

Every Student Succeeds Act (ESSA)

2024-2025 ESSA Plan School District Support Plan (SDSP)



Mission Statement:

At Horatio Schools, our mission is to collaboratively develop the next generation of inspired, forward-thinking innovators who face challenges of the future with confidence.

Motto:

Every Learner ~ Every Dream ~ Every Day

The Horatio School District is committed to ensuring that all learners and staff are supported in a variety of ways to achieve. Professional development and PLC processes will continue to drive school improvement initiatives and provide a systematic structure for growth.

Horatio School District has identified priorities to promote opportunities for increased student learning as described below:

Achievement and Value-Added Growth Goals

- Reduce the achievement gap in math and literacy for one or more groups of students by accelerating learning experiences.
- Improve the culture of the school by increasing collaboration, motivation, and engagement among students and teachers.
- Increase learning opportunities and student experiences by providing rigorous and challenging curriculum options.
- Focus on empowering students to use self-directed behavioral strategies by offering social and emotional and character education programs in order to support the individual needs of all learners.

The district will employ and/or assign appropriate staff to meet standards for instruction, assessment, and accountability at each school site. Likewise, state and local revenues as well as federal funding sources will be invested appropriately to support the goals and the mission of the district. Accordingly, the Enhanced Student Achievement (ESA) Plan and American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund (ARP ESSER) Plans are also posted and available for review on the district website.

Teachers and staff will continue to operate under a traditional school calendar for 2023-2024. As part of this calendar, teachers are able to attend at least 10 days of professional learning opportunities. These sessions may be self-directed according to professional growth plans or related to school/district initiatives. These sessions will be offered in the summer, and in August as school begins. One day is built in the calendar in January and teachers may arrange for sessions after hours or on weekends.

As part of the parent, family, and community engagement plan, the district will assist schools to

engage families and the community in meaningful ways in their children's education and keep them informed of their children's progress. Interim progress reports will be sent home in the middle of each quarter in addition to quarterly report cards. Parent/teacher conferences will be held in the Fall and Spring. Furthermore, newsletters will encourage teachers and parents to maintain open lines of communication concerning ongoing student academic and behavioral progress. District staff will lead a review of the engagement plan annually.

Teachers will employ curriculum alignment strategies scheduled throughout the year as part of Professional Learning Communities (PLC) meetings. These PLC meetings are held frequently at each grade level or content areas within the school buildings. The building administrators will monitor and support the improvement of instructional practices of teachers to ensure student success. District leadership teams will attend “Leading PLCs Districtwide, from the Boardroom to the Classroom” led by Dr. Janel Keating during the 2023-2024 school year. This work will help promote a culture of collaboration and team building throughout the district.

Title I support staff, dyslexia interventionists and instructional interventionists will collaborate with administration and staff to monitor student achievement to determine levels of intervention and/or enrichment activities.

Supplies and materials will be required to offer children a variety of hands-on learning experiences. Teachers will need additional reading books and materials for whole group instruction as well as small groups and interventions/enrichment. Benchmark Reading Curriculum has been purchased for grades K-2. Reading Plus remediative software will personalize reading instruction at the high school campus during the PRIDE period. Professional development costs will be associated with continued implementation of the programs mentioned above for the general school staff and/or individual educators.

Instructional staff will review the results of unit or CFA pre-/post-tests to make decisions about the curriculum and instructional plans and to identify students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

Additionally, staff will be mindful of how to increase opportunities for children to become more proficient in the use of technology. Therefore, we will continually strive to maintain MacBooks and/or iPads to promote a 1 to 1 initiative within our classrooms.

English Learner Progress

A member of the staff will administer the English Language Proficiency Assessment for the 21st Century (ELPA21). This will assess language proficiency levels in speaking, listening, reading and writing to determine the possible need for direct or indirect services.

The schools' Language Placement and Assessment Committee (LPAC) may review the students' test scores, grades and teacher observations to determine student English Proficiency Level, appropriate placement, classroom and testing accommodation and ESOL services that will meet the English Learners' needs.

English Learners' progress will be examined throughout the school year using various processes including LPAC meetings, assessment data analysis, regularly checking grades and attendance,

holding student conferences, developing student-driven academic goals, writing samples, observation, etc.

Support staff will be used to facilitate learning both in the classroom and in pull-out small group instruction. Staff will also be involved with planning for and delivery of instruction as part of an intervention program.

Students will have access to technological resources to assist in English language acquisition. These may include but not be limited to: Rosetta Stone, iPads, Phonics First instruction, etc.

Graduation Rate

Students are assigned to advisory groups early in high school and meet consistently throughout their high school years. Students that may be identified as at risk of not graduating will be contacted frequently by the school counselor, career coach, or administration to establish relationships that support the student. This will ensure that each student will receive both academic and college/career readiness monitoring during their time in school. The district also provides resources that make credit recovery possible and we partner with local post-secondary schools to provide credit toward graduation in a career-specific field. These plans help students to remain on pace for graduation with their cohort group.

School Quality and Student Success

Though overall school attendance reports are acceptable, there are a number of children in kindergarten through twelfth grade that have a chronic number of absences. In other words, some of our students miss excessive amounts of school.

Teachers report that many students miss important instructional time due to moderate or high risk chronic absences. Furthermore, many children habitually arrive late, and are also checked out from school early.

To reduce chronic absences, staff plan to implement several initiatives that may include but not be limited to:

- *Monthly or quarterly recognition for perfect attendance.
- *Develop incentive activities in the classroom at the beginning and close of each day.
- *Reduce the number of early checkouts other than doctor appointments.
- *Frequently notify parents of the attendance policy in our student handbook.
- *Contact parents of students with chronic absences.