

Midyear Progress Report on Equity, Achievement and Climate Goals

Due: February 26, 2010

School: Horizons K-8 School **Principal:** Sonny Zinn **SIT Chair:** Rosemary

McKnight

SMART GOALS

Equity (E): The staff and students of Horizons K-8 School will narrow the achievement in math between special education students and all students as measured by the CSAP math scores in grades 3-8. Weighted index scores for Special Education students taking CSAP math will increase from 49 in 2009 to 56 in 2010. The Median Growth scores will increase for Special Education students from 36 in 2009 to 50 in 2010. Other assessments such as grade-level math tests, BVSD math screeners, AddVantage assessments, and teacher observations will be used to create a body of evidence to measure improvement.

Achievement (A): The staff and students of Horizons K-8 School will improve the achievement of all students in the area of math over baseline and over time. The weighted index scores of all students taking the CSAP math test will increase from 112 in 2009 to 115 in 2010. The Median Growth average score in math in grades 3-8 will increase from 39.8 to 50. Other assessments such as grade-level math tests, BVSD math screeners, AddVantage assessments, and teacher observations will be used to create a body of evidence to measure improvement.

Climate (C): The staff and students at Horizons K-8 School will develop and exhibit a deeper understanding and acceptance of behaviors that promote the physical and emotional safety of all students, by focusing on the issues of bullying, harassment, and personal safety. A newly developed internal survey will be given for the first time this year to establish a baseline to contribute to our body of evidence. The BVSD Climate Survey will show the following growth:

- Grades 3-5 will increase the score of question #8 from 76 in 2009 to 83 in 2010.
- Grades 3-5 will increase the score of question #17 from 69 in 2009 to 78 in 2010.
- Grades 3-5 will increase the score of question #19 from 75 in 2009 to 80 in 2010.
- Grade 3-5 will increase the score of question #32 from 64 in 2009 to 70 in 2010.
- Grade 3-5 will increase the score of question #32 from 64 in 2009 to 70 in 2010.
- Grade 3-5 will increase the score of question #35 from 55 in 2009 to 63 in 2010.
- Grades 6-8 will increase the score of question #8 from 70 to in 2009 to 77 to in 2010.
- Grades 6-8 will increase the score of question #29 from 39 in 2009 to 46 in 2010.
- Grades 6-8 will increase the score of question #22 from 45 in 2009 to 52 in 2010.

February 26, 2010

Dear Horizons Families:

The faculty and students at Horizons K-8 School continues to work on our TIES goals. The Horizons K-8 School TIES goals were approved 2009-2010 school year by the Horizons Council. The action plans for each goal are detailed below, along with the status of implementation. Of interest to note are the areas of consistency across grade-level teams, as well as the actions that differ between teams; these differences are reflective of developmental stages.

Please feel free to come and talk to any member of our TIES team if you have questions or comments on the Action Plan or any part of the process.

The Horizons TIES Team:

- Elizabeth Hershoff
- Julie Cohen
- Sally Warren
- Cece Schehl
- Sonny Zinn

Published Midyear Progress Report (continued)

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Using Inquiry 5 of the School Improvement Plan, describe progress on each strategy. Add more rows as necessary. If you have added strategies since the SIP was submitted, include them.

Transformational Strategies	E A	Status*	Evidence of Progress	Elaboration/Comments/ Issues
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(Column 1 of Inquiry 5)	C			
The K/1 will help students take more responsibility for solving conflicts on their own by teaching them strategies for independent problem solving	C	2	Teacher observations, reports of playground incidents, observations of students independently using problem/conflict resolution strategies. Trainers from Center for Compassionate communication have lead students in writing activities that show progress in developing empathy and using communication to solve conflicts.	
The K/1 team will increase student achievement in math by using frequent formal and informal math assessments to guide instruction.	A	2	Some team members have used the district math screener to more effectively group students and guide instruction.	
The K/1 team will identify students who are below grade level in math and provide additional support to those students. This will include intensive 1-1 and small group instruction and home learning opportunities and extension.	E	2	The team has identified approximately 10 students who are below grade level in math. Additional support is being provided to those students including 1-1, para support in math, small skill based instruction and parent communication with supplementary activities and home suggestions	
The 2/3 team will help students to better understand issues of bullying, harassment, and personal safety	C	1	We are currently writing plays based on ancient heroes that address issues of bullying and safety.	All students in 2/3 will take part in these plays.

