COLORADO DEPARTMENT of EDUCATION

Mandatory FORM # OFP-135 EDAC APPROVED Approved 6/24/2013 for 2013-2014

Colorado's Unified Improvement Plan for Schools for 2013-14

Organization Code: 1110 District Name: FALCON 49 School Code: 4102 School Name: HORIZON MIDDLE SCHOOL SPF Year: 3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	-	71.35%	-	-	72.01%	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	51.63%	-	-	53.73%	-	
		W	-	58.34%	-	-	64.56%	-	
		S	-	48.72%	-	-	55.18%	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	27	-	-	50	-	
		M	-	65	-	-	43	-	
		W	-	42	-	-	49	-	
		ELP	-	-	-	-	28	-	

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Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your School Performance Framework-for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework-for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Approaching * Consult your School Performance Framework for the ratings for each student-disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Postsecondary & Workforce Readiness: -
	Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your School Performance Framework-for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	Dropout Rate Expectation: At or below state average overall.	-	-	-	
	Mean Colorado ACT Composite Score Expectation: At or above state average.	-	-	-	

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Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2013	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2014	The UIP is due to CDE for public posting on April 15, 2014 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2014 to be posted on SchoolView.org.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG grant	This school does not receive a TIG grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	N/A
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	N/A
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	N/A

Improvement Plan Information

The school is submitting this improvement plan to satisfy requirements for (check all that apply):

■ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP)
☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)

1	Name and Title	Gregory V. Moles, Principal
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	Mailing Address	1750 Piros Dr., Colorado Springs, CO 80915
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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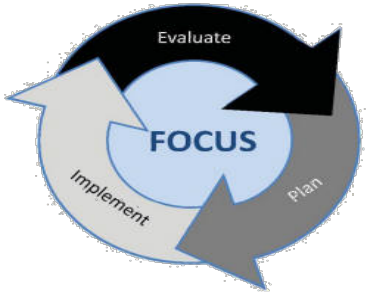
Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Data Narrative for School

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.

Data Narrative for School: Horizon Middle School is in Falcon school district D49, which is located in El Paso County on the eastern boundary of Colorado Springs. The school was built in 1985 and currently is not large enough to handle the capacity of our boundary. Horizon is a Title I school as well as an authorized International Baccalaureate school. Approximately 40% of Horizon's students are free and reduced with an equal minority student population. Our ELL population has more than doubled in the last year from an n of less than 16 to a current n, as of last year, to 42. It is expected that number will increase by 20% during the current school year. Horizon's Special Education population is approximately 10 percent of the total. Horizon houses two SLIC programs and one SIED program. Horizon's data was analyzed by and the unified improvement plan written by a representative body of teacher leaders and reviewed by the School Accountability Committee.

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Reading Narrative: Our school improvement team of administrators, teachers, and parents looked at 3 years of performance data as we evaluated performance trends in reading. The data considered included TCAP data, the School Performance Framework 1 and 3-year plans, and school/district testing (DibelsNext, SCANTRON, progress monitoring) as well as building utilized assessments.

Academic Achievement in Reading: 6th grade reading scores have remained relatively flat over the past four years. P/A scores average in the high 70s and higher than the state average. There was a one-year exception in 2011. The percentage of students scoring unsatisfactory is below the state average. Students scoring proficient also is typically above the state average; however, students scoring advanced are slightly less than the state average.
7th grade reading scores have declined over the last four years from a high of 77 P/A. This is within the state average but lower than the district average. Students scoring unsatisfactory are slightly lower than the state average as is students scoring in the advanced range. Students scoring partially proficient are higher than the state average.
8th grade reading scores were the lowest since a high four years ago. Past scores have exceeded state averages while meeting district averages. Students scoring unsatisfactory were four percentage points higher than previous years. Students scoring advanced were lower than state and district averages. Students scoring proficient were the lowest in four years.
The overall trend in reading shows unsatisfactory and advanced scores slightly lower the state average with partially proficient scores trending 2 to 3 % points higher.
Scantron scores indicate greater growth than TCAP, especially for students at-risk.

