Marion County Public Schools

HORIZON ACADEMY AT MARION OAKS

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2026-27 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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Horizon Academy will provide students with a high-quality education that is robust and relevant to the world in which our students must navigate. Horizon students' success will be measured by their preparation for future education or employment as they apply and expand their skills, explore careers, and successfully transition to high school as productive citizens of society who are on track for technical careers, college, and/or the workforce.

Provide the school's vision statement

Horizon Academy, in partnership with the Marion Oaks Community, is committed to presenting a safe and respectful setting that inspires excellence and challenges all students to develop their talents as healthy, life-long learners, achievers, and responsible citizens.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Wade Martin

wade.martin@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The Principal is the driving force and instructional leader of the school. She provides a common vision for the use of data-based decision–making, models the Problem-Solving Process; supervises the development of a strong infrastructure; conducts an assessment of the skills of school staff;

ensures implementation of high yield instructional strategies, collaborative learning, intervention support, and documentation; provides adequate professional learning opportunities; develops a culture of expectation with the school staff; ensures resources are assigned to those areas of most need and communicates with parents as necessary.

Leadership Team Member #2

Employee's Name
David Stopyra

david.stopyra@marion.k12.fl.us

Position Title
Assistant Principal Curriculum

Job Duties and Responsibilities

The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of the implementation of the intervention and necessary documentation, development of school-wide academic and behavior expectations, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the instructional and non-instructional support schedules to ensure all personnel are serving in their specified areas.

Leadership Team Member #3

Employee's Name
Kelley James

kelley.james@marion.k12.fl.us

Position Title
Assistant Principal Instruction

Job Duties and Responsibilities

The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of the implementation of the intervention and necessary documentation, development of school-wide academic and behavior expectations, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the instructional and non-instructional support schedules to ensure all personnel

are serving in their specified areas.

Leadership Team Member #4

Employee's Name
Marie-Elena Curty

marie-elena.curty@marion.k12.fl.us

Position Title
Assistant Principal Discipline

Job Duties and Responsibilities

The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of the implementation of the intervention and necessary documentation, development of school-wide academic and behavior expectations, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the instructional and non-instructional support schedules to ensure all personnel are serving in their specified areas.

Leadership Team Member #5

Employee's Name
Susan Scofield

susan.scofield@marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

The Guidance Counselor participates in the collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation of data-based decision-making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Leadership Team Member #6

Employee's Name
Susan Consider

susan.consider@marion.k12.fl.us

Position Title
Student Services Manage

Job Duties and Responsibilities

The Student Services Manager provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for at-risk students are carefully considered and shared by the SSM. They coordinate efforts to use positive reinforcements to encourage more positive behavior choices by students. They also monitor and share disciplinary/attendance data, and serves on the PBIS/Safety committee. In addition, the SSM may act as a liaison with outside agencies that offer support to students and families.

Leadership Team Member #7

Employee's Name
Alexander Everts

alexander.everts@marion.k12.fl.us

Position Title
Student Services Manager

Job Duties and Responsibilities

The Student Services Manager provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for at-risk students are carefully considered and shared by the SSM. They coordinate efforts to use positive reinforcements to encourage more positive behavior choices by students. They also monitor and share disciplinary/attendance data, and serves on the PBIS/Safety committee. In addition, the SSM may act as a liaison with outside agencies that offer support to students and families.

Leadership Team Member #8

Employee's Name
Marlene Lopes

marlene.lopes@marion.k12.fl.us

Position Title
Student Services Manager

Job Duties and Responsibilities

The Student Services Manager provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for

at-risk students are carefully considered and shared by the SSM. They coordinate efforts to use positive reinforcements to encourage more positive behavior choices by students. They also monitor and share disciplinary/attendance data, and serves on the PBIS/Safety committee. In addition, the SSM may act as a liaison with outside agencies that offer support to students and families.

Leadership Team Member #9

Employee's Name
Julie Drake

julie.drake@marion.k12.fl.us

Position Title
Instructional Coach

Job Duties and Responsibilities

The instructional coach will assist in training teachers in high impact teaching strategies in the classroom, implementing best practices within strong instructional frameworks in the classroom, and facilitating Professional Learning on campus. The instructional coach will support teachers new to the profession and/or new to Horizon.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

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

Mr. Martin surveyed teachers, parents, and students in the spring to determine the concerns of the community. He and other members of the leadership team interviewed staff, conducted follow-up meetings, and reviewed student achievement data to determine trends and develop possible solutions. The leadership team also worked with district staff to analyze historical data and to develop a focus on vital areas of needed improvement.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The leadership team will monitor assigned areas for implementation. The assistant principals overseeing areas as assigned by the principal, such as curriculum, instruction, testing, intervention, and discipline. Each administrator works with three or more coaches and/or support staff to monitor intervention implementation, content instruction, and classroom management. The leadership team will meet biweekly in a cycle of progress monitoring, and the plan will be reviewed and/or revised quarterly according to assessment and observational data results.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**96.9%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: C** **2024-25: C** **2023-24: C** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment							405	410	382	1,197
Absent 10% or more school days							153	163	150	466
One or more suspensions							106	114	91	311
Course failure in English Language Arts (ELA)							57	9	3	69
Course failure in Math							15	89	14	118
Level 1 on statewide ELA assessment							104	116	110	330
Level 1 on statewide Math assessment							96	124	90	310
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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							99	119	105	323

Current Year 2026-27

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							2	6	6	14
Students retained two or more times							2	1	0	3

Prior Year (2025-26) 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	
School Enrollment							402	396	454	1,252
Absent 10% or more school days							9	17	24	50
One or more suspensions							127	159	175	461
Course failure in English Language Arts (ELA)							24	18	29	71
Course failure in Math							5	62	25	92
Level 1 on statewide ELA assessment							123	112	131	366
Level 1 on statewide Math assessment							123	102	105	330
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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							164	208	233	605

Prior Year (2025-26) 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							2	3	8	13
Students retained two or more times							8		1	9

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

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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	46	54	62	44	51	58	39	45	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	53	57	61	55	56	59	50	52	56
ELA Lowest 25th Percentile	50	50	53	50	49	52	47	48	50
Math Achievement*	45	56	65	40	54	63	50	52	60
Math Learning Gains	56	59	62	48	57	62	61	57	62
Math Lowest 25th Percentile	50	53	57	56	53	57	65	60	60
Science Achievement	37	48	57	37	42	54	33	40	51
Social Studies Achievement*	60	68	77	61	68	73	46	57	70
Graduation Rate									
Middle School Acceleration	71	76	82	68	75	77	71	70	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					52	53		54	49

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	468
Total Components for the FPPI	9
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
52%	53%	52%	44%	40%	45%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	37%	Yes	7	
English Language Learners	41%	No		
Black/African American Students	51%	No		
Hispanic Students	51%	No		
Multiracial Students	48%	No		
White Students	57%	No		
Economically Disadvantaged Students	49%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	46%		53%	50%	45%	56%	50%	37%	60%	71%			
Students With Disabilities	21%		44%	52%	25%	49%	46%	21%	38%				
English Language Learners	30%		48%	40%	33%	49%	40%	19%	37%	70%			
Black/African American Students	44%		57%	57%	37%	52%	43%	36%	61%	70%			
Hispanic Students	45%		52%	47%	44%	56%	53%	35%	54%	70%			
Multiracial Students	46%		48%	45%	49%	63%	36%	30%	63%				
White Students	52%		51%	45%	58%	58%	54%	50%	70%	74%			
Economically Disadvantaged Students	43%		51%	49%	42%	54%	47%	31%	56%	67%			

