

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: HORIZONS ACADEMY

District Name: Manatee

Principal: Jeffrey Harris

SAC Chair: Rufus D. Floyd

Superintendent: Tim McGonegal

Date of School Board Approval: Pending Approval

Last Modified on: 01-21-2010

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chance
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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VISION and MISSION STATEMENTS

Mission: At Horizons Academy we provide a positive yet structured setting in which students unable to succeed in a traditional school setting can be successful.

The mission of Horizons Academy is to provide a safe environment that allows an opportunity for the students, families, and staff to grow academically, socially, and emotionally.

Vision: Students will achieve academically through non-traditional instruction. Students will increase self-esteem through successful completion of their program of study. Students will meet high expectations promoted via character education integrated throughout all aspects of the school day.

The mission of the Manatee County School District is to inspire our students with a passion for learning, empowered to pursue their dreams confidently and creatively while contributing to our community, nation, and world.

We believe that all people have value and can add value.

We believe that embracing diversity strengthens communities.

We believe that family is the first and most powerful influence on a person's life.

We believe that individuals are responsible for their choices and actions.

We believe that honesty and integrity are vital.

We believe that lifelong learning is essential for individuals and communities to flourish.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Horizons Academy, a non-traditional school with a highly transient population, serves our students through various means:

1. Individualized instruction
2. Differentiated curriculum
3. Small group settings
4. Before and after school tutoring
5. Extended School
6. Specific reading instruction through staff, and Reading Teacher

Horizons Academy program is a disciplinary program that serves regular and special education students in grades 4 through 12. The program is designed to serve students who are referred for ongoing disciplinary/behavioral problems, truancy issues as well as below-level academic skills. Students may be placed into Horizons Academy due to "in-lieu of expulsion" upon recommendation of the District Expulsion Committee, as assigned due to habitual truancy, or through a referral procedure generated by their home school/previous educational program. Horizons Academy is located in Eastern Manatee County in

Bradenton, Fl.

Unique School Strengths for Next Year

Entering second year of PBS
All staff will be required to be highly-qualified

Unique School Weaknesses for Next Year

Since becoming a Title I school, finding highly qualified instructors that are willing to work with this challenging population has been problematic.

Student Demographics

The demographic student population consists of 503 Total Students of which 63% are Males and 37% are Female. 26.4% are Black (Non-Hispanic), 25.6% are Hispanic, 2.8% are Multi Racial, 44% are White (Non-Hispanic). 27.6% are identified as exceptional students and 65% are Economically Disadvantaged.

Student Attendance Rates

Horizons Academy's average attendance rate was 66% present and 34% absent for the 2008-09 school year.

Student Mobility

Horizons Academy's mobility rate for the 2008-2009 school year was 88.7%. Our students are assigned to us throughout the school year and have various dates of exit.

Student Suspension Rates

Horizons Academy suspension rates are for total days for the school year. Suspensions for the 2008-09 school year were: 2309 OSS, 1644 ISS.

Student Retention Rates

77% of students have been retained at some point in their academic career.

Class Size

Horizons Academy's average class size is 18 students per class.

Academic Performance of Feeder Pattern

We receive students from every school in the district. We have no set feeder pattern.

Partnerships and Grants

Pittsburgh Pirates

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Stephen Hastings	MS Degree Educational Leadership, NOVA University	4	14	??
Assis Principal	Jeffrey Harris	MS Degree, School	2	3	??

		Administration			
Assis Principal	Karen Moates	MS Degree, Educational Leadership	9	3	??

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
No data submitted					

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Paperless Applicant Tracking System	HR/administratiion	continuous	
Use of professional guidelines during interview process	Administrators	continuous	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Brown, Julie	Elementary K-6	4/5 Elementary	ESOL
Wiley, Christy	ESE K-12	ESE Teacher	ESOL
Treadway, Jennifer	ESE K-12	ESE Teacher	ESOL
Cummings, Allyson	ESE K-12	ESE Teacher	ESOL
Mattes, David	MG IN Curr	DOP Teacher	ESOL
Borger, Vivian	Language Arts 6-12	Language Arts	ESOL
McCarron, David	Language Arts 6-12	Language Arts	ESOL

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
25	4	40	32	28	24	100	20	5	72

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
No data submitted			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

We intended to improve our academic program for our economically disadvantaged students by adding staff to help meet their needs. A Home School Liaison will be utilized to improve communication between the school and it's stakeholders.