4 year TCAP Results	6th Grade				7th Grade				8th Grade				Overall Academic Achievement (6-8)			
Year-	*2010*	*2011*	*2012*	*2013*	*2010*	*2011*	*2012*	*2013*	*2010*	*2011*	*2012*	*2013*	*2010*	*2011*	*2012*	*2013*
% Unsatisfactory	4	10	2	5	5	4	5	9	5	4	5	9	9	7	5	7
% Partially Proficient	17	20	21	18	21	21	23	25	21	21	23	25	18	23	22	23
% Proficient	70	58	63	71	65	66	66	59	65	66	66	59	59	61	63	63
% Advanced	10	10	13	6	9	9	7	5	9	9	7	5	13	9	9	6

Academic Growth & Growth Gaps Summary in Reading: Disaggregated groups are not performing as well as the White population. Significant growth is seen with ELL's. Girls trend to outperform boys over all years. P/A scores have declined since 2010 with SpEd, Black, and Hispanic groups.

Overall (6-8) Subgroup Performance (% proficient/advanced) – TCAP Reading

Year	ALL	SPED	ELL	Black	Hispanic	White	Female	Male
2010	77	25	17	74	67	81	78	76
2011	70	19	40	63	57	75	70	69
2012	72	25	40	57	58	81	78	67
2013	69	15	48	59	56	74	76	62

The 1-year School Performance Frameworks report (SPF) will show that Horizon rated Approaching in Academic Achievement with 71% of our students scoring proficient or advanced. This places Horizon in the 48th percentile overall. Horizon students made Adequate Growth in Reading with a rating of Meets. Students scored at the 48th percentile while the Median Adequate Growth Percentile was at the 26th percentile. Looking at Academic Growth Gaps Horizon has a rating of meets for the Free and Reduced students as well as Minority Students and approaching in the other three groups. Students with Disabilities are the greatest group of concern scoring at the 44th percentile while the Median Adequate Growth was 81. This indicates that our Special Education population scored lowest in 2013 compare to the 3-year plan. ELL and Students Needing to Catch Up were

much closer to meeting the Adequate Growth Percentile.
The 3-year SPF indicates more encouraging data. Students rated meets in Academic Achievement with 72% of students scoring proficient or advanced placing Horizon at the 50th percentile. Students also rated meets in Academic Growth scoring at the 50th percentile for Median Growth with the Adequate Growth Percentile was 27. The ratings for Academic Growth Gaps show again show Free and Reduced as well as Minority Students rating meets. Students w/Disabilities, English Learners and Students Needing to Catch Up rated Approaching. Students w/Disabilities are the farthest from making Adequate Growth while English Learners and Students Needing to Catch Up are close to meeting this goal. This information is reflected in the SchoolView growth model. Male, Female, Free and Reduced, White and Hispanic groups show observed growth greater that adequate growth. ELL and Blacks are not too far off with Students w/Disabilities showing the need for the largest amount of catching up.
Reading Root Cause and Verification: Literacy time needs to change focus to more time spent with non-fiction text. Additionally, students require additional practice and attention with academic vocabulary. Students scoring unsatisfactory and partially proficient low on TCAP and/or Scantron in Reading and Writing continue to need additional remediation and classrooms with higher adult to student ratios.

Math Narrative: Our school improvement team of administrators, teachers, and parents looked at 3 years of performance data as we evaluated performance trends in math. The data considered included TCAP data, the School Performance Framework, and school/district testing (SCANTRON, as well as Scholastic Math Inventory testing).
Academic Achievement in Math: Math scores are a primary area of concern. 6th grade math scores have fluctuated over the past 4 years from a historical high of 66% P/A to a low last year of 53%. Overall P/A scores tend to fluctuate on an every other year cycle with Advanced scores rising and Unsatisfactory scores decreasing compared to district and state averages. 7th grade scores have decreased 9% points over the past four years. 7th grade Advanced scores have not fluctuated as much but are below state averages. 8th grade scores have also declined with 2013 scores being the lowest on record. The overall four-year building trend shows an increase of 6% of Unsatisfactory scores and a decrease of 6% from 2012 to 2013 of Advanced scores. This translates to a 9% increase in unproficient scores and a decrease 10% decrease of proficient scores over a four year period.

4 year TCAP Results	6th Grade				7th Grade				8th Grade				Overall Academic Achievement (6-8)			
Year-	*2010*	*2011*	*2012*	*2013*	*2010*	*2011*	*2012*	*2013*	*2010*	*2011*	*2012*	*2013*	*2010*	*2011*	*2012*	*2013*
% Unsatisfactory	6	11	3	10	7	12	12	14	16	10	19	25	10	11	11	16
% Partially Proficient	30	28	31	37	38	38	40	40	36	34	31	35	34	33	34	37
% Proficient	45	33	45	37	33	36	29	29	29	31	31	29	36	33	35	32
% Advanced	18	26	21	16	22	13	19	18	20	25	20	10	20	22	20	14

Academic Growth & Growth Gaps Summary in Math: Overall P/A scores have been stable until last year. SpEd Prof/Adv scores have increased 4% over four years while ELL scores have increased by 10% over the same period. Black P/A scores decreased by 10% from 2012 to 2013 and Hispanic scores decreased 11% over the past four years. Females consistently score lower than males except for 2012 scores. Minority groups are not scoring as well as the White subgroup.