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	44%		55%	50%	40%	48%	56%	37%	61%	68%			72%
Students With Disabilities	22%		38%	33%	26%	45%	51%	18%	34%	67%			
English Language Learners	30%		52%	47%	23%	37%	44%	19%	45%	50%			72%
Asian Students	70%		70%		70%	70%							
Black/African American Students	38%		55%	54%	37%	55%	62%	24%	60%	60%			
Hispanic Students	44%		55%	47%	37%	43%	51%	42%	57%	68%			70%
Multiracial Students	44%		57%		37%	48%	65%	38%	65%				
White Students	49%		55%	54%	51%	52%	57%	43%	69%	70%			
Economically Disadvantaged Students	41%		54%	49%	38%	47%	55%	35%	56%	62%			75%

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	39%		50%	47%	50%	61%	65%	33%	46%	71%			61%
Students With Disabilities	13%		48%	52%	24%	52%	50%	8%	22%				
English Language Learners	24%		47%	44%	34%	66%	76%	15%	16%	69%			61%
Black/African American Students	34%		45%	40%	41%	57%	55%	31%	39%	69%			
Hispanic Students	40%		50%	49%	50%	64%	68%	31%	43%	72%			64%
Multiracial Students	39%		62%	64%	52%	54%	64%	43%	54%	80%			
White Students	43%		50%	49%	56%	61%	66%	34%	56%	67%			
Economically Disadvantaged Students	36%		48%	48%	47%	58%	59%	31%	38%	69%			60%

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.

		2025-26 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	48%	51%	-3%	62%	-14%
ELA	7	45%	53%	-8%	62%	-17%
ELA	8	42%	54%	-12%	60%	-18%
Math	6	36%	47%	-11%	60%	-24%
Math	7	41%	43%	-2%	53%	-12%
Math	8	36%	54%	-18%	61%	-25%
Science	8	35%	47%	-12%	52%	-17%
Civics	7	59%	68%	-9%	77%	-18%
Civics	8	64%	70%	-6%	75%	-11%
Algebra	7	97%	96%	1%	96%	1%
Algebra	8	76%	81%	-5%	84%	-8%
Geometry	8	100%	92%	8%	95%	5%
Civics	6	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	8	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

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?

The most significant improvement was seen in 6th grade Math, with the percentage of students scoring Level 3 or above increasing from 18% in 2025 to 36% in 2026, marking an 18-point gain. This growth can be attributed to the implementation of targeted interventions and scaffolding for struggling students, a stronger emphasis on data-driven instruction, the strategic grouping of students based on formative assessment data, and the more consistent use of benchmark-aligned materials.

Lowest Performance

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

In 2026, our lowest-performing subjects were 6th Grade Mathematics and 8th Grade Mathematics, with both grade levels achieving a proficiency rate of 36%. While each grade demonstrated notable growth from the previous year—an 18-percentage-point increase in 6th Grade Mathematics and a 5-percentage-point increase in 8th Grade Mathematics—the overall proficiency rates remain below expectations. Contributing factors include a significant number of students performing well below grade level, inconsistent implementation of high-yield instructional strategies across classrooms, and high rates of chronic absenteeism, which negatively impacted students' access to core instruction and academic interventions.

Greatest Decline

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

Mathematics Learning Gains for the Lowest 25% of students declined from 56% in 2025 to 50% in 2026, representing a 6-percentage-point decrease. Contributing factors included teacher turnover and instructional inconsistency, as well as a decline in the fidelity of implementing differentiated instruction and small-group instructional strategies. Additionally, the increased rigor of the curriculum was not consistently matched with adequate scaffolding and support, particularly for students who were already struggling academically. This decline, following a relatively strong performance in the prior year, suggests the presence of instructional gaps and reduced student engagement within this subgroup.

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.

In Mathematics, 37% of Horizon Academy students achieved Level 3 or higher, compared to the state average of 52%, resulting in a 15-percentage-point achievement gap. Several factors contribute to this discrepancy, including a high proportion of students performing at Level 1, limited access to Tier 2 and Tier 3 interventions, and inconsistencies between classroom instruction and state assessment expectations. Additionally, insufficient vertical alignment across grade levels has contributed to persistent foundational and conceptual gaps that affect students' ability to master grade-level standards.

EWS Areas of Concern

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

The Early Warning System (EWS) data from the 2026–27 School Improvement Plan reveals two major areas of concern. First, a significant portion of the student population—323 students in grades 6 through 8—exhibit two or more early warning indicators, such as chronic absenteeism, suspensions, or course failures. This represents approximately 27% of the student body and highlights ongoing challenges related to student engagement, attendance, behavior, and academic success. Additionally, 466 students were absent for 10% or more of school days and 311 students received one or more suspensions, indicating the need for strengthened systems of support to improve student outcomes.

Highest Priorities

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

1. Implement High-Impact Reading and Writing Strategies Across All Classroom Environments
Prioritize the implementation of evidence-based reading and writing strategies across all content areas to strengthen literacy and comprehension for every student.
Ensure students engage in frequent opportunities to read, write, summarize, analyze, discuss, and justify their thinking in every classroom.
Support consistent implementation through instructional coaching, classroom modeling, PLC collaboration, and administrative walkthroughs.
Monitor instructional practices and student outcomes through regular data reviews and classroom observation feedback.
2. Intensify Tier 2 and Tier 3 Supports for Students Performing Below Grade Level
Utilize FAST, district assessments, progress-monitoring data, and Early Warning System indicators to identify students requiring additional academic support.
Provide targeted intervention instruction during designated intervention blocks with a focus on literacy and mathematics skill deficits.

Monitor student growth frequently and adjust interventions based on student performance and progress-monitoring data.

3. Improve Student Attendance, Engagement, and School Climate

Implement proactive attendance-monitoring systems and positive school culture initiatives to increase student engagement and reduce chronic absenteeism.

Strengthen partnerships among teachers, counselors, student services staff, families, and community stakeholders to address barriers to attendance and academic success.

Utilize restorative practices, positive behavior supports, and student recognition programs to promote a safe, supportive, and inclusive learning environment.

4. Strengthen Core Instruction Through Data-Driven Differentiation

Increase the effectiveness of Tier 1 instruction through intentional differentiation, standards-based planning, and targeted small-group instruction.

Use student achievement data to identify learning gaps and provide timely interventions and enrichment opportunities.

Provide ongoing professional learning, collaborative planning time, and instructional coaching to ensure consistent implementation of high-impact instructional practices across all content areas.

5. Build Teacher Capacity Through Professional Learning Communities

Utilize PLCs to analyze student data, monitor intervention effectiveness, and develop instructional responses aligned to student needs.

Foster collaborative planning focused on rigorous instruction, student engagement, and achievement growth.

Establish clear accountability measures to ensure instructional practices are consistently implemented and monitored across grade levels and content areas.

Overarching Focus: Create a schoolwide culture where reading, writing, speaking, and critical thinking are embedded across all classroom environments, ensuring every student regularly engages with grade-level content through meaningful literacy experiences regardless of subject area.

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 ELA, Math, Science

Area of Focus Description and Rationale

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.

Analysis of 2025-2026 student achievement data indicates that Horizon Academy continues to demonstrate growth; however, achievement levels remain below desired outcomes in several content areas. FAST ELA proficiency increased to 48%, while Mathematics achievement was 45%. Science achievement remains the school's lowest-performing area at 35% proficiency. Accountability data showed ELA Achievement earned 46 points, Mathematics Achievement earned 45 points, and Science Achievement earned 37 points. Despite strong learning gains in ELA (53 points) and Mathematics (56 points), overall achievement levels indicate that many students are not yet mastering grade-level standards.