Title I, Part C- Migrant

The Home School Liaison and District migrant services will work to service any migrant students we may receive throughout the year.

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Jewish Family Services
S.R.O. Crossroads
Sexual Violence Prevention Program

Nutrition Programs

Housing Programs

Project Heart-provides services for homeless students in our district

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

On Job Training Program is utilized through the LIFE program as well as Option 2 which is an ESE service.

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Jeff Harris-Asst Principal
Chrisi Botens-Guidance Counselor
Kathleen Muller-Guidance Counselor
Jackie Lambert-School Psychologist
Phyllis Milton-School Social Worker
Scot Blum-District ESE
Greg Duncan-ESE dept. chair

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

Weekly Meetings to assess teacher concerns/issues in the classroom and with individual students. Review collected data, train the entire school staff, continuing education of staff of RtI process

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

RtI team will help contribute to the pro-social behaviors that will be promoted school wide. Using data from rtI to determine if and how our goals can be met.

RtI Implementation

Describe the data management system used to summarize tiered data.

SWIS, quick query, and teacher using classroom based data collection on specified students

Describe the plan to train staff on RtI.

District in-service, teacher in-service

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

We saw improvements in seventh grade reading. A weakness we seem to have is testing 95% of our students. Based on our population we will focus more on getting students in to test.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The first Wednesday every month we will use for this purpose. We will provide training and share data with our staff to better inform them of our students needs.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Due to our school population, all performance benchmarks need to be given priority. The transient nature of our students mean we must identify the needs of all of our students when they enter our classes.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

All students will have the opportunity to take intensive classes in reading.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Our students are exposed to the Manatee Core Curriculum as well as online course on Novelstars and Apex. These educational opportunities provide the much needed relevance at-risk students need.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

High school students have Major Areas of Interest; where they pick areas they may be interested in pursuing professional careers. We also have On the Job Training available to high school students.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Lesson plans are delivered from the Manatee Core Curriculum which aligns itself with all Sunshine State Standards.

How are instructional focus lessons developed and delivered?

From the Manatee Core Curriculum, Novelstars and Apex.

How will instructional focus lessons be revised and monitored?

Update from Novelstars and Apex, as well as any revisions made to the district curriculum.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

FAIR assessment
Plato
District benchmarks
Read 180 Solo
Voyager assessment

How are assessments used to identify students reaching mastery and those not reaching mastery?

Staff reviews data and will make referrals to RtI for assistance in formulating a plan to meet that student's needs.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Testing calendar is created so that assessment is ongoing.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

PMRN

Quick Query

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

Classroom Walkthroughs and professional development

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Manatee Core Curriculum-core
Novelstars and Apex-supplemental
Read 180, Journeys, Voyager-intensive

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

In each unit there are built in time where remediation can take place. Novelstars and Apex allows us to teach to mastery.

How does the school identify staff's professional development needs to improve their instructional strategies?

Surveys

Which students will be targeted for supplemental and intensive instruction/interventions?

Tier 2 students will be targeted as well as Level 1 and 2 students.

How will the effectiveness of the interventions be measured throughout the year?

Quick Query and data receive from ongoing district assessments.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Many of our students are here for credit recovery thus the opportunity for acceleration is always available.

Describe how students are identified for enrichment strategies.

