate with us in addressing ongoing concerns. In addition, we begin to look at the child holistically, collaborating with outside service providers and families.

Tier III:
Lastly, if a student is habitually displaying dangerous or disruptive behaviors, our team may hold a review of suspensions meeting or develop a crisis plan on an as-needed basis. In addition, this may include steps such as requesting further evaluations or thickening the schedule of reinforcement. When these steps are necessary, families are invited to participate and contribute to the conversation to ensure everyone's safety and success.
In addition to these processes, all staff at Hope Horizon are trained in SafetyCare. The premise of this training is to provide staff with the tools to prevent and de-escalate situations to prevent students from going into a behavioral or mental health crisis. Our staff does everything within their ability to address situations in the least-restrictive way possible.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional development for teachers on a deeper understanding of BEST and Access Point standards, implementing ELA curriculum, implementing evidence-based intervention strategies, and small group instruction. Structured PLCs will meet bi-weekly to collaboratively plan how to apply new learning strategies, set learning goals, reflect on teaching practice, and explore resources to learn about new practices. Professional development for teachers on a deeper understanding of BEST and Access Point standards, implementing math grade level curriculum, and evidence-based intervention strategies. Professional development will be provided at both the district and school levels.

Recruitment and retention of effective teachers is of great importance at Hope Horizon. The program is structured around ongoing professional development, collaboration between all staff and stakeholders, and common planning opportunities. Daily teachers are provided additional planning time after students leave for the day to collaborate with their grade level, service providers, and subject area colleagues. In addition, at least two full days and two half days are provided for teachers to gain support and new knowledge through district-provided professional development on curriculum-related content to support them in the classroom.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Hope Horizon does not currently provide pre-kindergarten services. When identified incoming kindergarten students are transitioning from pre-kindergarten to kindergarten the school collaborates with the student's parents and pre-k service providers to ensure a smooth transition. A meeting is held to discuss specific student needs, services provided during pre-k, and current needs to promote student success in the school day support program. The family and student tour the school, meet the classroom and school staff, and are provided with in-depth information on the history, vision, mission, and school structure before the decision is made to enroll the student at Hope Horizon.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$1,538.07
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	510	0924 - Hope Horizon At Judy Andrews Center	UniSIG		$1,538.07
			Notes: Hope Horizon UniSIG: Focus 1-3 Professional Development: The Re-Set Process: Trauma Informed Behavior Strategies to improve student achievement through student academic engagement. 35 x $39.95 = $1398.25 + 10% Shipping$139.82			
2	III.B.	Area of Focus: Instructional Practice: Math				$12,042.45
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0924 - Hope Horizon At Judy Andrews Center	UniSIG		$4,000.00
			Notes: Hope Horizon UniSIG: Focus 2 Math manipulatives to support benchmark aligned instruction. (Tangrams, attribute blocks, fraction bars, GEO boards, color counters, Judy clocks, number cards, addition table, 3D figures, blank pictograph, connecting cubes, fractions of circles, rulers, centimeter grid, multiplication table, measuring cups, play bills, play coins, blank clock faces, math charts)			
	5100	510	0924 - Hope Horizon At Judy Andrews Center	UniSIG		$2,375.00
			Notes: Hope Horizon UniSIG: Focus 2 and 3 Offices supplies to support benchmark-aligned instruction. (paper, composition books, pencils, post-it notes, staples, staplers, binders, folders)			
	5100	649	0924 - Hope Horizon At Judy Andrews Center	UniSIG		$187.11
			Notes: Hope Horizon UniSIG: Focus 2 and 3 Speakers in the classrooms to support benchmark-aligned instruction. 10 x 17.01 = $170.10 + 10% shipping -$17.01			
	5100	510	0924 - Hope Horizon At Judy Andrews Center	UniSIG		$4,680.34
			Notes: Hope Horizon UniSIG: Focus 3 Science supplies to support benchmark-aligned instruction. (Graduated cylinders, balance scales, planet models, clay, rulers, beakers sets, pan balance, spring scale, thermometers, meter sticks, foam bowls, paper plates, string/yarn, clear plastic cups, safety goggles, magnets, iron washers, gravel, quart bags, magnifying glasses, mineral kit)			

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	310	0924 - Hope Horizon At Judy Andrews Center	UniSIG		$800.00
			Notes: Hope Horizon UniSIG: Focus 1-3 Pensacola Mess Hall (In-house Field Trip)			
3	**III.B.**	**Area of Focus: Instructional Practice: ELA**				**$31,696.18**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	100	0924 - Hope Horizon At Judy Andrews Center	UniSIG		$16,632.00
			Notes: Hope Horizon UniSIG: Focus 2-3 Planning for teachers to support benchmark-aligned instruction. 9 teacher x 1 day weekly x 4 weeks x 7 months x $33			
	6300	210	0924 - Hope Horizon At Judy Andrews Center	UniSIG		$2,256.96
			Notes: Hope Horizon UniSIG: Focus 2-3 Retirement for Planning for teachers to support benchmark-aligned instruction. 9 teacher x 1 day weekly x 4 weeks x 7 months x $33			
	6300	220	0924 - Hope Horizon At Judy Andrews Center	UniSIG		$1,272.34
			Notes: Hope Horizon UniSIG: Focus 2-3 Social Security for Planning for teachers to support benchmark-aligned instruction. 9 teacher x 1 day weekly x 4 weeks x 7 months x $33			
	6300	240	0924 - Hope Horizon At Judy Andrews Center	UniSIG		$199.58
			Notes: Hope Horizon UniSIG: Focus 2-3 Workers' Comp for Planning for teachers to support benchmark-aligned instruction. 9 teacher x 1 day weekly x 4 weeks x 7 months x $33			
	5100	519	0924 - Hope Horizon At Judy Andrews Center	UniSIG		$6,058.62
			Notes: Hope Horizon UniSIG: Focus 2-3 Ink/toner to support benchmark-aligned instruction			
	5100	510	0924 - Hope Horizon At Judy Andrews Center	UniSIG		$800.00
			Notes: Hope Horizon UniSIG: Focus 3 ELA supplies to support benchmark-aligned instruction. (Reading Rods CVC, Reading Rods Phonemic Awareness, Sight word games, binders, sheet protectors, colored pens, dividers,			
	5100	644	0924 - Hope Horizon At Judy Andrews Center	UniSIG		$3,563.80
			Notes: Hope Horizon UniSIG: Focus 2 and 3 Ipads 12 x $269.99 = 3239.88 + 10% shipping - $323.92			
	5100	510	0924 - Hope Horizon At Judy Andrews Center	UniSIG		$860.11
			Notes: Hope Horizon UniSIG: Focus 2 and 3 Ipads cases 12 x $65.16= 781.92+ 10% shipping - $78.19			
	5100	519	0924 - Hope Horizon At Judy Andrews Center	UniSIG		$52.77
			Notes: Hope Horizon UniSIG: Focus 2 and 3 Ipads chargers 2 x $23.99 = 47.98+ 10% shipping - $4.79			
					Total:	**$45,276.70**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No