



School Improvement Plan

Horizon High School

Hamtramck Public Schools

Ms. Kristen Hurt
3225 Caniff St
Hamtramck, MI 48212-3022

TABLE OF CONTENTS

Introduction	1
Executive Summary	
Introduction	3
Description of the School	4
School's Purpose	5
Notable Achievements and Areas of Improvement	6
Additional Information	7
Improvement Plan Stakeholder Involvement	
Introduction	9
Improvement Planning Process	10
School Data Analysis	
Introduction	12
Demographic Data	13
Process Data	15
Achievement/Outcome Data	17
Perception Data	23
Summary	26

School Additional Requirements Diagnostic

Introduction 29
School Additional Requirements Diagnostic 30

Title I Schoolwide Diagnostic

Introduction 33
Component 1: Comprehensive Needs Assessment 34
Component 2: Schoolwide Reform Strategies 47
Component 3: Instruction by Highly Qualified Staff 59
Component 4: Strategies to Attract Highly Qualified Teachers 60
Component 5: High Quality and Ongoing Professional Development 62
Component 6: Strategies to Increase Parental Involvement 64
Component 7: Preschool Transition Strategies 70
Component 8: Teacher Participation in Making Assessment Decisions 71
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards 73
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ... 76
Evaluation: 84

Horizon Alternative 2015-2016

Overview 87
Goals Summary 88
 Goal 1: All students at Horizon Alternative Education will increase proficiency in reading .2015-2016 89
 Goal 2: All students at Horizon Alternative Education will increase proficiency in mathematical skills. 2015-2016 94

Goal 3: All Horizon students will improve their science skills. 2015-2016.....	99
Goal 4: All Horizon students will increase their social studies skills.2015-2016.....	105
Activity Summary by Funding Source.....	110

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Horizon High School is a small alternative program that serves 130 students in a traditional school setting and 30 students in a blended online program at its building located in the center of Hamtramck, Michigan and receives students referred by Hamtramck High School, drug rehabilitation facilities, courts, and surrounding districts. Students are primarily Asian-American (Bengali) students who have recently arrived (less than five years) to the United States, African American students, Arabic- American, and Bosnian-American students. Our special needs student population is also a growing demographic. The majority of our student population live in poverty with over 90% receiving free or reduced lunch. Unique features of the Horizon program include an experienced staff, strong collaborations with community programs such as Youth Mentorship (Henry Ford Museum), Growth Works, Hamtramck Drug Free Coalition, the Henry Ford Health System, and Destination Hamtramck 48212.

The staff is made up of a single teacher for each core class (math, English, social studies, science, and physical education). Much of the teaching staff are veteran teachers. The science and physical education teachers have 16+ years of teaching experience. The math teacher has 4 years of teaching experience. The English teacher has 6 years of teaching experience. The teachers then teach elective courses in their college major and minors. With the supervision of a core certified teacher, students are also able to engage in blended online courses in every discipline which affords the student variety and flexibility with the added support of a teacher, if necessary.

In addition to teachers, the building is supported by a full time Director/Principal, Online Student Liaison/ Dean of Students, and 1 paraprofessional to provide support to students. The small staff allows for a tight knit educational community that is able to respond and adapt to change quickly.

The three most noted challenges of serving this community of students and parents are overcoming poor attendance, behavior related issues, and low student achievement.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

As educational community in diverse and pluralistic society, it is our primary responsibility to put all students in the best position to learn and achieve at the highest level possible. In order for us to accomplish this, we must focus on three areas:

- 1) We must insure that we are valuing and addressing the uniqueness of every student with the basic belief that all students can learn and achieve.
- 2) We must provide teachers with all the tools and training to put them in the best position to teach. They have the most direct impact on student achievement and must be prepared to assist all students to reach their full potential.
- 3) It is our responsibility to manage all other necessary responsibilities and resources to support the first two areas by using data and researched best practices to guide all of our decisions regarding our policies and procedures.

Mission Statement

Horizon High School is committed to providing students with varied and differentiated opportunities geared to heightening internal motivation in a small, supportive environment. Students will develop proficiencies in the academic, social, and communication skills necessary to become productive and responsible individuals in an increasingly diverse and technological society.