Data shared through assessments

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
No data submitted				

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status

No Attached Notification of (School in Need of Improvement) SINI Status

- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

N/A

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In grades 4-12, 14% of students achieved mastery on the 2009 administration of the FCAT Reading Test			In grades 4-12, 10% reduction of students not proficient in reading on the FCAT Reading Test	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Identify Students for additional remediation	Classroom Teachers and Counselors	Dashboard and FCAT	Pre and Post test in Dashboard
2	The school will implement the new FAIR assessments to monitor students progress.	Administration	Review FAIR data	Printout of FAIR assessment
3	Train all teachers in the FAIR assessment.	Administration and Professional Development Department	Check for comprehension after district in-service	100% of Faculty trained

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In grades 4-12, economically disadvantaged students proficient in reading rose 1%			In grades 4-12, economically disadvantaged students proficient in reading will rise 5%.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Increase availability of remediation	Administration	Review number of students in remediation.	FAIR data
2	Review lesson plans	Administration	Walk throughs	Lesson plan logs and walk through logs
3	Differentiated instruction	Teachers	Review lesson plans and form class room walk throughs	Lesson plan logs and walk through logs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 4-12, 10% reduction of students not proficient in reading on the FCAT Reading Test	FAIR training and dashboard training	Professional Development Department and Media Specialist	September 2, 2009	Walk through and workshop survey	Administration

In grades 4-12, economically disadvantaged students proficient in reading will rise 5%.	Differentiated instruction training	Administration	October 2009	Classroom walk throughs	Administration
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For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Highly qualified staff, school wide vocabulary lessons, reading across the curriculum.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Read 180, High School Journeys, Middle School	District allocation	\$25,000.00
		Total: \$25,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Computer supplements, Maintenance Annual Novelstars	District allocation	\$6,500.00
		Total: \$6,500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Read 180 training	District allocation	\$300.00
		Total: \$300.00
Other		
Description of Resources	Funding Source	Available Amount
Classroom Libraries, Action, Scope Magazines, Non Contracting hourly for Summer Intensive Reading/Math	District allocation	\$5,000.00
		Total: \$5,000.00
		Final Total: \$36,800.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
4 student subgroups did not meet AYP targets.		Decrease number of non proficient students by 10% in math on the FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Math teachers will teach and monitor the inclusion of math	RTI will monitor progress on a monthly basis,	Teachers will create Word walls, and administration will ensure they are	Evident through observations and walkthroughs,

	vocabulary	Administration	implemented	Increased achievement on reading comprehension
2	Jumpstart activities to focus on number sense and measurement	Mathematics teachers and Administration	Teachers will create jumpstart activities, and administration will ensure activities are implemented	Increased achievement between pre and post test.
3	Increase the use of manipulatives and hands-on activities to reinforce mathematical concepts	Mathematics teachers and Administration	Teachers will create centers and stations, and administration will ensure activities are implemented.	Increased achievement on student portfolios, progress of all students on assessment.

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
4 student subgroups did not meet AYP targets			Increase remediation for all Level I and Level II students within their first week of enrollment	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Enroll students in intensive mathematics course with high quality and highly qualified instructor	Guidance, RTI team, Administration	Interpret/Analyze standardized and classroom assessments to plan for math instruction and student assignment	Increased achievement on standardized testing, FCAT
2	Provide supplemental instruction through before/after school tutoring and summer school	RTI team, Mathematics teachers, Administration School Leadership Team will monitor progress on a monthly basis	Interpret/Analyze standardized and classroom assessments to plan for math instruction and student assignment.	Increased achievement on FCAT, class grades, Summer school Pre/Post Tests, Tutoring Assessments
3	Students will be identified for inclusion in the mentoring and monitoring program. Teachers will contact parents and inform students they have been identified	RTI team, Administration and Mathematics teachers. Teams will identify students School Leadership Team will monitor progress on a monthly basis	Students identified for monitoring based on calculated needs and student academic data. Interventions are implemented on an ongoing basis	Documentation of interventions tried and results 2009 student performance data and 2010 targets Safe Harbor Calculators