Overall (6-8) Subgroup Performance (% proficient/advanced) – TCAP Math

Year	ALL	SPED	ELL	Black	Hispanic	White	Female	Male
2010	56	11	17	39	47	62	52	60
2011	55	14	28	49	43	59	53	56
2012	55	14	35	38	41	62	62	56
2013	46	16	27	28	36	53	44	48

Horizon's School view data shows our economically disadvantaged students meeting adequate growth. Adequate growth is 49 and observed growth is 55. Adequate growth for male students is 29 and observed growth is 34. Our largest concern remains with the Students w/Disabilities subgroup where adequate growth is 70 and observed growth is 41.

Math Root Cause and Verification:

Additional training with new Math curriculum is needed as well as additional focus on pacing and implementation. Alignment with CCSS needs to be addressed. At-risk students continue to show the need for additional remediation and support outside of their core math class. Verification will come through analyzing winter Scantron scores for improvement over last year and of course improved TCAP scores.

Writing Narrative: Our school improvement team of administrators, teachers, and parents looked at 3 years of performance data as we evaluated performance trends in writing. The data considered included TCAP data, the School Performance Framework, and school/district testing (Grade Level Writing Assessments & SCANTRON).
Academic Achievement in Writing: Horizon writing scores have typically outperformed state and district averages but 8th grade proficient and advanced percentages tend to drop off slightly. Unsatisfactory percentages tend to be lower than state averages while Advanced scores are typically around state averages give or take a few percentage points. Our proficient and advanced percentages are higher than state averages due to a higher percentage of students scoring in the Proficient range than the state. Our 1-year SPF compared to our 3-year SPF shows a decrease of 7% with P/A percentages.

4 year TCAP Results	6th Grade				7th Grade				8th Grade				Overall Academic Achievement (6-8)			
Year-	*2010*	*2011*	*2012*	*2013*	*2010*	*2011*	*2012*	*2013*	*2010*	*2011*	*2012*	*2013*	*2010*	*2011*	*2012*	*2013*
% Unsatisfactory	2	3	1	2	0	0	1	1	1	0	1	2	1	1	1	2
% Partially Proficient	36	32	40	42	33	34	29	31	40	40	38	40	36	35	35	38
% Proficient	53	49	48	50	50	51	56	54	51	48	53	51	51	49	52	52
% Advanced	9	13	11	6	17	14	14	12	9	12	9	6	11	13	11	8

Academic Growth & Growth Gaps Summary in Writing: TCAP Writing scores have been stable but flat until last year's drop. SPED scores are the greatest area of concern. Good growth has been seen with ELL's but as a whole this subgroup is underperforming. Minority subgroups are underperforming the White subgroup significantly. Females consistently outperform Males.

Overall (6-8) Subgroup Performance (% proficient/advanced) – TCAP Writing

Year	ALL	SPED	ELL	Black	Hispanic	White	Female	Male
2010	62	6	6	60	48	69	66	59
2011	62	21	36	51	51	69	67	57
2012	63	19	37	45	51	71	72	55
2013	60	12	32	45	45	67	71	50

Our 1-year SPF will show that Horizon is performing at the 59th percentile in Academic Achievement for Writing. When compared to the 64th percentile for the 3-year SPF this is an indication that Writing P/A scores decreased slightly by 3% for 2013 overall. Students made adequate Academic Growth on the 1-year SPF as well as the 3-year SPF. Again, this is an indication that 2013 was a one-year decline in Writing scores over a three-year period. Within Academic Growth Gaps Students w/Disabilities are not closing the gap followed by Students Needing to Catch Up. Free and Reduced and Minority students have the narrowest margin to close regarding growth gaps.
School View will show that Females and the White subgroup are the only two whose observed growth exceeds adequate growth. SPED is showing the need for the greatest

attention followed by ELL's .

Writing Root Cause and Verification: Writing needs to increase across the content areas to include extended essays and short-constructed response writing. Writing prompts need to be evaluated for complexity, use of multiple sources as well as requiring students to write to multiple tasks. A common editing system will aid in establishing continuity across all content areas. Further verification of root cause will come from the results of implemented changes and adjustments to writing instruction and evaluation."