Beliefs Statement

1. We will provide every student with a safe and comfortable learning environment, both physically and emotionally.
2. We will model tolerance and respect for all individuals
3. We will expect a culture of personal responsibility and achievement from all staff and students.

The educational program at Horizon High School embodies its purpose through the unique approach to preparing students. Attention to meeting the individual needs of each student, whether academic, socio-emotional, physical, as well as academic involves a commitment by staff to be constantly vigilant in monitoring and analyzing students' achievement and well being. This is demonstrated by the numerous interventions and enrichment activities. For example, Seminar Class (a daily 30 minute period for all students) allows teachers to get to know a small group of students more in depth and to help challenge and influence them through a variety of activities and experiences. Service Learning projects are one way that Forum Class engages students in a broader picture of the world. Another example is the Responsible Thinking Process and Responsible Thinking Center(RTC). Students who are unable to manage behaviors go to the RTC where they receive help in developing plans and strategies to help them return and be successful in classes where they have been removed. Finally, the Horizon staff strive to collaborate with community groups and others who are able to provide resources for our students and families.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements and Areas of Improvement

Implementation of Responsible Thinking Process(RTP)

Implementation of Positive Behavior Intervention Supports (PBIS)

Scheduled participation in the Henry Ford Youth Mentorship Program

Support from the William D. Ford Career Tech Program (vocational training)

Service Learning Projects (Food drive, blood drive, literacy tutoring)

Areas for Improvement

Increased use of instructional technology by students and staff

Increase student achievement

Increase reading levels of all students

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Nothing to add.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Horizon High School has a process in place to ensure that a variety of stakeholders are involved in the development of the school improvement plan. Primary stakeholders include parents, students, teachers, administrators, counselors, social workers, business and community collaborators, Wayne State University, and other school and District staff. Teachers and administrators assigned to Horizon have the primary responsibility of developing and implementing the school improvement plan. The plan is developed around student achievement data and survey data from students, parents, and staff. Discussions during staff and PLC meetings help to focus on the selection of goals, strategies, and activities to implement. Meetings are generally scheduled after school hours with opportunity for parents and other community members input during Open House and Parent/Teacher Meetings that are held during the evening.

The plan is monitored by the District Curriculum & Instruction Department. Potential stakeholders were contacted using various methods. Flyers were passed out at various fundraisers, visiting parents to our building were given information about upcoming meetings and events, e-mails were sent to parents addresses, parents were sent an automated voicemail, and newsletters were sent home. We also invited several members of our outreach community to attend our meetings.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

We relied on our faculty to generate our school improvement plan. The faculty met monthly to discuss possible programs for the 2015-2016 school year, to correlate and extrapolate TABE Reading and Mathematics scores, to identify goals for the 2015-2016 school year, and to brainstorm over possible needs to support student learning. All teachers, Dean of Students, the Principal and staff are directly involved in the development of the improvement plan. This group has primary responsibility to write, communicate and implement the plan. Other stakeholder groups such as parents, business and community collaborators are responsible to give input through surveys, discussions, email, letters, and phone calls. The District is also responsible to monitor and provide feedback and support for the building process.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final school improvement plan is communicated to stakeholders in a variety of ways. All staff receive an electronic version from which they may print a hard copy if desired. Printed copies are available for parents at Parent/Teacher Conferences and Open House as well as on line at the District website. Horizon High School staff will also spend time in their opening school staff meetings to discuss the major school improvement goals, strategies and activities so that there is a unified understanding of the direction of the building for the school year. A copy of the School Improvement Plan is available from our administrative assistant. It is placed in a location where all can see it upon entering the building and are able to request to peruse it. An newsletter was also sent home informing parents that if would like a copy, we would be happy to provide it to them.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Enrollment district-wide seems to be leveling off from a multi-year decline but the number of students referred to Horizon remains consistent. Although there is high student turnover, the number of teachers needed remains constant.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Student achievement has a direct correlation to attendance in our building data. Our population is primarily coming from families liveing at or near the poverty line. Many of our students have only recently arrived in the United States with little or no formal education and are reading far below grade level. Although class numbers remain fairly constant, there is a problem with student turnover in classes. However, the higher number of absences a student has, the lower their classroom achievement is in for both full and non-full academic year students

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Student behavior referrals (ODRs) and suspensions were compared to student grade reports to determine what the impact was on student achievement.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