FAST PM3 data further reveal that 52% of sixth-grade students, 56% of seventh-grade students, and 58% of eighth-grade students scored below proficiency in ELA. Mathematics data show similar trends, with approximately 65% of students in grades 6 and 8 performing below proficiency. Science proficiency remains at 35%, indicating a need to strengthen literacy, vocabulary development, and rigorous standards-based instruction across all content areas.

To address these needs, Horizon Academy will focus on improving Tier 1 instructional practices through explicit instruction, learning intentions and success criteria, academic discourse, standards-aligned tasks, formative assessment practices, and literacy strategies embedded across content areas. This focus will increase engagement, improve mastery of grade-level standards, and accelerate achievement for all students.

Measurable Outcome

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.

Baseline Data (2025-2026):

- ELA Achievement: 46 points

- ELA Proficiency: 48%
- Mathematics Achievement: 45 points
- Mathematics Proficiency: 45%
- Science Achievement: 37 points
- Science Proficiency: 35%
- ELA Learning Gains: 53 points
- Mathematics Learning Gains: 56 points

Goal for 2026-2027

Horizon Academy will:

- Increase ELA Achievement from 46 to 50 points.
- Increase ELA proficiency from 48% to 53%.
- Increase Mathematics Achievement from 45 to 50 points.
- Increase Mathematics proficiency from 45% to 50%.
- Increase Science Achievement from 37 to 42 points.
- Increase Science proficiency from 35% to 40%.
- Maintain ELA Learning Gains at 53 points or higher.
- Maintain Mathematics Learning Gains at 56 points or higher.
- Increase the percentage of classrooms demonstrating identified instructional look-fors to 90% or higher.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation and impact will be monitored through:

- Weekly classroom walkthroughs utilizing the district instructional framework.
- Bi-weekly PLC meetings focused on student work analysis and standards mastery.
- Monthly review of common formative assessment and benchmark data.
- FAST Progress Monitoring analysis after each administration window.
- Lesson plan reviews to ensure standards alignment and rigor.
- Quarterly data chats with teachers and instructional support staff.
- Student work reviews emphasizing literacy, writing, vocabulary, and evidence-based responses across content areas.

Data will be reviewed monthly by the leadership team to monitor implementation fidelity and student outcomes.

Person responsible for monitoring outcome
Wade Martin-Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Teachers will implement a schoolwide instructional framework that includes explicit instruction, literacy across content areas, collaborative learning structures, academic discourse, standards-aligned tasks, and frequent formative assessment practices. Professional Learning Communities (PLCs) will engage in collaborative planning and data analysis to identify student needs and adjust instruction accordingly. Instructional coaching cycles will support implementation and provide actionable feedback. Implementation will be monitored through walkthrough data, PLC artifacts, lesson plans, common assessment results, student work samples, and FAST progress-monitoring data.

Rationale:
Research supports the use of high-quality Tier 1 instruction, explicit teaching practices, teacher clarity, formative assessment, and literacy integration across content areas as highly effective strategies for improving student achievement. Given Horizon Academy's positive growth trends and continued achievement gaps, strengthening core instruction provides the greatest opportunity to increase proficiency while maintaining strong learning gains.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Implement Weekly Instructional Walkthroughs and Feedback Cycles

Person Monitoring:
Kelley James, Assistant Principal of Instruction; David Stopyra, Assistant Principal of Curriculum; Julie Drake, Instructional Coach

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators and instructional leaders will conduct weekly walkthroughs focused on learning intentions, success criteria, standards alignment, student engagement, academic discourse, literacy strategies, and checks for understanding. Feedback will be provided to teachers within 48 hours of observations. Walkthrough trend data will be reviewed monthly to determine implementation fidelity and identify professional learning needs. Impact will be measured through improvements in walkthrough data, assessment results, and FAST Progress Monitoring outcomes.

Action Step #2
Strengthen PLC Data Cycles and Standards-Based Planning

Person Monitoring:
Kelley James Assistant Principal of Instruction; Julie Drake, Instructional Coach

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
PLC teams will engage in collaborative planning and data analysis to identify priority standards, analyze student work, monitor progress, and develop instructional responses. Teachers will use assessment data to adjust instruction, remediation, and enrichment opportunities. PLC artifacts, common assessment results, and student work samples will be reviewed monthly by school leaders to monitor effectiveness and guide instructional support.

Action Step #3
Implement Literacy Across Content Areas

Person Monitoring:
Wade Martin, Principal Kelley James, Assistant Principal of Instruction Julie Drake, Instructional Coach

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers in all content areas will implement evidence-based literacy strategies, including academic vocabulary development, close reading, text-based discussions, and evidence-based writing aligned to grade-level standards. Particular emphasis will be placed on science literacy to improve achievement in the school's lowest-performing accountability area. Student work samples, walkthrough data, formative assessments, and FAST Progress Monitoring results will be reviewed to evaluate implementation and impact on student achievement.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale
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.

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.

Deliver structured Tier 2 and Tier 3 interventions tailored to SWD within the general education setting and resource classrooms using MTSS principles.
• Builds foundational reading and math skills through explicit instruction
• Increases time in direct small-group support

• Provides scaffolds (visual aids, chunked texts, vocabulary supports) aligned to IEP accommodations

Consistent underperformance across multiple years and data reviews indicates a systemic lack of access to effective differentiated instruction for SWD.

Measurable Outcome

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.

By the end of the 2026-2027 school year, Horizon Academy will improve outcomes for Students with Disabilities (SWD) by:

Increasing SWD ELA Achievement from 21% to 30%.
Increasing SWD Mathematics Achievement from 25% to 35%.
Increasing SWD Science Achievement from 21% to 30%.
Increasing SWD ELA Learning Gains from 44% to 50%.
Increasing SWD Mathematics Learning Gains from 49% to 55%.
Increasing the overall percentage of accountability points earned by Students with Disabilities from 37% to 41% or higher, moving the subgroup above the state threshold for additional subgroup identification.
These measurable goals are based on realistic growth projections aligned with intervention fidelity, co-teaching supports, and targeted professional development.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation of this area of focus will be monitored through weekly classroom walkthroughs using an ESE-inclusive practices checklist to ensure that instructional strategies and accommodations are being effectively applied. Instructional coaches will conduct biweekly coaching cycles to provide realtime support, feedback, and modeling for teachers working with Students With Disabilities. Monthly lesson plan reviews will be conducted to verify that IEP accommodations and CORI strategies are embedded in both core instruction and small group activities. Additionally, co-teaching teams will receive ongoing modeling and planning support to strengthen shared instructional delivery and alignment to student needs. To monitor impact, the school will utilize a combination of progress monitoring data, including IXL diagnostics, classroom-based formative assessments, and teacher-created probes, to assess student growth. IEP progress reviews will be conducted quarterly, specifically aligned to academic growth targets. The leadership team will hold quarterly data chats focused on SWD performance to analyze trends, evaluate instructional impact, and make decisions about regrouping or modifying interventions. Student data binders and intervention logs will be maintained to track individual student progress over time and guide instructional planning and

support.