Science Narrative: Our school improvement team of administrators, teachers, and parents looked at 3 years of performance data as we evaluated performance trends in science. The data considered included not only TCAP data, but also school/district testing (SCANTRON) and classroom summative assessments.

Academic Achievement in Science: 8th grade Science scores trend with the state average. Horizon's Unsatisfactory scores typically are lower than the state's and the Advanced scores are typically slightly higher with the middle categories fluctuating up and down; however, students scoring Advanced decreased by 3% from the previous year and by 6% from 2011.

Academic Growth & Growth Gaps Summary in Science:

A comparison of the 1-year SPF to the 3-year SPF indicates students performed better overall in the 2013 year than they did over the three year average in Academic Achievement. All subgroups underperformed the White subgroup with the Sped subgroup significantly underperforming all. There is not a significant difference between the Hispanic and Black subgroups or the Male and Female.

4 year TCAP Results	8th Grade					Subgroups								
Year-	*2010*	*2011*	*2012*	*2013*		*Year*	*ALL*	*SPED*	*ELL*	*Black*	*Hispanic*	*White*	*Female*	*Male*
% Unsatisfactory	18	16	21	20		*2010*	55	16	X	36	46	62	52	57
%Partially Proficient	28	28	30	26		*2011*	56	X	X	44	41	62	53	59
% Proficient	46	44	40	47		*2012*	49	14	X	33	31	56	44	54
% Advanced	9	12	9	6		*2013*	53	12	29	33	37	64	53	54

Root Cause and Verification: Instruction needs to focus on Science academic vocabulary and writing. Further verification of root cause will come from the results of implemented changes and adjustments to writing instruction and evaluation.

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Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators		Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	R	N/A	N/A	N/A
	M	N/A	N/A	N/A
	W	N/A	N/A	N/A
	S	N/A	N/A	N/A
Academic Growth	R	N/A	N/A	N/A
	M	TCAP P/A scores will increase by 5% at all grade levels. 6th – 64% 7th – 55% 8th – 61%	No 6th – 53% 7th – 46% 8th – 39%	A new curriculum was implemented. More teacher training is needed with new curriculum. Pacing was not adequate to prepare students by testing window.
	W	N/A	N/A	N/A
	ELP	Median Growth Percentile (50) will exceed Median Adequate Growth Percentile (54).	No Median Growth Percentile - 28	This is difficult to determine as assessment was changed from CELApro to Acces. There is more familiarity with the new assessment so greater achievement is expected.
Academic Growth Gaps	R	N/A	N/A	N/A
	M	Median Growth Percentile will meet or exceed Median Adequate Growth Percentile for all subgroups.	No subgroup met the goal.	A new curriculum was implemented. More teacher training is needed with new curriculum. Pacing was not adequate to prepare students by testing window.
	W	Median Growth Percentile will meet or exceed Median Adequate Growth Percentile for all	Minority Students met the goal.	We are continuing to improve writing prompts and increase writing across the content areas.

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	subgroups.		
Postsecondary & Workforce Readiness	N/A	N/A	N/A
	N/A	N/A	N/A

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Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators		Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	R	- 6th grade reading scores have remained relatively flat over the past four years. - P/A scores average in the high 70s and higher than the state average. - The percentage of students scoring unsatisfactory is below the state average. - Students scoring proficient is typically above the state average. - Students scoring advanced are slightly less than the state average. - 7th grade reading scores have declined over the last four years but still within the state average. - - Students scoring unsatisfactory are slightly lower than the state average as is students scoring in the advanced range. - Students scoring partially proficient are higher than the state average. - 8th grade reading scores were the lowest since a high four years ago. - Students scoring unsatisfactory were four percentage points higher than previous years. - Students scoring advanced were lower than state and district averages. - Students scoring proficient were the lowest	N/A	N/A

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Performance Indicators		Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		in four years. - The overall trend in reading shows unsatisfactory and advanced scores slightly lower the state average with partially proficient scores trending 2 to 3 % points higher. - Scantron scores indicate greater growth than TCAP, especially for students at-risk.		
	M	- 6th grade math scores have fluctuated over the past 4 years from a historical high of 66% P/A to a low last year of 53%. - 7th grade scores have decreased 9% points over the past four years. - 7th grade Advanced scores have not fluctuated as much but are below state averages. - 8th grade scores have also declined with 2013 scores being the lowest on record. - The overall four-year building trend shows a rise in Unsatisfactory scores and a decrease in Advanced scores with the middle categories remaining relatively stable.	N/A	N/A
	W	- Horizon writing scores have typically outperformed state and district averages. - 8th grade P/A% tend to drop off slightly. - Unsatisfactory percentages tend to be lower than state averages. - Advanced scores are typically around state averages.	N/A	N/A