There are several actions to address the achievement challenges our students face. More intervention steps could be added to the PBIS tiers, fully implementing resources like Reading Plus, and improving the Responsible Thinking Process (RTP) process are some examples.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The teacher/leaders in this building all have over +15 years of experience and the impact is felt throughout the building with students entering classrooms that offer a supportive, welcoming, and stimulating instruction on a daily basis.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

All of our faculty have five or more years of teaching experience. The students respond well to instruction, but arrive at our school with minimal test scores in all core areas.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Teacher absences are a problem for some members of the faculty, however, the majority of our faculty qualifies for "Perfect Attendance" incentives throughout the school year. We have one teacher who is attending Professional Development for her Masters in Educational Leadership and unfortunately our substitute teacher pool is not the best. We work together to make sure lesson plans are being followed by the guest teacher in the event of an absence.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

The data we have collected does not seem to be affected due to teacher absentism. Our teachers do not have excessive absences.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

We have no challenges with teacher/school leader demographics. We choose the most highly qualified candidate with no preferences to race, ethnicity, or religion.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

School Leadership
Teacher Certification
Faculty & Staff Dedication to Students
Daily Seminars
Learning Strategies
Positive Learning Environment

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Students in our school are reading far below grade level reading. This causes them to achieve below the state level in every subject.

12. How might these challenges impact student achievement?

We are implementing a reading program that is targeted towards ELL students who speak a non-Romantic language and a program that addresses the needs of an adolescent who was not read to in early childhood or who never learned to read in the primary grades.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

We will test the students reading levels more frequently and assign 45 minutes/day to teaching reading skills.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

We do not have students who are identified as Special Needs at this time.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

All teachers are available after school for tutoring. Several members of the staff stay up to four additional hours two times a week for tutoring and online instruction.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

At this time, all students are able to participate in afterschool programs due to our small student population.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

All teachers submit lesson plans to the principal a week in advance of instruction. The principal makes daily visits to each classroom and expects the AIM of instruction to be clearly visible to all students. All teachers in our building are aware of the Common Core Standards, the New Generation Standards for Science, and Michigan Yes! for math. End of Course assessments given at the beginning, middle, and end of each course.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

We did not complete a health survey/screener.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

The majority of our students are reading at second grade level.

19b. Reading- Challenges

Some of our students are not literate in any language.

19c. Reading- Trends

Our students are not proficient in reading.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

School Improvement Plan

Horizon High School

The focus of Horizon High School 2015-2016 will be student literacy. In order to achieve this goal, we will have to overcome numerous challenges.

Challenge 1: Students are not literate in any language	Plan: All students will be enrolled in a 45 minute reading course every day that is at his/her reading level.
Challenge 2: Students are reading at a second grade level.	Plan: English Language Arts, Social Studies, and Science will be integrated to improve vocabulary and comprehension skills.
Challenge 3: Students are Newcomers	Plan: Employ a full-time ELL teacher in our building.

20a. Writing- Strengths

The majority of our students can verbally express a story. The vocabulary of many of our students is far below grade level.

20b. Writing- Challenges

Many of our students are not literate in any language and most are reading at or below a 2nd grade level. Writing is not a daily habit. The alphabet used by many of our students is not an English based alphabet.

20c. Writing- Trends

None of our students scored proficient in Writing on the ACT.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Horizon faculty is dedicated to improving the writing skills for our students. We feel this will be centered upon improving the students ability to

School Improvement Plan

Horizon High School

read and comprehend various texts. We have developed a plan that will feel will meet this goal.

The focus of Horizon High School 2015-2016 will be student literacy. In order to achieve this goal, we will have to overcome numerous challenges.

Challenge 1: Students are not literate in any language

Plan: All students will be enrolled in a 45 minute reading course every day that is at his/her reading level.

Challenge 2: Students are reading at a second grade level.

Plan: English Language Arts, Social Studies, and Science will be integrated to improve vocabulary and comprehension skills.

Challenge 3: Students are Newcomers

Plan: Employ a full-time ELL teacher in our building.

Challenge 4: Low English vocabulary

Plan: ELA classes will have a Latin root based vocabulary program that all core will support.

21a. Math- Strengths

Our students are proficient in math at a 2nd grade level.

21b. Math- Challenges

Early math skills were not taught or learned. Students do not know their multiplication tables. Students unable to read story problems. Students have deficits in critical thinking skills.