Person responsible for monitoring outcome
David Stopyra Assistant Principal of Curriculum

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Horizon Academy will implement a schoolwide Reading and Writing Across the Curriculum framework to improve academic achievement for Students with Disabilities (SWD) in grades 6–8. Instructional practices will emphasize close reading, academic vocabulary development, structured writing opportunities, text-dependent questioning, collaborative discussion, and evidence-based responses in all content areas, including ELA, mathematics, science, and social studies. Teachers will utilize scaffolds such as graphic organizers, sentence stems, academic discourse protocols, chunked texts, visual supports, and explicit modeling to increase access to grade-level standards. Co-teaching models, push-in support, and small-group instruction will be utilized to provide SWD with targeted support while maintaining access to rigorous Tier 1 instruction. SWD performance data indicate significant achievement gaps in ELA Achievement (21%), Math Achievement (25%), and Science Achievement (21%), as well as overall accountability performance of 37%, compared to 52% for all students. These data demonstrate the need for consistent literacy-based instructional practices across all classrooms to improve comprehension, engagement, and content mastery.

Rationale:
Analysis of the 2025-2026 FPPI and accountability data identified Students with Disabilities as Horizon Academy's lowest-performing subgroup. Although SWD demonstrated ELA Learning Gains of 44% and Math Learning Gains of 49%, achievement outcomes remain substantially below schoolwide performance levels. SWD earned only 37% of total accountability points, placing the subgroup below the state threshold. ELA Achievement (21%), Mathematics Achievement (25%), and Science Achievement (21%) indicate that many SWD students continue to struggle with accessing complex texts, academic vocabulary, and grade-level content. Implementing a schoolwide Reading and Writing Across the Curriculum framework will strengthen literacy skills in every classroom, increase opportunities for students to engage with grade-level content, and provide consistent instructional supports that improve achievement across multiple accountability components. This intervention aligns with the district strategic priority of strengthening Tier 1 instruction and improving outcomes for struggling learners.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Learning for Teachers and SWD Supports

Person Monitoring:
Kelley James Assistant Principal of Instruction

By When/Frequency:
Pre-Planning and Monthly Sessions (Ongoing)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide professional development to general education, ESE, and co-teaching staff on implementing reading and writing across all classrooms (summarizing, self-questioning, vocabulary instruction) and aligning them with accommodations for SWD. Training will also include Universal Design for Learning (UDL), differentiation, and inclusive instructional practices. The principal, assistant principals, and instructional coaches will monitor through session feedback, walkthrough look-fors.

Action Step #2
Implementation of Small-Group Intervention with Progress Monitoring

Person Monitoring:
Ria Curty Assistant Principal of Discipline

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and inclusion teachers will establish and deliver daily small-group Tier 2 and Tier 3 instruction for SWD. Instruction will target IEP goals and address skill gaps in comprehension, fluency, and numeracy. Student progress will be tracked using IXL and formative assessments. Monitoring the impact of this action will be through student data binders/folders, intervention logs, and PLC data chats.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

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.

Analysis of Horizon Academy's 2025-26 Early Warning System, ESSA, and state assessment data identified chronic absenteeism as a significant barrier to student achievement. During the 2025-26 school year, 466 of 1,197 students (38.9%) were absent 10% or more of enrolled school days, and 323 students (27%) exhibited two or more Early Warning System indicators.
Academic performance data suggest that inconsistent attendance is contributing to learning gaps across grade levels and content areas. Spring 2026 assessment results showed that Horizon Academy performed below district and state averages in ELA, mathematics, science, and civics, including Grade 6 Mathematics (36%), Grade 8 Mathematics (36%), Grade 8 Science (35%), and Grade 8 ELA (42%). These achievement gaps indicate the need to increase students' access to daily instruction and intervention opportunities.

Additionally, Horizon Academy remains identified as a Comprehensive Support and Improvement (CSI) school with an overall Federal Percent of Points Index (FPPI) of 52%. Students with Disabilities earned an FPPI of 37%, below the federal benchmark of 41% for the seventh consecutive year. Improving attendance and strengthening student engagement will increase instructional time, improve access to intervention services, and support higher achievement outcomes for all students, particularly those identified through the Early Warning System and Students with Disabilities.

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.

Baseline (2025-26):
466 students (38.9%) absent 10% or more of enrolled school days.
323 students with two or more Early Warning Indicators.
2026-27 Goal:
Reduce the percentage of students absent 10% or more of enrolled school days from 38.9% to 33% or less.
Reduce the number of chronically absent students from 466 to 395 or fewer.
Reduce the number of students with two or more Early Warning Indicators from 323 to 290 or fewer.
Increase the percentage of students attending 95% or more of enrolled days.
This version ties together the EWS data, CSI status, SWD concerns, and statewide assessment performance—the type of alignment CIMS reviewers typically look for in a Positive Learning Environment Area of Focus.

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 administrative team, MTSS team, school counselors, ESE specialist, and attendance clerk will review attendance data biweekly and analyze Early Warning System reports monthly. During the 2025-26 school year, 466 of 1,197 students (38.9%) were identified as absent 10% or more of enrolled school days, and 323 students demonstrated two or more early warning indicators. Student attendance data will be disaggregated by grade level, subgroup, and intervention status, with particular attention to Students with Disabilities, the school's CSI subgroup.

Students identified as at risk for chronic absenteeism will be discussed during MTSS and student support meetings. Attendance interventions, family contacts, mentoring supports, and attendance improvement plans will be monitored for effectiveness through monthly attendance trend reports and quarterly Early Warning System reviews. Progress toward reducing chronic absenteeism from 38.9% to 33% or less and reducing the number of students with two or more early warning indicators will be evaluated throughout the year.

Ongoing monitoring will allow the school to identify attendance concerns early, increase access to instruction and intervention services, improve student engagement, and support increased achievement in ELA, mathematics, science, and civics while improving

Person responsible for monitoring outcome
David Stopyra Assistant Principal of Curriculum; Ria Curty Assistant Principal of Discipline

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Horizon Academy will implement a comprehensive Attendance Improvement and Student Engagement Framework that utilizes Early Warning System (EWS) data, Multi-Tiered System of Supports (MTSS), family engagement, student mentoring, and Positive Behavioral Interventions and Supports (PBIS) to reduce chronic absenteeism. The school will conduct biweekly attendance reviews to identify students approaching the 10% absenteeism threshold and provide tiered interventions based on individual student needs. Interventions will include attendance conferences, parent communication, attendance contracts, mentoring/check-in systems, counseling supports, and recognition programs that promote positive attendance habits. Particular attention will be given to students with disabilities and students demonstrating multiple early warning indicators. The leadership team will monitor implementation through monthly attendance reports, EWS reviews, MTSS meetings, and documentation of intervention effectiveness to ensure students receive timely support and increased access to instruction.

Rationale:
Analysis of Horizon Academy's 2025-26 Early Warning System data identified chronic absenteeism as the school's most significant early warning indicator. Of the school's 1,197 students, 466 students (38.9%) were absent 10% or more of enrolled school days, while 323 students (27%) demonstrated two or more early warning indicators. Additionally, Horizon Academy remains identified as a Comprehensive Support and Improvement (CSI) school, with Students with Disabilities earning an FPPI of 37%, below the federal benchmark of 41%. Academic performance data further demonstrate the need to improve student attendance. Schoolwide proficiency rates remain below state averages in several core content areas, including Grade 6 Mathematics (36%), Grade 8 Mathematics (36%), Grade 8 Science (35%), and Grade 8 ELA (42%). Improving attendance will increase students' access to core instruction, intervention services, and academic supports, which are essential for improving achievement outcomes. Research supports the use of early warning systems, family engagement, mentoring, and positive attendance incentives as effective strategies for reducing chronic absenteeism and increasing student engagement. Implementing this comprehensive attendance framework will help Horizon Academy reduce absenteeism, improve student connectedness to school, and support continued academic growth across all grade levels and student subgroups.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Biweekly Attendance and Early Warning System Reviews

Person Monitoring:	**By When/Frequency:**
Attendance Clerk; Ria Curty Assistant Principal of Discipline	Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The leadership team and MTSS team will review attendance and Early Warning System data every two weeks to identify students approaching or exceeding the 10% absenteeism threshold. Students will be assigned tiered supports, including attendance interventions, mentoring, counseling referrals, and parent conferences. The impact of these interventions will be monitored through monthly attendance reports, MTSS documentation, and reductions in the number of students identified as chronically absent and those with multiple early warning indicators.