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Performance Indicators		Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		- P/A percentages are higher than state averages. Our 1-year SPF compared to our 3-year SPF shows a slight downward trend with P/A percentages.		
	S	- A comparison of the 1-year SPF to the 3-year SPF indicates students performed better overall in the 2013 year than they did over the three year average in Academic Achievement. - All subgroups underperformed the average. - There is not a significant difference between the Hispanic and Black subgroups or the Male and Female.	N/A	N/A
Academic Growth	R	Horizon continues to rate Meets in Reading with a Median Growth Percentile of 50 compared to a Median Adequate Growth Percentile of 27. The growth gap closed by 1% when comparing the 1 to the 3-year SPF.	N/A	N/A
	M	Horizon move from a rating of Approaching on the 3-year SPF to Does Not Meet on the 1-year. The growth gap increased by 12% from 22 on the 3-year SPF to 22 on the 1-year SPF.	N/A	N/A
	W	Horizon continues to rate Meets in Writing with a Median Growth Percentile of 49 compared to a Median Adequate Growth Percentile of 42.	N/A	N/A
	ELP	Horizon students rated Does Not Meet on	N/A	N/A

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	the 3-year SPF with no rating provided on the 1-year SPF.		
Academic Growth Gaps	Reading - Horizon continues to rate Meets in Reading with both the 1 and 3-year SPF with the minority (Adequate Growth = 35, Students scored at the 45th percentile) and free/reduced (Adequate Growth = 33, Students scored at the 46th percentile) subgroups. The Median Growth gap increased by 10% for Students w/ disabilities when comparing the 1-year SPF to the 3-year SPF. This is also true for students needing to catch up although only by 1%. ELL students closed the growth gap by 4% when comparing the 1-year SPF to the 3-year SPF.	In the content area of reading our 3-year SPF indicates students with disabilities, ELLs and students needing to catch up rate Approaching. Free/reduced and minority students continue to rate Meets.	Literacy classes need to switch focus from fiction to non-fiction text. Additionally, students require additional practice and attention focused on academic vocabulary. Students scoring unsatisfactory and partially proficient low on TCAP and/or Scantron in Reading and Writing continue to need additional interventions to build reading skills with a focus on fluency, vocabulary and comprehension.
	Math - All subgroups rated Approaching on the 3-year SPF. With the exception of students w/ disabilities all subgroups rated Does Not Meet on the 1-year SPF. Growth gaps increased for free/reduced by 9% from 31 to 40; minority students by 9% from 30 to 39; students w/disabilities by 8% from 47 to 55; ELs by 6% from 34 to 40 and studnets needing to catch up by 22% from 33 to 55.	In the content area of Math our 3-year SPF indicates all subgroups rate Approaching and did not make adequate growth.	Additional training with new Math curriculum is needed as well as additional focus on pacing and alignment with CCSS. At-risk students continue to show the need for additional interventions in order to build basic math skills and support reteaching of the core math class.
	Writing - Horizon continue to score a rating of Approaching on both the 1 and 3-year SPF reports. Minority students moved from a rating of Meets to Approaching on the 3-year versus 1-year SPF. While still rating Approaching free/reduced students closed the growth gap by 3% from the 3 to the 1-year SPF (Growth gap of 7% vs. 4). Minority students moved from a growth gap of 0 to 2%. The growth gap fro students w/ disabilities increased by	In the content area of Writing our 3-year SPF indicates free/reduced, students w/disabilities, ELs and students needing to catch up scored a rating of Approaching and did not make adequate	Writing needs to increase across the content areas to include extended essays and short-constructed response writing. Writing prompts need to be evaluated for complexity, use of multiple sources as well as requiring students to write to multiple tasks. A common editing and writing system will aid in establishing continuity across all content areas.

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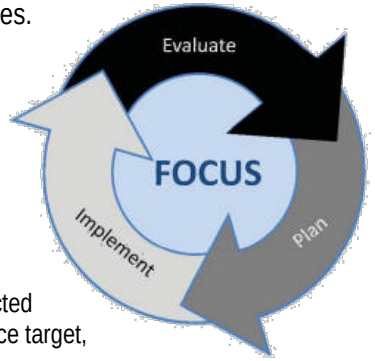
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	14% from 35 to 49. ELs growth gap decreased by 9% from 33 to 24. Lastly, the growth gap for students needing to catch up increased by 1% from 23 to 24.	growth. Minority students continue to rate Meets	
Postsecondary & Workforce Readiness	N/A	N/A	N/A
	N/A	N/A	N/A

Section IV: Action Plan(s)

This section addresses the "Plan" portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.