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Decrease number of non proficient students by 10% in math on the FCAT.	Effective use of manipulatives and hands-on activities	Mathematics Team Leader	September 2009	Observation of center use and documentation in plan	Administration, Mathematics Team Leader
Increase remediation for all Level I and Level II students within their first week of enrollment	Differentiated Instruction	District Math Supervisor	All Mathematics teachers will have participated in differentiated training by October 2009.	District and school leadership will conduct targeted walkthrough to monitor effectiveness of differentiated instruction training in using evidence-based instruction/intervention within the mathematics block	District Mathematics Supervisor, Principal, and Mathematics Team Leader are responsible for monitoring the use of differentiated instruction in mathematics blocks.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount

Computer Programs, Math Textbooks, supplemental materials	District allocation	\$5,000.00
		Total: \$5,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Novelstars	District allocation	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
District Wide Training Throughout the School Year	Distict allocation	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Non Contracted Hourly for Summer Intensive Math, Reading	Remediation	\$1,500.00
		Total: \$1,500.00
		Final Total: \$6,500.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Horizons Academy as a whole will increase the percentage of students who are proficient on the science FCAT.		Horizons Academy students will increase their proficiency by 5%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	School wide vocabulary	Science teachers	Create Word Walls	Classroom walk throughs
2	Differentiated Instruction	Administration	. Review lesson plans and classroom walk throughs	. lesson plan logs and walk through logs
3	Increase professional development	Administration and Science teachers	Class room application	. Walk throughs and professional development points

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Horizons Academy students will increase their proficiency by 5%.	Differentiated instruction	District	October 1, 2009	In-service survey and walk throughs	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount

State Adopted Textbooks, Novelstars	District allocation	\$1,000.00
		Total: \$1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Science Labs	District allocation	\$650.00
		Total: \$650.00
Professional Development		
Description of Resources	Funding Source	Available Amount
District Wide Training Throughout the School Year	District allocation	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,650.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Writing test, 34% of 10th grade students who participated in the assessment scored at or above the minimally acceptable level. (3.5 or higher).		On the 2010 administration of the FCAT Writing Test, the percentage of 10th grade students achieving a score of 3.0 or above will increase by 5%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will effectively demonstrate the writing process across all core curriculum areas.	Language Arts teachers, core curriculum teachers	A school wide consistent method of saving student work will be established (portfolios, UPA collections, notebooks, folders, etc)	Scored writing samples (using FCAT Writing Rubric) will be used to determine progress every 8 weeks.
2	Implementing school wide vocabulary and writing samples	Language Arts teachers, core curriculum teachers	A school wide consistent method of saving student work will be established (portfolios, UPA collections, notebooks, folders, etc)	Scored writing samples (using FCAT Writing Rubric) will be used to determine progress every 8 weeks.
3	Remediation will be provided to all Level I and Level II students	Language Arts teachers, core curriculum teachers	Lesson plans, attendance logs and remediation logs	Classroom rosters, lesson plans, student work and portfolios.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Writing test, 46% of 8th grade students who participated in the assessment scored at or above the minimally acceptable level. (3.5 or higher)		On the 2010 administration of the FCAT Writing Test, the percentage of 8th grade students achieving a score of 3.0 or above will increase by 5%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will effectively demonstrate the writing process across all core	Language Arts teachers, core curriculum teachers	A school wide consistent method of saving student work will be established	Scored writing samples (using FCAT Writing Rubric) will be used to determine

	curriculum areas.		(portfolios, UPA collections, notebooks, folders, etc)	progress every 8 weeks.
2	Implementing school wide vocabulary and writing samples	Language Arts teachers, core curriculum teachers	A school wide consistent method of saving student work will be established (portfolios, UPA collections, notebooks, folders, etc)	Scored writing samples (using FCAT Writing Rubric) will be used to determine progress every 8 weeks.
3	Remediation will be provided to all Level I and Level II students	Language Arts teachers, core curriculum teachers	Lesson plans, attendance logs and remediation logs	Classroom rosters, lesson plans, student work and portfolios