Action Step #2
Strengthen Family Engagement and Student Attendance Supports

Person Monitoring:	**By When/Frequency:**
School Counselors	Monthly/As Needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will implement targeted family outreach through phone calls, letters, attendance conferences, and problem-solving meetings for students with attendance concerns. Students identified with chronic absenteeism will participate in attendance goal-setting, mentoring, and PBIS attendance recognition activities. The school will monitor the effectiveness of these supports by reviewing attendance trends, tracking parent participation, and analyzing quarterly Early Warning System data to determine whether attendance rates are improving and chronic absenteeism is decreasing.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

The school's website will include notices for all events, meetings, School Advisory Council (SAC) information, and Title I requirements at https://www.marionschools.net/ham. The School Improvement Plan (SIP) is made publicly available through multiple formats and communication platforms to ensure accessibility for all stakeholders.

Parent surveys, student feedback, SAC meetings, and leadership team discussions were utilized during the development and review of the plan. In addition, state assessment data, attendance data, course performance data, and schoolwide behavior data were analyzed to identify areas of need and establish priorities for improvement. Identified priorities include:

Increasing academic proficiency in English Language Arts, Mathematics, Civics, and Science
Implementing Positive Behavioral Interventions and Supports (PBIS) with fidelity
Strengthening collaborative planning and instructional coaching support

The plan includes implementation timelines, evidence-based strategies and interventions, responsible parties, required resources, and funding allocations. Progress toward goals will be reviewed regularly and shared with stakeholders through SAC meetings, family engagement events, and school communication platforms.

The SIP will be published on the school website and made available in print upon request through the school front office throughout the year. Families are encouraged to provide input through annual surveys, ongoing communication with school staff, and participation in quarterly SAC meetings.

School webpage: https://www.marionschools.net/ham

Messages related to student progress, school improvement efforts, and upcoming events will be communicated using clear, family-friendly language and distributed through Apptegy phone calls, text messages, emails, social media, the school website, Canvas teacher pages, newsletters, flyers, and the school marquee. For families whose home language is not English, documents and communications will be translated into the family's primary language whenever possible.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Parents and families are actively involved in the development and review of the Parent and Family Engagement Plan (PFEP) through annual surveys, family engagement activities, and quarterly SAC meetings. Families are provided multiple opportunities throughout the year to offer feedback regarding the PFEP, the School Improvement Plan, and other school initiatives.

Information regarding meetings, parent-teacher conferences, volunteer opportunities, and school events will be posted on the Horizon Academy website at https://www.marionschools.net/ham and communicated through Skylert messages, newsletters, flyers, and other school communication platforms.
The Family Engagement Liaison serves as a resource for families by assisting with communication, connecting families to school services, and helping ensure that parents have access to the information and support they need. Horizon Academy provides:

- Quarterly School Advisory Council (SAC) meetings
- Family engagement events throughout the school year
- Weekly opportunities to schedule parent-teacher conferences
- Volunteer opportunities for parents and community members
- Ongoing communication regarding student progress and school initiatives

Communications related to student achievement, school events, and family engagement opportunities will be provided using clear and understandable language. Information will be shared through Apptegy phone calls, emails, social media, the school website, Canvas teacher pages,

newsletters, flyers, and the school marquee.
For families whose primary language is not English, translated documents and communication support will be provided whenever possible. Family meetings and engagement opportunities will be scheduled at varying times and formats to maximize participation and ensure accessibility for all families and community stakeholders.

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Horizon Academy is dedicated to strengthening its academic program through a multi-tiered, research-based approach that increases the amount and quality of learning time while providing an enriched and accelerated curriculum for all students. This work directly aligns with the Areas of Focus identified in Part II of the School Improvement Plan, specifically increasing student achievement in English Language Arts, Mathematics, Civics, and Science through rigorous instruction, targeted interventions, and data-driven decision-making.

The school schedule includes dedicated instructional blocks that allow for Tier 2 and Tier 3 interventions, enrichment opportunities, and differentiated instruction. Through flexible grouping and ongoing analysis of student assessment data, teachers provide targeted support and acceleration based on individual student needs. Additional instructional opportunities, including before-school, after-school, and extended learning programs, are utilized to support students requiring remediation, enrichment, or acceleration.

Horizon Academy is committed to providing engaging and meaningful learning experiences through standards-based instruction, project-based learning opportunities, cross-curricular activities, and real-world applications of learning. Students participate in activities that promote critical thinking, problem-solving, collaboration, and academic ownership while supporting mastery of grade-level standards. Teachers engage in regular collaborative planning focused on standards alignment, instructional best practices, data analysis, and student progress monitoring. Professional learning opportunities support the implementation of evidence-based instructional strategies designed to increase engagement, strengthen academic outcomes, and address the diverse needs of learners.

This comprehensive approach supports the school's improvement efforts by increasing instructional rigor, expanding intervention and enrichment opportunities, strengthening instructional practices, and ensuring equitable access to high-quality learning experiences for all students.
By increasing both the quality and effectiveness of instruction, Horizon Academy is creating a

learning environment that supports the success of all students and prepares them for long-term academic achievement.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Horizon Academy's Schoolwide Plan is developed through intentional collaboration and coordination of federal, state, district, and community resources to provide comprehensive academic and non-academic support for students and families. This integrated approach helps maximize available resources and ensures alignment between school improvement efforts and student needs.

The Schoolwide Plan is aligned with Title I, Part A goals and is coordinated with other federally funded programs, including Title II (professional learning), Title III (support for multilingual learners), and Title IV (student support and academic enrichment). These programs work together to strengthen instructional practices, increase student engagement, and support academic achievement.

The school also partners with district and community agencies to provide services that address whole-child needs. Students benefit from access to the National School Lunch Program, health-related services, counseling support, attendance initiatives, and social-emotional learning opportunities that contribute to improved student outcomes.

As a 6–8 school, Horizon Academy collaborates with district secondary schools and Career and Technical Education (CTE) programs to expose students to future college and career opportunities. Activities such as career exploration events, guest speakers, and community partnerships help students connect academic learning to future educational and workforce pathways.

By integrating academic priorities with family engagement, student support services, nutrition programs, community partnerships, and district initiatives, Horizon Academy ensures a comprehensive approach to student success that addresses both educational achievement and the broader needs of the school community.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Horizon Academy is utilizing PBIS, which will focus on promoting student mental health, well-being, and positive school culture through a Multi-Tiered System of Supports (MTSS). Through this partnership, Horizon Academy fosters resilience, social-emotional growth, and positive decision-making by:

- Providing schoolwide instruction in behavioral, social, and life skills.
- Maintaining a safe, welcoming, and supportive learning environment with clearly defined expectations and consistent practices.
- Using data to identify student needs and implement evidence-based interventions across all tiers of support.
- Connecting students and families with counseling, mentoring, and specialized support services when needed.
- Promoting student engagement, self-management, and interpersonal skills that contribute to both academic and personal success.