21c. Math- Trends

Our students do not score proficient in statewide math tests.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no

challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The teachers and administrators of Horizon High School have taken several steps to improve student math proficiency:

1. The implementation of a proven math program Alpha II Learning. All students will participate in this program.
2. Online courses to support instruction of math basics.
3. Tutoring available on Friday mornings for three hours.
4. After school tutoring available to all students.
5. ELA, Science, and Social Studies will integrate more graphs and charts into instruction.

22a. Science- Strengths

Students are able to participate in hands-on learning activities.

22b. Science- Challenges

Students lack the critical thinking skills to evaluate data generated in an experiment.

Students lack fundamental reading skills needed to read expository text and interpret meaning.

Students are unable to explain what occurred in an experiment due to lack of spoken English skills.

Students find it hard to persevere in determining a solution to a problem.

22c. Science- Trends

Students score non-proficients on statewide exams.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Horizon faculty is dedicated to improving the science skills for our students. We feel this will be centered upon improving the students ability to read and comprehend various texts. We have developed a plan that will feel will meet this goal.

The focus of Horizon High School 2015-2016 will be student literacy. In order to achieve this goal, we will have to overcome numerous challenges.

School Improvement Plan

Horizon High School

Challenge 1: Students are not literate in any language	Plan: All students will be enrolled in a 45 minute reading course every day that is at his/her reading level.
Challenge 2: Students are reading at a second grade level.	Plan: English Language Arts, Social Studies, and Science will be integrated to improve vocabulary and comprehension skills.
Challenge 3: Students are Newcomers	Plan: Employ a full-time ELL teacher in our building.
Challenge 4: Low English vocabulary	Plan: ELA classes will have a Latin root based vocabulary program that all core will support.

23a. Social Studies- Strengths

Many of the students are aware of news events occurring around the world. Students are able to verbally express what they have read in a Social Studies text with some assistance.

23b. Social Studies- Challenges

- Challenge 1: Students are not literate in any language
- Challenge 2: Students are reading at a second grade (we are a 9 through 12 high school)
- Challenge 3: Students are Newcomers
- Challenge 4: Low English vocabulary

23c. Social Studies- Trends

Students score non-proficient on statewide exams.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Horizon faculty is dedicated to improving the reading and writing skills for our students. The ability to read and write is pivotal to success in Social Studies. We feel an intergrated learning experience, centered upon improving the students ability to read and comprehend various texts, will lead to improvement in Social Studies proficiency. We have developed a plan that will feel will meet this goal.

The focus of Horizon High School 2015-2016 will be student literacy. In order to achieve this goal, we will have to overcome numerous challenges.

Challenge 1: Students are not literate in any language Plan: All students will be enrolled in a 45 minute

School Improvement Plan

Horizon High School

	reading course every day that is at his/her reading level.
Challenge 2: Students are reading at a second grade level.	Plan: English Language Arts, Social Studies, and Science will be integrated to improve vocabulary and comprehension skills.
Challenge 3: Students are Newcomers	Plan: Employ a full-time ELL teacher in our building.
Challenge 4: Low English vocabulary	Plan: ELA classes will have a Latin root based vocabulary program that all core will support.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

All my teachers use tests, projects, and portfolios to check my understanding of what was taught. In my school, the principal and teachers have high expectations of me. Seminar helped me do better in my classes. My teachers care about me and my education.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

In my school, reading is the focus in all classes.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Literacy skills and reading enrichment programs will be promoted across grade levels and content areas.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

90% of parents reported that they strongly agreed that they feel welcome at Horizon.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

30% of parents felt that they are not receiving the necessary guidance to help increase their child's reading ability

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Workshops, seminars and classes are planned to help parents become better readers and to assist them in strategies to help their students become readers.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

80% of the staff believed that a positive school climate was created during the 2014/1015 school year.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

60% of the staff believed they are not given the necessary professional development in the content area of reading.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Ongoing professional development will be implemented in the 2015/2016 school year to ensure continuous improvement in reading across the curriculum.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

80% of stakeholders believed Horizon High School has become a positive educational community in the city of Hamtramck.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

