EDUCATIONAL HORIZONS CHARTER

2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team

School Leadership Team
For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Heidi Murphy

Position Title
Teacher K-6

Job Duties and Responsibilities

Heidi serves as our teacher representation and is on the Educational
Leadership team. She is our Montessori certified leader with knowledge of

the method and philosophy. She will work closely with other teachers to collect information for the creation of the SIP.

Leadership Team Member #2

Employee's Name
Eileen Needle

Position Title
Administrative Assistant

Job Duties and Responsibilities

Eileen serves as the front of the house and takes care of student services including registration, records, attendance, lunches and department of heath compliances. She will contribute data on SWD, FRL, attendance, truancy, family demographics, and ELL status to help in creation of SIP.

Leadership Team Member #3

Employee's Name
Lonna Stevens

Position Title
Teacher K-6

Job Duties and Responsibilities

Lonna is a teacher in the classroom and also serves as our Title IX representative. Her data and knowledge of civil rights and equity will contribute to the creation of the SIP to help meet needs of all students.

Leadership Team Member #4

Employee's Name
Erik Thorson

Position Title
Operator

Job Duties and Responsibilities

Erik is our school operator and parent liaison. He will represent the families and their needs. He will have a stake in the health and operations of the school as well as the financial stability.

Leadership Team Member #5

Employee's Name

Paul Galloway

Position Title

Principal

Job Duties and Responsibilities

Mr. Galloway is in charge of educational leadership, discipline, curriculum integration, safety, security, ESE, Gifted, ESOL, ELL and student achievement just to name a few things.

C. Stakeholder Involvement and Monitoring

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. *(ESEA 1114(b)(2))*

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

Our stakeholders will be involved in the creation, editing, and approval of our 2024-25 School Improvement Plan. They will include teachers, school staff, parents and families, governing school board, management, students, and our local community. The SIP team will begin with a review and reflection on last school years goals and measure success or shortcomings. Next, the school team will
get together to review data, look for trends, and suggest goals for the new school year. Teachers and staff were able to meet at the end of the school year and give an exit interview with suggestions for improvement. All classroom teachers shared their students learning gains, growth, and deficits. As we meet during pre-planning, teachers and staff will see the school data and assessment scores and compare them to past years. Our governing school board met in July and went over the data and made
suggestions for the SIP. Administration and staff reviewed the student and parent surveys from Spring
2023 to look for needs from our families. This information will be used in our planning of the SIP. A draft
will be created and reviewed by stakeholders including parents. After edits and reviews, governing board
will approve the plan. It will be a fluid plan that can be changed and amended as needed.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

After creation and approval of the plan, it will be shared with all associated with our school through our
monthly PTO meeting, school website, available in the office for view, and kept in classroom binders for

teachers, staff, and students to consult. Periodic review of student data and relevant information will be

used to review student achievement and school health. We will use district and state progress monitoring

data throughout the year which include STAR and FAST. Adjustments will be used in classrooms and school as needed to achieve the goals. If review shows a need to adjust or change goals, the SIP team

of stakeholders will get together and suggest changes and edits. Then the plan will be reviewed by stakeholders and sent to a governing board meeting for final approval. This process will be ongoing for the school year.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-6**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**43.2%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**40.2%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: A*** **2021-22: A** **2020-21: A** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	0	0	0	1	1	0	1			3
One or more suspensions	0	0	0	0	0	0	0			0
Course failure in English Language Arts (ELA)	1	0	0	1	0	0	0			2
Course failure in Math	1	0	0	1	0	0	0			2
Level 1 on statewide ELA assessment	0	0	0	0	1	1	0			2
Level 1 on statewide Math assessment	0	0	0	0	0	0	0			0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	1	0	1						4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	1	0	1	0					3

Current Year 2024-25

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	2	1	0	1	0	0	0			4

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	0	0	0	0	0	0			1
Students retained two or more times	0	0	0	0	0	0	0			0

Prior Year (2023-24) As Last 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 school days		4	3	2	1		1			11
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment					1					1
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		4	3	3						16

Prior Year (2023-24) As Last Reported (pre-populated)

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		2		1						3

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		1		1						2
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	89	61	57	76	58	53	77	61	56
ELA Grade 3 Achievement **	95	59	58	84	57	53			
ELA Learning Gains	71	64	60						
ELA Learning Gains Lowest 25%		60	57	50					50
Math Achievement *	94	62	62	84	58	59	88	49	50
Math Learning Gains	74	68	62				85		
Math Learning Gains Lowest 25%		59	52						
Science Achievement *	60	60	57	62	58	54		60	59
Social Studies Achievement *								64	64
Graduation Rate								56	50
Middle School Acceleration								51	52
College and Career Readiness									80
ELP Progress		57	61		54	59			

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	81%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	483
Total Components for the FPPI	6
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
81%	77%	75%	85%		79%	77%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 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%**
White Students	87%	No		
Economically Disadvantaged Students	68%	No		

	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%**
Students With Disabilities	54%	No		
White Students	71%	No		
Economically Disadvantaged Students	81%	No		

	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%
Students With Disabilities				
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students	65%	No		
Economically Disadvantaged Students	75%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	89%	95%	71%		94%	74%		60%					
White Students	93%	100%	69%		96%	75%							
Economically Disadvantaged Students	78%		60%		83%	50%							

	ELA ACH.	GRADE 3 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
2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
All Students	76%	84%			84%			62%					
Students With Disabilities	50%				58%								
White Students	65%				77%								
Economically Disadvantaged Students	72%				89%								

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	77%		50%		88%	85%							
Students With Disabilities													
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students	67%		31%		83%	77%							
Economically Disadvantaged Students	64%				86%								

E. 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.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	95%	59%	36%	55%	40%
Ela	4	71%	57%	14%	53%	18%
Ela	5	80%	57%	23%	55%	25%
Ela	6	100%	67%	33%	54%	46%
Math	3	100%	59%	41%	60%	40%
Math	4	79%	60%	19%	58%	21%
Math	5	100%	56%	44%	56%	44%
Math	6	100%	66%	34%	56%	44%
Science	5	60%	58%	2%	53%	7%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Third grade scores overall. This year, we had them as a single grade together as the class was large and needs were higher.