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
On the 2010 administration of the FCAT Writing Test, the percentage of 10th grade students achieving a score of 3.0 or above will increase by 5%.	Writing throughout the curriculum	Professional Development	October 1, 2009	Check lesson plans and classroom walk throughs	Administration
On the 2010 administration of the FCAT Writing Test, the percentage of 8th grade students achieving a score of 3.0 or above will increase by 5%.	Manatee Core Curriculum	Professional Development	October 1, 2009	Check lesson plans and classroom walk throughs	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Florida Writes	District allocation	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
District Wide Training Throughout the School Year	District allocation	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Printing Materials/ Supplements	Supplies	\$100.00
		Total: \$100.00
		Final Total: \$100.00

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Increase communication between teachers and parents			All teachers will make contact with parents/guardian of all their students within two weeks of enrollment and at least once per month.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Call parents/guardians	Administration	Check phone logs during class room walk throughs and parent conferences	Class room walk throughs

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Increase communication between Horizons Academy and parents			Create a user friendly website that enhances access to information about Horizons Academy by September 2, 2009	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Provide any training to create website.	Technology Team	Professional Development points	Check results
2	Gather information from staff	Technology Team	Publish information	Check information provided
3	Publish website	Technology Team	Check number of hits on website	Survey parents and staff

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Increase communication between Horizons Academy and parents			By the end of the 2009-2010 school year Horizons Academy will host 4 parent nights	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Parent Workshops	Leadership Team	Attendance	Survey
2	Parent University	Leadership Team	Attendance	Survey
3	Community Resource night	Leadership Team	Attendance	Survey

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
All teachers will make contact with parents/guardian of all their students within two weeks of enrollment and at least once per month.	Teacher expectations	Administrator	August 18, 2009	Check on phone logs	Administration
Create a user friendly website that enhances access to information about Horizons Academy by September 2, 2009	Dreamweaver training	Professional Development	Sept 1, 2009	Professional Development log	Administration
By the end of the 2009-2010 school year Horizons Academy will host 4 parent nights	Title I parental involvement training	Title I department	August 1, 2009	Leadership team training	Administration

Budget:

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Parent Viewer/Pinnacle	District allocation	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Annual meetings	Title I	\$1,000.00
		Total: \$1,000.00
		Final Total: \$1,000.00

End of Parent Involvement Goal

Other Goals

Positive Behavior Support Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Horizons Academy is a discipline program that must utilize alternative methods of discipline.		By the end of the 2009-2010 school year, Horizons Academy will increase the available activities that support PBS by 50%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Raise additional funds 2. Create reward activities 3. Involve business partners	1. PBS Team 2. PBS Team 3. PBS Team	1. Check PBS budget 2. Review list of reward prizes (food and candy items) and activities available 3. Review list of business partners	1. PBS Activities 2. PBS Activities 3. PBS Activities

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Horizons Academy is a discipline program that must utilize alternative methods of discipline.		By the beginning of the 2009-2010 school year, Horizons Academy will increase the ability to identify troubled behavior and means to correct it.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Discipline dashboard 2. New minor tracking form 3. RTI	1. Administration 2. Teachers 3. Administration and RTI team	1. Reduction in referrals in target areas 2. Reduction in out of class referrals 3. Drop in the number of individual's referrals	1. Discipline reports 2. Discipline reports 3. Discipline reports

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By the beginning of the 2009-2010 school year, Horizons Academy will increase the ability to identify troubled behavior and means to correct it	PBS	PBS Team	8/24/09	Classroom Walk throughs, PBS Team meetings, Discipline reports	PBS Team, administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Student/Staff Reward activities	SIP	\$2,000.00
		Total: \$2,000.00
Technology		
Description of Resources	Funding Source	Available Amount
SWIS	SIP	\$200.00
		Total: \$200.00
Professional Development		

Description of Resources	Funding Source	Available Amount
PBS	District	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
PBS	USF used for reward items at school shark store,candy and misc	\$500.00
		Total: \$500.00
		Final Total: \$2,700.00