40% of stakeholders believe that literacy and reading achievement have not been targeted as an area of improvement.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Our goals and plans to increase literacy and reading skills will be presented to the community at large. Volunteers from local businesses and colleges/universities and area literacy councils will play an active role in our improvement plan.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Our strength identified in the four kinds of data-demographic, process, achievement/outcomes and perceptions is that the staff has created a positive school climate with the implementation of the daily seminar period and implementation of the C.A.R.E. program. Students, teachers, parents and stakeholders have witnessed a change in the culture of Horizon High School. The challenge that remains is the need to focus on literacy, improved parental involvement, and increased math scores.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

The challenge of students reading far below grade level directly impacts student achievement. If students are unable to read at a satisfactory grade level they will not be able to score well on statewide assessments, do well on college entrance assessments, or comprehend information that is presented in text.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The focus of Horizon High School 2015-2016 will be student literacy. In order to achieve this goal, we will have to overcome numerous challenges.

Goal 1: Students will improve one grade level in reading.	Plan: All students will be enrolled in a 45 minute reading course every day that is at his/her reading level.	Assessment: TABE
Goal 2: Students will improve fluency and comprehension.	Plan: English Language Arts, Social Studies, and Science will be integrated to improve vocabulary and comprehension skills.	Assessment: TABE & NWA
Goal 3: Improve ELL communication skills	Plan: Employ a full-time ELL teacher in our building and weekly STARS meetings with teachers.	Assessment: TABE & WiDA
Goal 4: Students will improve one grade level in Math.	Plan: Implement Alpha II Learning Math program	Assessment: TABE, SAT, MiSTEP

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	Nothing to add.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.hamtramck.k12.mi.us/documents/annual_education_report	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Nothing to add.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Faculty meets daily with students to review academic progress.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	Nothing to add.	

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Thomas Niczay, Superintendent 3201 Roosevelt, Hamtramck, MI 48212 (313) 872.9270	

School Improvement Plan

Horizon High School

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		2015 Parental Involvement Plan

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		2015 Parent-Student-School Compact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No	Nothing to add.	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The initial comprehensive needs assessment (CNA) for the 2015-2016 Horizon High School was drafted during the fall of the 2014-2015 school year. During this time, a group (comprised of administrators, parents, and other school-based stakeholders) was identified to represent the School Improvement Team as well as serve on various school-based committees in order to give the staff opportunity to have input towards the decision-making process at Horizon High School. Committee chairs were selected and charged with the responsibility of holding monthly meetings (or as needed) with their teams (consisting of parents and stakeholders) to evaluate the effectiveness of their roles in promoting exemplary academic and extracurricular standards. Also, at the initial CNA meeting, the following data was reviewed and discussed so that programs could be altered or implemented to increase student achievement: 2014 ACT assessment results and initial TABE score results were analyzed and discussed to begin to formulate the 2015-2016 School Improvement Plan. This data was then compared in March 2015 to the continued TABE results, and 2014-2015 ACT, and the MI-Step (baseline/initial). All assessments supported the conclusion that none of our students are proficient in any core subject.

The need for additional assessment tools was cited as a high priority for the previous school year and will continue to be this year due to the trend towards data-driven decision making. The SIT also determined that readily available and quick assessment data were needed to make timely interventions with struggling students. As a result the TABE (Test of Adult Basic Education) 9 and 10 assessments were recommended to create an EFL (Educational Functioning Level) base line and to monitor progress throughout the school year. TABE assessments have been utilized for establishing a reading and math grade levels for Hamtramck Adult Education Participants for over 20 years. The assessments can be administered every 40-90 days and take 1 hour and 18 minutes thus making them an efficient method of monitoring student progress. The TABE will be given a total of four times throughout the school year; in the first week of school, at the end of Marking 1, Marking 2, Marking 3 and Marking 4. The compiled data from all the assessments will be used to modify the curriculum and methods of instruction delivery to benefit students most in need as established at intake.

Teacher's will also administer a state generated End of Course (EOC) exam at the beginning, middle, and end of course to determine student growth in the specific subject content and teacher effectiveness. Teachers must show a 25% improvement in each student's growth in his/her semester long class. This exam will be taken online using IlluminatEd software and can only be unlocked by a school administrator. Using this process, the school administrator, teachers, and students will have immediate feedback on subject knowledge. This will allow for immediate, directed intervention of the teacher and/or student. Parents will also be aware of their student's progress.