School Target Setting

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets 2013-14	Annual Performance Targets 2014-15	Interim Measures for 2013-14	Major Improvement Strategy
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		S	N/A	N/A	N/A	N/A	N/A
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		ELP	N/A	N/A	N/A	N/A	N/A
Academic Growth Gaps	Median Growth	R	In Reading Horizon's Free and Reduced	*Subgroups will improve the MGP by 5% points*	*Subgroups will improve the MGP by 5% points*	Easy CBM biweekly for fluency and monthly for	Implementation of an intervention program with curriculum and progress

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	Percentile		students and Minority students continue to score a rating of Meets. Students with disabilities, ELLs and Students needing to catch up rate approaching.	*or to 45 if adequate growth was met and 55 if adequate growth was not met until a rating of meets is achieved.*	*or to 45 if adequate growth was met and 55 if adequate growth was not met until a rating of meets is achieved.*	comprehension; Aimsweb weekly for fluency and comprehension (MAZE). Scantron testing Winter and Spring. TCAP.	monitoring tools for identified at-risk students.
		M	In Math all subgroups rate Approaching and did not make adequate growth.	*Subgroups will improve the MGP by 5% points or to 45 if adequate growth was met and 55 if adequate growth was not met until a rating of meets is achieved.*	*Subgroups will improve the MGP by 5% points or to 45 if adequate growth was met and 55 if adequate growth was not met until a rating of meets is achieved.*	*Scholastic Math Inventory every three weeks and* Scantron testing Winter and Spring. TCAP.	Implementation of a remediation program with a curriculum and progress monitoring tools for identified at-risk students. All subject areas will align planning, instruction and assessment with CCSS and IB with attention to evidence outcomes and inquiry questions to improve instructional focus. Plans will include specific strategies used to address cooperative learning activities, pacing and increased engagement.
		W	In Writing Minority Student met adequate growth goals while all other subgroups scored a rating of approaching.	*Subgroups will improve the MGP by 5% points or to 45 if adequate growth was met and 55 if adequate growth was not met until a rating of meets is achieved.*	*Subgroups will improve the MGP by 5% points or to 45 if adequate growth was met and 55 if adequate growth was not met until a rating of meets is achieved.*	*Content summative writing assessments in Humanities and Language Arts. TCAP.*	All subject areas will align planning, instruction and assessment with CCSS and IB with attention to evidence outcomes and inquiry questions to improve instructional focus. Plans will include specific strategies used to address cooperative learning activities, pacing and increased engagement. Develop high common expectations for writing and promote the importance and value of writing in all

						subjects.
Postsecondary & Workforce Readiness	Graduation Rate	N/A	N/A	N/A	N/A	N/A
	Disaggregated Grad Rate	N/A	N/A	N/A	N/A	N/A
	Dropout Rate	N/A	N/A	N/A	N/A	N/A
	Mean CO ACT	N/A	N/A	N/A	N/A	N/A

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Action Planning Form for 2013-14 and 2014-

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Implementation of an intervention program with curriculum and progress monitoring tools for identified at-risk students.

Root Cause(s) Addressed. Literacy classes will switch focus from fiction to non-fiction text. Additionally, students require additional practice and attention focused on academic vocabulary. Students scoring unsatisfactory and partially proficient low on TCAP and/or Scantron in Reading and Writing continue to need additional interventions to build reading skills with a focus on fluency, vocabulary and comprehension. At-risk students continue to show the need for additional interventions in order to build basic math skills and support reteaching of the core math class.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☐ School Plan under State Accountability ■ Title I Schoolwide or Targeted Assistance plan requirements ☐ Title I Focus School Plan requirements
☐ Application for a Tiered Intervention Grant (TIG) ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
All students scoring at-risk on Scantron or U or PPL to PPM on TCAP Reading will be assigned Reading Strategies class.	August 2013	Reading Interventionist, Counselor for scheduling, Principal and Assistant Principal for student identification	Title I funds for salary and benefits - $38,143 plus benefits	Easy CBM biweekly for fluency and monthly for comprehension; Aimsweb weekly for fluency and comprehension (MAZE). Scantron testing Winter and Spring. TCAP. Quarterly meetings administration to review test data.	Student scheduling is complete. Progress monitoring is ongoing and in progress.
All students scoring at-risk on Scantron or U or PPL to PPM on TCAP Math will be assigned Math Strategies class.	August 2013	Math Interventionist, Counselor for scheduling, Principal and Assistant Principal for student identification	Title I funds for salary and benefits- $38,143 plus benefits	Progress monitoring with Scholastic Math Inventory, TCAP and Scantron	Student scheduling is complete. Progress monitoring is ongoing and in progress.
Math Intervention classes will use Scholastic Math	October 2013	Math Interventionist and	Local Funds but may need to	Data review with Math	In progress