End of Positive Behavior Support Goal

Discipline Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Students are placed at Horizons Academy for numerous of reasons with behavior being the major factor.			By the end of the 2009-2010 school year, Horizons Academy will decrease the number of suspension days by 5%.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Utilize PBS 2. RTI 3. Increase individual behavior plans	1. Staff 2. RTI Committee 3. Behavior Specialist	1. Number achieving reward activities 2. Decrease in referrals for individual student 3. RTI, Individual improvement	1. Discipline report 2. Discipline reports 3. Discipline reports

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Students at Horizons Academy have difficulty coming to school on time.			By the end of the 2009-2010 school year, Horizons Academy will decrease the number of tardies by 5%.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Increase rewards for being on time 2. Alternative consequences 3. Maintaining parent contact	1. PBS Committee 2. Administration 3. Parent Liaisons and administration	1. Reduction in tardies 2. Reduction in tardies 3. Reduction in tardies	1. Attendance Reports 2. Attendance Reports 3. Attendance Reports

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By the end of the 2009-2010 school year, Horizons Academy will decrease the number of suspension days	Pre-referral intervention	Jeff Harris	Oct. 14, 2009	Walkthroughs	Administration
By the end of the 2009-2010 school year, Horizons Academy will decrease the number of suspension days by 5%.	RTI	Karen Moates	August 21, 2009	RTI Committee monitoring	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount

No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Printing Services	SIP	\$250.00
		Total: \$250.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Administrative training	SIP	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,250.00

End of Discipline Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Read 180, High School Journeys, Middle School	District allocation	\$25,000.00
Mathematics	Computer Programs, Math Textbooks, supplemental materials	District allocation	\$5,000.00
Writing	Florida Writes	District allocation	\$0.00
Science	State Adopted Textbooks, Novelstars	District allocation	\$1,000.00
Positive Behavior Support	Student/Staff Reward activities	SIP	\$2,000.00
			Total: \$33,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Computer supplements, Maintenance Annual Novelstars	District allocation	\$6,500.00
Mathematics	Novelstars	District allocation	\$0.00
Science	Science Labs	District allocation	\$650.00
Parental Involvement	Parent Viewer/Pinnacle	District allocation	\$0.00
Positive Behavior Support	SWIS	SIP	\$200.00
Discipline	Printing Services	SIP	\$250.00
			Total: \$7,600.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Read 180 training	District allocation	\$300.00
Mathematics	District Wide Training Throughout the School Year	District allocation	\$0.00
Writing	District Wide Training Throughout the School Year	District allocation	\$0.00
Science	District Wide Training Throughout the School Year	District allocation	\$0.00
Positive Behavior Support	PBS	District	\$0.00
Discipline	Administrative training	SIP	\$1,000.00
			Total: \$1,300.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Classroom Libraries, Action, Scope Magazines, Non Contracting hourly for Summer Intensive Reading/Math	District allocation	\$5,000.00
Mathematics	Non Contracted Hourly for Summer Intensive Math, Reading	Remediation	\$1,500.00
Writing	Printing Materials/ Supplements	Supplies	\$100.00
Parental Involvement	Annual meetings	Title I	\$1,000.00
Positive Behavior Support	PBS	USF used for reward items at school shark store, candy and misc	\$500.00
			Total: \$8,100.00
			Final Total: \$50,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached school's Differentiated Accountability Checklist of Compliance \(Uploaded on 9/28/2009 8:10:18 AM\)](#)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No data submitted	

Describe the Activities of the School Advisory Council for the Upcoming Year

Regular SAC meetings

SAC Members

Members

- 1) Steve Hastings, Principal
- 2) Kim Strong-Cox, School Support Personnel
- 3) Jeffrey Harris, Assistant Principal

AYP DATA

No Data Found
 No Data Found
 No Data Found

SCHOOL GRADE DATA

No Data Found
 No Data Found

Manatee School District HORIZONS ACADEMY 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	2%	16%	86%	43%	147	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	18%	45%			63	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	17% (NO)	50% (YES)			67	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					277	
Percent Tested = 32%						Percent of eligible students tested
School Grade*					P	Grade based on total points, adequate progress, and % of students tested