The data was explained by a staff member in parent friendly language exempting educational jargon so that parents could easily interpret the results. Parents were encouraged to attend the first Title I meeting of the year (October 2014) and suggestions were made to have a parent governing body on matters concerning parental involvement and student support throughout the school reform process. Having parent representatives present at the Comprehensive Needs Assessment meeting provided a means of informing the parents of our students via word of mouth as their possible involvement in the school reform process and on the School Improvement Team.

It was agreed upon by members of the School Improvement Team that the head of the newly created parent group would represent the voice of Horizon's parent population in the development, implementation, and evaluation of the school Improvement Plan. For the parents who did not attend the initial CNA meeting, a data workshop was scheduled for November 2014 to discuss the 2014-2015 initial TABE results. Also during this time, the need for additional assessment tools that would render a better picture of their child's strengths and weaknesses. This meeting also offered a platform to ask questions as to future programming initiatives.

School Improvement Plan

Horizon High School

Once our parent group was formed, the parents were encouraged to attend a School Improvement Team orientation in October 2014 which the duties of the school improvement team were disclosed. Additionally, the School Improvement Plan was reviewed and information pertaining to the school's logistical policies and procedures for future planning purposes were also addressed. The SIT team met three more additional times: February 2015, March 2015, and July 2015 to review the proposed 2015-2016 School Improvement Plan.

The chief responsibility of the School Improvement Team is to spearhead the school's reform and redesign initiatives. This entity provides a structure in which major decisions affecting the planning, monitoring, and evaluation of school reforms are made collaboratively. During the first scheduled school improvement meeting of the 2014-2015 school year, Horizon's School improvement Team, sought to establish a detailed set of aims and objectives which supported the school's mission of becoming a leader in the delivery of S.T.E.A.M Instructional Program Model and its vision of operating as a safe haven for youth, adults, and families. Another measure of success put into place by the School Improvement Team is the notion of engaging students in inquiry-based learning opportunities, under the watchful eye of competent, supportive adults; the School Improvement Teams encompasses a reflection of the school's goal of developing students into self-directed, life-long learners.

As a means of gauging the effectiveness of school-wide operations, Horizon's School Improvement Team divided its workload into smaller, more manageable, focus areas:

- 1) Cooperative Culture Team (Perception Priority) This priority was addressed with daily seminars to improve on the students & teachers emotional learning goals; focus was on improving attendance and student goal setting.
- 2) Creating Effective Classroom Environment Team (Professional Development Priority) Professional Development that focused on improving achievement in: Reading, Writing, Science, Social Studies, and Math.
- 3) Student/Teacher Academic Reading Support (STARS) Team (ELL Literacy Priority) Research has shown that English Language Learners (ELL) must be given opportunities to speak English. This one-on-one, low stress engagement with a teacher in a small group setting once/week is intended to give students the necessary "extra time" for language acquisition.
- 4) Data Collection Team (Demographic Priorities) This team creates surveys, generates the data collected from these surveys, and makes presentations/suggestions based upon this data. for teachers, parents, and students to facilitate learning and understanding between all three groups.
- 5) School to Work Team (Subgroup Priorities) This group will strive to find job shadowing for all students who display good attendance (80%), academic achievement (2.0 and above), and low disciplinary referrals (no level 2's or 3's).
- 6) ELL/Parent/Family Involvement Team (Parental Involvement Priority) This team will establish six after-school events that all of the stakeholders of Horizon High School will participate; Summer Fiesta!, Ferryboat Title I Trip, Winter Celebration Party, etc. All SIT teams contain parental members. School survey data, standardized assessment data is shared with parents to ensure that decision-making is data driven.
- 7) Attendance Tracking (Perception Priority) This group will hourly track student attendance and contact parents immediately via email, phone, and letter.

The School Leadership Team provides support to the various constituent groups within the school community as well as manages the day-to-day building operations to ensure that the goals reflected in the School Improvement Plan are met. This team met weekly to monitor the progress of each sub-committee. Under the umbrella of School Profile and Collaborative Process, SIT representative, in coordination with the Communities-in-Schools Liaison, conduct the following responsibilities: work to establish partnerships that are beneficial to student growth and achievement; plan and organize activities and events that promote a healthy school environment and increased parent participation. Additionally, these S.I.T. representatives examine the school's policies and procedures to ensure that they align with the schools mission,

School Improvement Plan

Horizon High School

vision, and beliefs. Parent group representatives were encouraged to assist in the programmatic efforts performed by this entity. They were also invited (postage signage, verbally, by way of email) to present their ideas about improving the schools culture and climate to the monthly School Improvement Team meeting held at the school.