These efforts ensure that students receive the support necessary to develop the social, emotional, and behavioral skills needed to succeed in school and beyond.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Horizon Academy provides a variety of opportunities designed to prepare students for future educational and workforce success. Students are exposed to rigorous coursework, career exploration experiences, and accelerated learning opportunities that build a strong foundation for college and career readiness.

Acceleration opportunities include high-school-credit coursework in areas such as English Language Arts, Mathematics, and Science, allowing students to begin earning advanced credits while

developing the skills necessary for future academic success.

To increase awareness of postsecondary pathways and workforce opportunities, the school provides:

- Career exploration activities and career awareness events.
- Exposure to Career and Technical Education (CTE) pathways.
- Guest speakers and community partnerships that connect classroom learning to real-world careers.
- Opportunities to develop critical thinking, communication, collaboration, and problem-solving skills.

These experiences help students make informed decisions about their educational and career goals while preparing them to become productive and successful members of the workforce.

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Horizon Academy utilizes the PBIS Interconnected Systems Framework to establish a comprehensive, schoolwide approach to supporting student behavior, mental health, and overall well-being. This framework operates within a Multi-Tiered System of Supports (MTSS) and is based on the belief that all students should have access to appropriate behavioral and mental health supports.

The school implements a tiered model that includes:

- Universal Tier 1 supports provided to all students through schoolwide expectations, behavioral instruction, and positive reinforcement systems.
- Targeted Tier 2 interventions for students requiring additional behavioral, social-emotional, or academic support.
- Intensive Tier 3 supports designed to meet the needs of students identified as being at high risk and requiring individualized intervention plans.

Students needing additional support are provided access to interventions, counseling services, behavioral monitoring, and community resources. All services are implemented with fidelity and monitored regularly to ensure effectiveness.

The school-based multidisciplinary team includes administrators, school counselors, social workers, school psychologists, student support personnel, community mental health representatives, family engagement staff, and district support personnel. This team meets bi-monthly to:

- Review schoolwide behavioral and attendance data.
- Monitor the effectiveness of Tier 1 supports.
- Evaluate and adjust Tier 2 interventions for identified student groups.
- Develop and strengthen Tier 3 supports for students with intensive needs.
- Coordinate services and resources to support student success.

Through ongoing collaboration and data-based decision-making, Horizon Academy proactively addresses student needs and promotes a positive, supportive learning environment.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Horizon Academy provides ongoing professional learning focused on evidence-based instructional practices aligned to the Florida B.E.S.T. Standards and the goals outlined in the School Improvement Plan.

Key instructional priorities include:

- Reading and Writing Strategies Across Content Areas: Professional learning supports teachers in implementing high-impact literacy practices such as close reading, summarizing, text-based discussions, questioning techniques, vocabulary development, and writing-to-learn strategies that strengthen comprehension and critical thinking across all subject areas.
- Differentiated Instruction and Small-Group Learning: Teachers receive support in designing and implementing instruction that addresses diverse learning needs through flexible grouping, scaffolding, and targeted intervention.
- Student Engagement and Academic Discourse: Professional development focuses on increasing student participation, academic ownership, and meaningful classroom conversations that promote deeper understanding of content.
- Instructional Coaching and Collaborative Planning: Instructional coaches provide job-embedded support through classroom modeling, co-planning, feedback, and reflective practice. Bi-weekly Professional Learning Community (PLC) meetings promote collaborative planning, standards alignment, and continuous improvement.

Paraprofessionals and support staff receive ongoing training to strengthen their instructional impact and support schoolwide goals. Professional learning opportunities include:

- Small-group instructional strategies.
- Behavior management and de-escalation techniques.

- Support strategies for multilingual learners and students with disabilities.
- Progress-monitoring practices and intervention support.
- Participation in relevant PLCs and collaborative planning opportunities.

All professional learning activities are aligned with the goals and priorities outlined in the School Improvement Plan and are monitored through classroom walkthroughs, instructional rounds, coaching cycles, and student achievement data. Ongoing reflection, feedback, and continuous improvement processes ensure that professional learning remains responsive to staff needs and supports increased student achievement across all content areas.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(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 (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

In reviewing student achievement data, classroom walkthrough trends, and teacher retention patterns, we identified a significant need to strengthen support for teachers through instructional coaching and targeted professional learning. Teacher retention data from the past two years highlights this need, as nearly half of our instructional staff has been new to Horizon during each of those years. Additionally, three of our four administrators have joined the school within the same timeframe, increasing the importance of establishing consistent instructional support systems and professional development structures.

At the same time, the school has experienced the loss of one instructional coaching position, reducing the capacity to provide ongoing, job-embedded support for teachers. Analysis of classroom walkthrough data, staff turnover, and student performance indicates that teachers would benefit from intensive instructional coaching to strengthen instructional practices, improve data-driven planning, and enhance student outcomes. Restoring that instructional coach position would provide critical support through professional learning, classroom modeling, co-teaching, mentoring, and individualized coaching, helping to build teacher effectiveness, improve retention, and accelerate student achievement.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Instructional coaches play a vital role in enhancing student achievement and supporting the professional learning of school staff. Historically, our academic coaches have developed and delivered targeted professional learning opportunities aligned to teacher and staff needs. They have facilitated professional learning sessions during scheduled early release and school-based training days, provided mini-workshops through weekly teacher collaboration meetings, mentored new teachers, and offered differentiated support based on individual teacher needs. Through classroom modeling, side-by-side teaching, learning walks, and data-driven coaching informed by administrative walkthrough feedback, coaches have strengthened instructional practices across the school.

In addition to these internal supports, Horizon Academy is currently partnering with an external consulting agency to improve new teacher retention, increase instructional rigor across all content areas, and strengthen reading and writing instruction schoolwide. While this partnership provides

valuable expertise and professional learning, sustained implementation and ongoing support require on-site instructional leadership. Instructional coaches serve as the critical bridge between professional learning and classroom practice by providing job-embedded coaching, modeling instructional strategies, supporting collaborative planning, and ensuring that schoolwide initiatives are effectively implemented and monitored.

However, the school has experienced the loss of one instructional coaching position, significantly reducing the level of support available to teachers and students. To continue advancing our school improvement efforts and maximize the impact of our partnership with the consulting agency, it is essential that this instructional coach position be restored. Reinstating the position will ensure the continued facilitation of Data Digs, support for differentiated and small-group instruction, targeted interventions based on school, district, and state assessment data, and ongoing professional growth opportunities for teachers. The restored coach will also play a key role in supporting new teacher development, increasing classroom rigor, and embedding reading and writing strategies across all classrooms. Restoring this instructional coach position will strengthen teacher efficacy, enhance collaborative planning, improve teacher retention, and positively impact student achievement throughout the school.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

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

Horizon Academy
Parent and Family Engagement Plan (PFEP)

About Title I, Part A

Title I, Part A provides extra support to school districts and schools to help all students receive a high-quality education and meet Florida's academic standards. These resources may include additional teachers, ongoing staff training, extended learning time, family engagement activities, and other programs designed to improve student achievement.

Research shows that when parents and families are actively involved in their child's education, students are more likely to succeed in school, regardless of family income. Because of this, Title I requires schools that receive these funds to build strong partnerships with families and provide meaningful opportunities for them to be involved in their child's learning.