through literacy. We will read and discuss children's books written on these topics.				
The 2/3 team will help students develop resiliency and acceptance that problems are part of relationships. We will take time during class to role-play a variety of different situations.	C	2	At least once a week, classes are role-playing, discussing, and problem solving to help build resiliency and acceptance.	Some 2/3 students are currently working with the school social worker on these issues.
The 2/3 team will continue modeling and teaching compassionate communication.	C	2	At least once a week, the 2/3 team meets to discuss behaviors and concerns and plan for appropriate communication.	We are actively using compassionate communication and problem solving between students at community meetings.
The 2/3 team will increase our professional knowledge about offering differentiated instruction in math.	E	2	Two 2/3 team members are currently taking the Add+Vantage Math training.	Team members currently being trained are discussing effective strategies with the team.
The 2/3 team will increase our professional knowledge about offering differentiated instruction in math.	E	0	We have not yet started this, but we plan on receiving training in working with twice exceptional students.	
The 2/3 team will guide intensive, small group and individual instruction for special education students in math.	E	2	The neediest 2/3 students are getting individualized instruction in math and are getting extra support.	We continue to plan instruction according to ongoing assessment.
The 2/3 team will lead whole group mini-lessons with small group follow-up lessons to help us meet our goal of increased growth in math.	A	2	All 2/3 teachers use whole group and small group instruction in math.	We will begin to discuss effective math teaching strategies are our weekly team meetings.

The 2/3 team will design and offer individual menu work and will have one on one math conferences with students to reinforce instruction as needed.	A	1	After the Add+Vantage training we will work together to build a conference model for math.	Individual menus will come from the Add+Vantage math training and investigations.
The 4/5 team will define bullying and delineate the vocabulary of bullying and harassment for improved student understanding.	C	2	4/5 classes have held Socratic seminars looking at articles about bullying and cyber bullying. We have held invitational lunches to discuss playground and "clique" issues. We have held meetings with groups who play football to create fair and safe agreements.	We will continue to hold these discussions, seminars and lunch meetings as issues arise.
The 4/5 team will hold community meetings weekly or bi-weekly to discuss and share issues around social-emotional concerns.	C	3	Meetings are held in each class on a weekly or bi-weekly basis in all four classes. Students bring up personal and social issues in a caring, listening environment.	Meetings will continue until the end of the school year.
The 4/5 teachers have been trained with the Junior Peace Jam curriculum and have Peace Corp matches around the world. We will use these programs to help our students gain global perspectives of peace activities.	C	2	Classes have written letters to pen pals in the countries where their Peace Corp person resides. They have exchanged photos and cultural highlights. Our students have learned the geography of those countries. One Peace Corp match came home at break and visited a class bringing food, money, pictures and crafts from her Peace Corp country.	Classes will continue to communicate and learn about different countries. Some of our students took a Peace Jam Juniors class and presented their knowledge to the rest of the class.
The 4/5 team will work together to refine their assessment practices. A team member will attend an Addvantage Math Workshop and share information with the rest of the team.	E	2	Our team member has just finished completing the Addvantage Math class that took place over several weeks. She has shared web sites with the rest of the team.	We plan to dedicate some upcoming team meetings to a full share of the highlights of this program.
The 4/5 team will learn about developmental math thinking.	E	2	The 4/5 team used the district's developmental math screeners on all students this fall.	Meetings mentioned above will include discussions about developmental math