Lowest Performance

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

Science with a score of 62%. Although we did not have enough for the population to count, our score was under the 70% threshold and can be improved. For the first year, the test was administered on the computer, this is a new platform for science assessment. Writing was also added this year and was on the computer. This is a new platform for our students.

Greatest Decline

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

N/A

Greatest Gap

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.

N/A

EWS Areas of Concern

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

1. Learning and using the NEW Social Studies and Civics standards.
2. Science update and use in classrooms.
3. Writing across curriculum.

Highest Priorities

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

1. Science, improving scores and learning to take assessment on the computer.
2. Writing, improving scores and learning to take assessment on the computer.
3. Learning and using new Social Studies and Civics standards. Choosing a new curriculum.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Small-group Instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Small group instruction is important for those who may not understand a particular topic. They will need additional intervention to gain understanding. This ensures not one falls behind and all are operating on a similar level of understanding. This is key for students to make learning gains from year year. It also has applications for those who may need to be challenged over and above to keep them focuses and interested in their own learning as well.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Educational Horizons has reached the goal of implementing small group instruction when 80 percent of their students are making learning gains and it is being implemented in 100% of the classrooms throughout the school building

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The desired outcome will be monitored by teachers looking at gains made through STAR Reading, STAR Math, FAST Reading and FAST math scores. It will also be seen by the principal and others in their classroom walk through's during the school year.

Person responsible for monitoring outcome
Teachers, and the principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
The MTSS process is being used by every classroom teacher to identify student areas of weakness and then provide them with applicable interventions based on the decision tree in tier 1, 2, and 3. Teachers provide parents with a letter describing the area of deficiency and the desire to have a meeting. Teachers meet with parents to get their permission to intervene with students who have needs. We provide students with Tier 1, and 2 instruction and record our data. If the student makes progress, we keep working at level 2. if they do not, we move them to tier 3.

Rationale:
This process is used to help progress monitor students as teachers use the data they collect to inform their instruction and to differentiate to meet the needs to these students in the classroom.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
The Implementation of Tiers of Support

Person Monitoring:	**By When/Frequency:**
The principal and every teacher in the building	daily/Weekly/Mothly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will be using their tier one formative assessments to inform them of who needs more intensive instruction at a tier two level. Tier two is used for more intensive instruction to aid a student in making progress in the classroom. Tier two decides who needs more intensive instruction on a one-on-one level at tier three. These steps are used to ensure all students have been given the appropriate level of instruction to be on grade level.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We desire to be able to retain our teachers in grades K-6 from year to year. This provides continuity for all students and makes the transition from one year to another seamless. This ensures students

are not constantly dealing with a new teacher that may not have all of the tools necessary to instruct them in the Montessori method.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Educational Horizons Charter school will have met its positive cultural goal when it retains at 90% of its current teaching staff from one year to another. In the past, EHCS has only been able to retain about 75% of the teaching staff each school year. This made it much more difficult to maintain continuity.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Techers will be given the opportunity to provide feedback throughout the year on how the management of the school culture is going. They will be provided chances to meet with their peers in order to share best practices and ideas that will help them have a great experience here at EHCS and not want to leave for another opportunity. The principal will also provide opportunities for teachers to ask questions and share positives and negatives in order to keep the staff happy and on-track for a good experience

Person responsible for monitoring outcome
The Teachers and the Principal are responsible for this monitoring

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:
Techers will be given a survey toward the end of school year to evaluate how how things have gone for them throughout the school year. They will also meet with administration on a regular basis and be asked for their input and ideas based on changes proposed in the building.

Rationale:
Allowing Teachers greater buy-in creates a better culture. Teachers feel like they get a say in the decisions of the school.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #2

Area of Focus Description and Rationale
Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

N/A

Positive Relationships With Parents, Families and other Community Stakeholders
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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

N/A

Plans to Strengthen the Academic Program
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 II of the SIP. (ESEA Section 1114(b)(7)ii))

N/A

How Plan is Developed
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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

We have tutoring opportunities outside of the classroom each week to help students improve and sharpen their skills from the classroom

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

N/A

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

Tier #1 students will be addressed with Conscious Discipline. This is used to help students develop a sense of inner discipline . Students swill also have access to School counselor April Rowe and Mental Health counselor Tina Reyes
Tier #2 Conscious Discipline will be used to address more specific behaviors as they Goals will be increased and parents will be asked to continue to help address issues at home for the betterment of all.
Tier #3. The Code of student conduct will be enacted along with the continued use of Conscious Discipline in order to stem negative behaviors and foster more positive responses.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii(V)).

Teachers will meet on a regular basis to discuss student outcomes based on PM 1, PM 2 and PM 3.

This ensures they use their common assessment data to inform their instruction of the students. They will regularly do professional development on how to use their student's formative and summative information to help inform their instruction as well.

Strategies to Assist Preschool Children

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

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

N/A

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

N/A

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.	**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00