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Inventory to pretest students for specific math learning gaps. It also has a post-test component for progress monitoring purposes.		SLD Resource Teacher, Quarterly meetings with Principal and AP for updates and data review.	use Title I fund in the future.	Interventions teacher quarterly. Progress monitoring with Scholastic Math Inventory, TCAP and Scantron	
Math Intervention classes will use Do the Math Now curriculum for lesson planning to teach learning gaps identified with SMI.	October 2013	Math Interventionist and SLD Resource Teacher, Quarterly meetings with Principal and AP for updates and data review.	Local Funds	Data review with Math Interventions teacher quarterly. Progress monitoring with Scholastic Math Inventory, TCAP and Scantron.	In progress
Learning Center Language Arts class will use multiple assessments to accurately diagnose reading deficits.	2013-2014	SLD Resource Teacher with Principal and AP review of data quarterly.	Title I funds – none needed at this time.	SRA Reading for Understanding to identify comprehension level and growth biweekly. SRA Specific Skills Series daily. Easy CBM Reading 90% on grade level passages in 4 consecutive probes.	In progress
ELD will provide accessible academic vocabulary through Literacy pullout to build success in gen ed core classes.	August 2013	ELD Resource Teacher with Principal and AP review of data quarterly.	Local Funds	Curriculum to be used is Inside by National Geographic with vocabulary probes imbedded.	Completed
Increase parent involvement through parent nights, information nights, ELL parent nights, culture night.	October 2013 – May 2014	ELL instructor, Spanish teacher and Principal and staff input and planning for culture night.	Title I - $6561.00 for teacher stipends for EL instruction with parents, snacks for parents, printing costs and supplies	Positive feedback from Title I parent survey of programs at the end of the programs.	In Progress
An effective RtI model will be developed with grade/department level representation to review data, design interventions and progress monitoring.	August 2013 and ongoing PLCs	All administration and RtI cadre with representation from each grade level team, Special Services, counseling and enrichments.	Title I - $6347.00 for stipends for RtI cadre members	Improved classroom performance both academic and behavioral as evidenced by student movement off of contracts and summative assessment improvement, Scantron,	Completed

				TCAP. Weekly RtI meetings.	
Why Try classes will be offered for identified 6th, 7th and 8th grade students in order to build self- confidence and self-esteem.	October 2013 and February 2014	Counselors and 2 staff members yet to be determined.	Title I - $1652.00 for stipends for instructors after school	End of program review/survey of students.	In Progress
After- school tutoring for students needing additional support in Math and Language Arts.	September 2013 – May 2014	Math and Language Arts staff	Title I - $5381.00 for stipends for teachers to meet with students after school	Improved classroom performance and summative assessments, Scantron, TCAP.	Completed
Purchase technology to increase student access of intervention curriculum and to increase student access for use in writing and research.	December 2013	Principal	Title I - $81,068.00	Improved writing performance as measured by classroom summatives, Scantron and TCAP.	In Progress

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Major Improvement Strategy #2: All subject areas will align planning, instruction and assessment with CCSS and IB with attention to evidence outcomes and inquiry questions to improve instructional focus. Plans will include specific strategies used to address cooperative learning activities, pacing and increased engagement.