S.I.T. members are to provide support and advocacy of Curricular Planning and Evaluation and Instructional Assessment and Effectiveness monitors the facilitation of instructional lesson and unit plans to make certain that they align to the school's "big ideas". Additionally, S.I.T. members, parents, and staff-at-large routinely and systematically analyze district and state data in an attempt to coordinate services and programs to drive student achievement. Each committee, under the guidance of the leadership committee, collected and reviewed an array of aggregate data references inclusive of, but not limited to: instructional and assessment data (M-STEP/SAT, MI-ACCESS, teacher made assessments, TABE scores, and anecdotal notes; climate and culture data (stakeholder surveys), school demographic data (attendance, free/reduced lunch, household income, special education, and retention); program/process data, facilities inventories, and crisis management data as a means of identifying areas of success and those requiring modification or eradication.

In December of 2014, the School Improvement Team (including parent representation), inclusive of all sub-committees, reconvened to consolidate its data findings, prioritize its modus operandi, and to construct a strategic plan of action regarding school reform strategies, and School Improvement Plan revisions. All documents were written in easy to understand language in order to make the documents reader friendly to parents. The data discussions allow staff an opportunity to offer input in the school's decision making process for the purpose of increasing student achievement. The School Improvement Team meets quarterly to provide teachers, staff, and parents an additional platform to give input regarding: data results from aforementioned assessments and building operations (such as teacher schedules, field trip planning, and program analysis or implementation). The Leadership Team has the autonomy to meet at its discretion. On a quarterly basis, time is set-aside for Horizon staff to conduct data digs and dialogue about their findings during the district mandated staff meetings. Parents are invited to attend these quarterly meetings to offer input on the functionalities of the school or to review data results. Additionally, all parents were asked to complete an online Five Essentials survey during the months of October-December 2014, in which they gave authentic feedback on program services, school culture and climate, and administrative and staff accessibility.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

The results of the comprehensive needs assessment needs process supported the conclusion that most of our students are struggling with literacy proficiency. None of our students was assessed proficient on any standardized test in Reading, Writing, Math, Science, or Social Studies. The TABE data concluded that the majority of our students in our high school are reading below a 5th grade reading level. The data that was reviewed to create the CNA for the 2015-2016 School year were the: 2013 and 2014 ACT, 2015 M-STEP, TABE, graduation rates, disciplinary referrals, demographics, and parent/teacher/student surveys.

The 2015 ACT Assessment results have not been released as of July 28, 2015. The results of the 2013 and 2014 ACT assessments were used to develop the 2015-2016 CNA.

Demographic Codes ACT:

0 - Hawaiian Native/Pacific Islander

1 - American Indian

2 - Asian/Pacific Islander

3 - Black

4 - Hispanic

School Improvement Plan

Horizon High School

5 - White

6 - Two or more races

7 - Other

8 - Unknown

2014 ACT ASSESSMENT DATA:

Demographics

27 Students were seated for the 2014 ACT Assessment

17 Male

10 Female

0 Identified as 0 - Hawaiian Native/Pacific Islander

0 Identified as 1 - American Indian

6 Identified as 2- Asian/Pacific Islander

17 Identified as 3 - Black

0 Identified as 4 - Hispanic

4 Identified as 5 - White (includes Arabic Americans)

0 Identified as 6 - Two or more races

0 Identified as 7 - Other

0 Identified as 8 - Unknown

ACT determines the following scores to indicate College Readiness in English, Math, Reading, and Science:

	ACT College Ready Score	Average Michigan Composite Score	Average Horizon Composite Score	Average Hamtramck High School Composite Score
English	18	19.1	10	14.5
Math	22	19.1	14	16.6
Reading	22	19.9	14	15.8
Science	23	20.0	13	17.0

English Proficiency

There was a 44% gap between the college ready score and Horizon High School.

There was a 48% gap between the State of Michigan score and Horizon High School.

There was a 31% gap between the other local high school score and Horizon High School.