				thinking.
The 4/5 team will become familiar with a larger set of resources and strategies. Teachers attended an Investigations Math workshop and are sharing lessons and lesson outcomes as a result of their new learning.	A	2	Our team has purchased and is using Van de Walle math lesson books that address developmental math learning. Teachers have used and discussed materials and ideas from the Investigations workshop.	Meetings as mentioned above.
The 4/5 team will refine and enact daily math classroom practices recognizing best practices.	A	1	Our team will hold a meeting or meetings. sharing resources and assessments used this year.	
The Middle School team will implement an in-house bullying survey to assess the needs of students and understanding of bullying language and problem solving skills.	C	2	Our team has planned for and conducted the bullying survey. An informal analysis of data trends has occurred, from which we have created community meetings, problem solving circles, and discussions with students.	Whole analysis of complete data still needs to occur.
The Middle school team will continue to implement <i>Let's Get Real</i> , a high-interest curricular model that addresses harassment, bullying, bystander behaviors and how to take action.	C	2	6 th grade students completed the training in November, with follow-up planned in March. All students also completed training in <i>Silent Witness</i> work, which continues to reinforce bystander and bully-deflection/protection behaviors.	
The Middle School team will provide continuous opportunities for student input, feedback and problem solving through CAT classes (Contemporary American Topics), Debate classes, Writer's Groups, Peace Jam, Restorative Justice classes, and health classes to share ideas and role-play difficult	C	2	Students have completed classes in all listed categories, including regular Peace Jam meetings and health classes in on-line safety. The team has also implemented a weekly girls group to support students in social skills and conflict resolution. Full MS restorative training occurred in Feb. Team will follow-up with bystander training in March. We have begun to implement R.J. on a	MS team accessed additional materials in Connect with Kids (Silent Witness).

interactions.			limited basis as needs occur.	
The Middle School Team will implement more frequent and consistent content-area newsletters and progress reports to strengthen the home/school relationship.	C	2	Mid-Year progress reports have been distributed, community and LA/History newsletters sent on a monthly basis.	Class web site pages are being created in the middle school team making use of upcoming events information and homework assignment listings
The Middle School team will implement learning opportunities aimed at increasing knowledge of and participation in world cultures using existing LA/History curriculum and events such as Denver History Museum field trips, a World Festival and a Traveling Community Journal.	E	2	Two rounds of trips have occurred, so all middle school students have experienced trips to the Art Museum and the Denver History Museum. World Festival is scheduled to happen in May. Letters to another culture have occurred and LA/History curriculum focuses on cultural studies all year.	
The Middle School Math team will offer consistent computation and number sense practice to increase skills in said area.	E	2	Percent correct responses on multiplication facts have increased in timed practice from 83% in August to 94% in January. Time has decreased as well.	
The Middle School Math team will implement projects that involve algorithms, which peak interest in problem solving.	E	2	MS Team has implemented in interdisciplinary timeline project across math and LA/History classes. Students are looking at architecture and designing rooms as a way to incorporate perimeter, area, and cost analysis. Geography/map reading projects planned for the spring.	
The Middle School Math team will implement a "Puzzle of the Week" challenge to increase persistence, interest, creativity, and excitement in mathematical thinking.	A	0	Project abandoned due to low participation and lack of interest. Puzzles are used in classroom settings to stimulate interest.	
The Middle School math	A	2	Connections have included:	

team will create and implement interdisciplinary projects that link reading, writing, math and science via cross-team planning.			Timeline project, Mayan math work, science content in open writer's workshop, a combination of geography, math and mapping project (in planning).	
The Middle School math team will use strategies in oral, written and kinesthetic practice to reach all math learners.	A	2	Math strategies in use include Teaching with the Brain, multiple intelligence uses, think-alouds, and student self-assessments.	

•Key 3 = fully implemented 2 = implementation in progress 1= in planning stage 0 = cancelled or not started