Root Cause(s) Addressed: Additional training with new Math curriculum is needed as well as additional focus on pacing and alignment with CCSS in all content areas. Writing needs to increase across the content areas to include extended essays and short-constructed response writing. Writing prompts need to be evaluated for complexity, use of multiple sources as well as requiring students to write to multiple tasks. A common editing system will aid in establishing continuity across all content areas. Instruction needs to focus on Science academic vocabulary and writing.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☐ School Plan under State Accountability ■ Title I Schoolwide or Targeted Assistance Plan requirements ☐ Title I Focus School Plan requirements
☐ Application for a Tiered Intervention Grant (TIG) ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Lesson plans and classroom boards will reflect CCSS, evidence outcomes, pacing, instructional strategies.	October 2013 – May 2014	All licensed staff, Team Leadership and Principal	Local funds	Review lesson plan models and choose best IB fit with staff by Dec. 2013. Begin implementing template second semester or teachers will revise their preferred format to meet the minimum. Plans will be reviewed during observations and reviews.	In Progress Not Begun
Review and follow prescribed pacing with new math curriculum to ensure content is covered by state testing window.	August 2013	Math staff, Principal, Instructional Coach	Local funds	Growth on Winter Scantron math test. Improvement in TCAP scores. Review of progress as compared to previous year during monthly content meetings.	In Progress
Staff will participate in Kagan Brain-Based Learning training.	August 2013	All licensed staff and administration	Local funds	Improved student engagement and participation during instruction as observed by	Completed with observations ongoing.

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				administration during observations.	
Training for IBMYP unit planning, assessment and best practices for student engagement.	August 2013 – July 2014 school year and summer.	IB Coordinator, Licensed staff and Administration as determined by IB course offerings.	Local funds	Development and implementation of interdisciplinary units, lessons and assessments of rigor and improved instructional practices which will be reviewed periodically throughout the year during IB PLCs.	Training is ongoing throughout 2013-2014 school year
Math staff will participate in additional Big Ideas training.	November 2013	Math instructors	Local funds	Participation of staff in 2 day training which will reflect in improved TCAP and Scantron scores and lend to appropriate and improved pacing as previously mentioned.	In Progress
Language Arts and Humanities staff will meet to review, revise and develop writing prompts that are aligned with new testing expectations.	September 2013 – May 2014	Language Arts, Humanities and Principal	Local funds	As evidenced by the revision work to be done with prompts and writing units. We will review progress during Monday content meetings.	In Progress
Four teachers will attend DBQ training and become teacher trainers.	January 2014	Humanities teachers to be determined.	Local funds	Improved TCAP scores.	In Progress
A group of teachers will attend Teaching Children of Color conference.	January 2014	Staff and Principal	Local funds	Improved TCAP scores. Observations will demonstrate increased engagement. Decrease in student referrals.	In Progress
Staff will be identified to serve as mentors in the areas of engagement, classroom management, instructional practices, planning and assessment in order to mentor, coach staff needing additional support.	December 2013 – May 2014	Selected staff and Principal with AP providing teacher classroom observation support.	Local funds	Improved classroom instruction as evidenced by further teacher observations.	In Progress

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Major Improvement Strategy #3: Develop high common expectations for writing and promote the importance and value of writing in all subjects.
Root Cause(s) Addressed: Writing needs to increase across the content areas to include extended essays and short-constructed response writing. Writing prompts need to be evaluated for complexity, use of multiple sources as well as requiring students to write to multiple tasks. A common editing system will aid in establishing continuity across all content areas.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
☐ School Plan under State Accountability ■ Title I Schoolwide or Targeted Assistance plan requirements ☐ Title I Focus School Plan requirements
☐ Application for a Tiered Intervention Grant (TIG) ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Science classes at all grade levels will implement the use of Science Journals for reflection writing and other writing samples requiring short constructed responses of varying length and building to 300 to 500 word responses. Entries will be graded using a common writing rubric and common editing expectations	August 2013-May 2014	Science Staff, Principal and AP	N/A	Staff will scan and upload samples of student work quarterly. Staff will norm student samples with Language Arts staff using a common writing format. Artifacts will be reviewed by administration at mid and end of year reviews.	In Progress
Humanities classes will support writing with one extended essay per quarter. Essays will be normed with the expectations used in Language Arts classes	August 2013-May 2014	Humanities Staff, Principal and AP	N/A	Staff will scan and upload samples of student work quarterly. Staff will norm student samples with Language Arts staff using a common writing format. Artifacts will be reviewed by administration at mid and end of year reviews.	In Progress
All subject areas will include a short constructed response component in summative assessments.	October 2013 – May 2014	All Licensed Staff, Principal and AP	N/A	Staff will scan and upload samples of student work quarterly. Staff will norm student	In Progress

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				samples with Language Arts staff using a common writing format. Artifacts will be reviewed by administration at mid and end of year reviews.	
Language Arts and Humanities staff will meet to review, revise and develop writing prompts that are aligned with new testing expectations.	September 2013 – May 2014	Language Arts, Humanities and Principal	Local funds	As evidenced by the revision work to be done with prompts and writing units. We will review progress during Monday content meetings.	In Progress

Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)