What is Parent and Family Engagement?

Title I, Part A defines parent and family engagement as the active involvement of parents and family members in their child's education. This includes regular, two-way, and meaningful communication between families and school staff that supports student learning and encourages participation in school activities.

This definition aligns with the Every Student Succeeds Act, which emphasizes the importance of strong partnerships between schools and families to help students succeed both academically and socially.

About the Parent and Family Engagement Plan

This plan explains how our school will create and improve opportunities for families to be involved in supporting student learning. It outlines the different ways we encourage family engagement and how parents and family members can help plan and take part in school activities and events.

We value the important role families play in student success. Our goal is to build a strong, equal partnership between home and school to support both student achievement and overall school improvement.

You can review the District's Title I Parent and Family Engagement Plan by clicking the link or by requesting a copy from the front office.

We value our families and believe that all children can learn and succeed when schools and families work together!

Principal Name:	Wade Martin
School Website:	https://www.marionschools.net/ham
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

By May 2027, student growth on the FAST assessment in ELA and Math will increase by 11% from the previous year through the implementation of family engagement workshops that provide families with resources, information, and strategies to support their child's academic success. Horizon will offer families skills, strategies, and needed materials/resources aligned with purposeful, standards-based instruction in all content areas, the knowledge of how their students will be assessed, and the understanding of learning strategies to promote a positive home learning environment.

2. Jointly Developed

Please describe how the school will:

- Involve parents and family members in the development of the school's Parent and Family Engagement Plan (for example, through input, feedback, or participation in meetings).
- Share the Parent and Family Engagement Plan with families and the local community, including how and where the plan will be accessible.
- Review and update the plan each year to reflect the needs of families and the school, including how feedback and data will be used to make improvements.
- Collect and submit parent comments to the district if families are not satisfied with the Title I Schoolwide Plan.
- Provide opportunities for family involvement, including regular meetings, parent-teacher conferences, volunteer opportunities, and reasonable access to school staff upon request.

Parents are involved with the development of the plan by providing feedback on the annual surveys and attending the quarterly SAC meetings. Once Board approved, this plan will be published on the school website and paper-based upon request through the school front office throughout the year. For students whose home language is not English, documents will be translated using a free online translation service to the family's home language. Parents will have the opportunity to share feedback for changes to the PFEP through the annual survey for the school-based Parent and Family Engagement Plan and Schoolwide Improvement Plan, the District Annual Parent Survey, and via quarterly SAC meetings. Comments from families and community members regarding the Parent and Family Engagement Plan and the Schoolwide Improvement Plan (aka: Title I school-wide plan) are gained through the annual survey for the school-based Parent and Family Engagement Plan and School Improvement Plan, the District Annual Parent Survey and via quarterly SAC meetings. The aforementioned surveys and SAC meeting minutes are made available to the district Title I office for review throughout the year and minutes from the SAC meetings are published on the school's website. Availability and necessary steps for parents to take in order to attend regular meetings, parent-teacher conferences, volunteer activities, and access staff will be posted on the Horizon Middle School website under the parent information section as well as communicated through Apptegy messages, paper fliers sent home, and the parent newsletter. There will be quarterly SAC meetings, family engagement events throughout the year, parent-teacher conferences available to schedule every week, and open opportunities for volunteering.

3. Annual Title I Meeting

Describe how the school will conduct an annual meeting (before November 1st) to inform parents of the requirements of Title I, the school's participation, and the parents' rights under Title I.

1. Step 1 – Plan the meeting time, date, location. 2. Step 2 – Create a flier, invitation (translate if necessary) 3. Step 3 – Send out the flier, invitation (email/ backpack/social media) 4. Step 4 – Update school marque and website 5. Step 5 – Remind families via School Social Media site and Apptegy messaging All aspects of Title I are shared using the district Title I PowerPoint template, which includes information such as: What is Title I, Parent and Family Engagement Plan, School-Parent Compact, Parents' Rights, Assessments, Title I Funds, Title I Focus, open discussion, and Q&A.

4. Communications

Please describe how the school will:

- Ensure the plan is written in a clear and consistent format, and how it will be provided in a language that families can understand, to the extent possible.
- Offer meetings at flexible times, such as morning and evening, to accommodate family schedules.
- Provide meetings in a variety of formats, including in-person, virtual, and individual options (such as conferences or home visits, when applicable).
- Maintain ongoing, two-way communication between families and school staff, and how communication will be provided in a language families can understand, to the extent possible.
- Monitor communication practices to ensure families receive timely responses from school staff.

Prepared messages related to progress reports, upcoming school-family events will be created using clear, easy-to-understand language (removing academic or industry terms/acronyms whenever possible) and sent via Apptegy to registered phone numbers and email addresses of our families. Additional communications will be relayed through social media, school website, teachers' pages within Canvas, school newsletters, fliers, and school marquee. For those students whose home language is not English, documents will be translated using a free online translation service to the home language of the family. Family meetings will be scheduled in a flexible format (ex: different days and times), and when necessary, meetings will be duplicated at different times/days, allowing for maximum family and community participation. Family meeting information will also be available (upon request) to those families unable to participate during face-to-face meetings as well as phone and email follow-up. Additional strategies will be applied as the need arises on a case-by-case need. The communication plan will include compacts, social media campaigns, websites, newsletters, teacher websites, school marquee, and Apptegy messaging. The communication plan will notify of upcoming events: purpose, time/date, audience, and activity, as well as any other important information pertaining to student success. For those students whose home language is not English, communication will be provided in the appropriate language for the family to understand.

5. Barriers

Please respond to the following questions.

- Will the school offer transportation services to help reduce barriers to parent and family engagement? If yes, please describe.
- Will the school offer childcare services to help reduce barriers to parent and family engagement? If yes, please describe.

(1) For parents with transportation barriers, we will offer a virtual option for parents to attend via an online video conferencing program. Supplies will be sent home upon request. (2) The school will recruit volunteers from the local high schools with staff supervision to serve as childcare for the parent and family engagement events so that parents can attend if this would be a barrier for them. There will be a dedicated room location for the childcare that provides appropriate activities and resources for the volunteers to use with children of all ages during the event.

6. School-Parent Compact

Please describe how the school will:

- Partner with families to jointly develop the School-Parent Compact.
- Clearly define shared responsibilities within the School-Parent Compact, including how parents, school staff, and students will contribute to improving student academic achievement.
- Strengthen partnerships with families to support students in meeting challenging state academic standards.

The families, students, and staff will work together to share ideas to develop the school-parent compact. Teachers will meet with their subject area teams to design practical strategies for parents to use at home. Parents will provide valuable feedback on their needs to help their students. Students will express how they will take ownership of their learning. There will be a specific section for each group; the school, parents, and students; in the compact that outlines the bulleted responsibilities of each group to ensure improved students' academic achievement. Focus on standards-based curriculum: If teachers implement purposeful, standards-based instruction in all content areas, as well as engage families in support of the classroom, then student proficiency and learning gains will increase. Horizon Academy will offer ongoing events and programs to provide parents and students with access to our staff as well as many opportunities at our school for parents to volunteer and play a role in their student's education.

7. Coordination of Funds

Describe how the school will coordinate and connect its parent and family engagement efforts with other programs and resources. Include early childhood programs for elementary schools, college and career readiness resources for middle and high schools, parent resource centers, and any other relevant community or district programs.

Coordination with stakeholders to provide parent and family engagement is defined as the participation of parents in ongoing consultation and meaningful communications with school staff that involves the student, addresses learning, and engages the family in school activities. There are weekly college and career spotlights on campus, and students are encouraged to wear their 4E gear. Students and families are exposed to multiple career opportunities through their coursework on

campus, and this year will be provided opportunities to participate in field trips and other extracurricular activities to help students prepare for college and career.

8. Building Capacity of Parents

Describe how the school will build parents' understanding of their child's education by providing:

- Explanations of the curriculum and instructional resources
- Individual student assessment results, along with support to help parents understand those results
- Information about the assessments used to measure student progress and state academic standards

We will describe and explain the curriculum, forms of assessments, and achievement levels during our Annual Title I meetings, school website, and newsletters. The school will provide families with directions to obtain individual student assessment results on Skyward as well as the Florida Statewide Assessments Portal. At the end of the school year, an instructional flier about assessing and understanding state assessment results was sent home to families in anticipation of the release of results over the summer. Throughout the school year, the teachers are encouraged to update information on their websites about the academic assessments being taken in their classrooms and how parents can understand their students' results. Families will be notified about the forms of assessments through teacher websites, teacher communications, ongoing school meetings (ex: FAST night, SAC), Annual Title I Meeting, and parent-teacher conferences. The achievement levels students are expected to obtain will be described and explained during the Annual Title I Meeting, and ongoing academic-based family engagement events occurring throughout the year. Additionally, teachers are encouraged to inform parents and families of upcoming lessons and curriculum via teacher websites or class newsletters. If parents or guardians have further questions and/or are not available to attend, information will be sent home in quarterly newsletters, which is also posted on the school website. Families may also contact the school for further information.

9. Parent and Family Engagement Events

Please list a minimum of 4 parent and family engagement events that are planned for the 2026-27 school year. Note that 2 of these will require compliance documentation to be submitted (sign-in sheets, presentation or handouts

Title	Purpose	Quarter Date/Time
New to Horizon Orientation	We invite all students that are new to Horizon visit campus with their families to receive their schedules, access information for the start of the school year, and tour the campus.	Thurs, July 30, 2026 6:00pm-7:00pm
SAC Meeting	Join us for our upcoming SAC meeting where parents, teachers, administrators, and community members come together to support student achievement and school improvement. We'll discuss school goals, upcoming events, and ways to enhance the learning	Tues, August 25, 2026 5:00pm

	environment at Horizon. Your voice and participation make a difference!	
Annual Title I Meeting (Shown as a video before Open House in each room. All rooms will need an Annual Title I Meeting sign-in sheet, Separate Open House sign-in sheet (see below), and survey.)	We invite you to an evening of learning and sharing about our Title I program, including our parent and family engagement policy, the schoolwide improvement plan, the school-parent compacts, and parents' requirements. Invitations will be emailed and posted in the school newsletter, social media, and local media.	Tues, August 25, 2026 5:30pm
Open House	Meet your child's teacher and our friendly and helpful school staff for the year. Parents will follow their students' daily bell schedule through campus as they sit in each teacher's class to learn important information.	Tues, August 25, 2026 6:00pm-7:00pm
Tech & Learning Workshops	Empower Parents to support learning at home by teaching parents how to use educational platforms (e.g., Skyward, Penda, Canvas, IXL), they gain the tools needed to monitor and support their child's academic progress. Increase communication between Home and School by learning how to send and receive messages to teachers, view class announcements, and stay informed about assignments and upcoming assessments, helping them stay actively involved. Improve student accountability and academic performance by tracking grades, missing work, and digital resources, they can prompt students to complete assignments on time and access needed support.	Tues, October 27, 2026 5:30pm SAC 6:00pm-7:00pm
Lights on Learning: Empowering Families with Data & Strategy	Families will go through rotations of information about discipline and safety awareness items, literacy data and their student's achievement as indicated by the PM1 & PM2 ELA/Math assessment results, along with information about state assessments. Staff will give an overview of the school's data and then parents will be broken up into smaller groups to look at their grade level data and their individual students' test results. Teachers will provide parents with opportunities to practice a focused learning strategy. Parents and students will set a goal for PM3.	Tues, January 26, 2027 5:30pm SAC 6:00pm-7:00pm
Rock the FAST Parent Readiness Night #ELEVATE	Parents and students are invited to prepare to Rock the FAST building a strong home-school partnership in support of student success. This event is designed to inform and empower families with the tools, strategies, and resources needed to help students confidently prepare for the FAST assessments. By working together—students, families, and educators—we are taking on the challenge and setting goals to ensure every child is equipped to perform at their best.	Tues, April 13, 2027 5:30pm SAC 6:00pm-7:00pm
5th Grade Information Night	Join us for Rising 6th Grade Information Night to learn what to expect in middle school. Meet teachers and	Tues, April 20, 2027 5:30pm-6:30pm

	staff, explore course options, tour the campus, and get answers to your questions. It's a great opportunity to ease the transition and get excited for the year ahead!	

Note: The activities listed may be updated after publishing.

10. Building Capacity of School Staff

Describe how the school will build staff capacity, with input from parents, to:

- Value and include parent contributions in the school community
- Effectively communicate and work with parents as equal partners
- Implement and coordinate strong parent and family engagement activities
- Ensure information is accessible and understandable for all families and, when possible, in a language parents can understand
- Respond to parent needs and requests for engagement opportunities

-Effective parent/teacher conferences
-Effective forms/strategies for two-way communication
We will train staff at the pre-school planning meeting on effective and expected two-way communication with families. The staff will also be provided a script and best practices resource for parent phone calls and parent-teacher conferences in their staff handbook. The staff will have weekly meetings that incorporate best practices into teaching and communication with students and families. Staff will be trained on how to use their teacher pages through Canvas to share information with families about student academic achievement and effective two-way communication. Staff will also be trained and encouraged to use a two-way district communication tool such as Apptegy. We will provide training for teachers to effectively communicate school related information such as course grades, IEP and 504 information and available district and school family resources. The school will train the Parent Engagement Liaison and other staff on how to effectively communicate with stakeholders (families, community members, business partner) and integrate this communication into decisions. The school staff has an open-door policy that allows parents and community members access to give feedback and suggestions in programs that can be implemented to improve student success. Staff will be trained throughout the year on ways to use feedback productively. We will train through formal and informal professional learning (PL) throughout the year such as planning time, focused PL, and/or during coaching. We will train staff to use quarterly parent surveys and the annual parent survey results to seek feedback and respond to requests.

School Advisory Council (SAC) Interest Form

Horizon Academy

2026-27

The School Advisory Council (SAC) is a team of parents, school staff, and community members who work together to support student success and school improvement. The council helps review school data, provides input on plans and goals, and encourages strong communication between the school and families. SAC members share ideas, give feedback, and help make decisions that improve the learning environment for all students.

Role Interest

Please select all that apply:

☐Parent/Guardian
☐School Staff
☐Community Member
☐Business Partner

Contact Information

Name:

Student's Name (if applicable):

Student's Grade Level (if applicable):

Address:

Phone Number:

Email Address:

What is your preferred method of contact?

☐Phone Call
☐Text Message
☐Email

Parent and Family Engagement Plan Feedback Form

Thank you for taking a few minutes to provide feedback on our Parent and Family Engagement Plan (PFEP). Your input helps us better understand how well our school is supporting families and where we can improve. We value your ideas and experiences and will use your feedback to strengthen communication, involvement opportunities, and support for student success. Please write any comments in the space provided below and submit this form to the school's main office.

Name: _____

Phone Number:_____

Email Address: _____

Comments:

_____

_____

_____

_____

_____

_____