Math Proficiency

There was a 33% gap between the college ready score and Horizon High School.

There was a 27% gap between the State of Michigan score and Horizon High School.

There was a 16% gap between the other local high school score and Horizon High School.

Reading Proficiency

There was a 33% gap between the college ready score and Horizon High School.

There was a 30% gap between the State of Michigan score and Horizon High School.

There was a 11% gap between the other local high school score and Horizon High School.

School Improvement Plan

Horizon High School

Science Proficiency

There was a 43% gap between the college ready score and Horizon High School.

There was a 35% gap between the State of Michigan score and Horizon High School.

There was a 23% gap between the other local high school score and Horizon High School.

2014 ACT Assessment Data

Demographics

24 Students were seated for the 2013 ACT Assessment

14 Male

10 Female

0 Identified as 0 - Hawaiian Native/Pacific Islander

0 Identified as 1 - American Indian

2 Identified as 2- Asian/Pacific Islander

20 Identified as 3 - Black

0 Identified as 4 - Hispanic

2 Identified as 5 - White (includes Arabic Americans)

0 Identified as 6 - Two or more races

0 Identified as 7 - Other

0 Identified as 8 - Unknown

ACT determines the following scores to indicate College Readiness in English, Math, Reading, and Science:

	ACT College Ready Score	Average Michigan Composite Score	Average Horizon Composite Score	Average Hamtramck High School Composite Score
English	18	19.1	11	14.1
Math	22	19.1	14	16.7
Reading	22	19.9	13	15.3
Science	23	20.0	14	16.5

English Proficiency

There was a 39% gap between the college ready score and Horizon High School.

There was a 42% gap between the State of Michigan score and Horizon High School.

There was a 22% gap between the other local high school score and Horizon High School.

Math Proficiency

There was a 36% gap between the college ready score and Horizon High School.

There was a 37% gap between the State of Michigan score and Horizon High School.

There was a 16% gap between the other local high school score and Horizon High School.

Reading Proficiency

There was a 41% gap between the college ready score and Horizon High School.

There was a 35% gap between the State of Michigan score and Horizon High School.

There was a 15% gap between the other local high school score and Horizon High School.

School Improvement Plan

Horizon High School

Science Proficiency

There was a 39% gap between the college ready score and Horizon High School.

There was a 30% gap between the State of Michigan score and Horizon High School.

There was a 15% gap between the other local high school score and Horizon High School.

Only 26% of the 2013 United States Cohort met all four of ACT College Readiness Benchmarks in English, Math, Reading, and Science.

0% of the Horizon High School Students met the ACT benchmarks to be deemed College Ready.

2014-2015 TABE data: (TABE was a new intervention tool in the 2014-2015 school year)

READING - TOTAL POPULATION 40 STUDENTS (n=40)

PRE-INSTRUCTION

	Students	% Student						
	Reading	population	Reading	population	Reading	population	Reading	population
	Level 0-1		Level 2-4		Level 3-5		Level 6-8	
M1	12	30%	17	42.5 %	8	20%	3	7.5%

POST-INSTRUCTION

M4	13	32.5%	15	37.5%	6	15%	6	15%
----	----	-------	----	-------	---	-----	---	-----

60% of students had no increase/no change in reading grade level

10% of students increased 1 reading grade level

10% of students increased 2 reading grade levels

12.5% of students increased 3 reading grade levels

7.5% of students increased 4 reading grade levels

MATH - TOTAL POPULATION 39 STUDENTS

PRE-INSTRUCTION

	Students	% Student						
	Math	population	Reading	population	Math	population	Reading	population
	Level 0-1		Level 2-4		Level 3-5		Level 6-8	
M1	7	18%	21	54 %	7	18%	4	10%

POST-INSTRUCTION

M4	5	13%	22	56%	9	23%	3	8%
----	---	-----	----	-----	---	-----	---	----

64% of students no increase in math grade level

28% increased 1 math grade level

8% increased 2 math grade levels

The 2015 M-STEP

The 2015 MI-STEP was taken to gather baseline data in all subject content areas. At this time, there is not a determined proficiency level.

There were assessments taken in the four core subject areas: English, Math, Social Studies, and Science.

School Improvement Plan

Horizon High School

51 Horizon High School Students took the English MI-STEP Assessment;

32 Boys

19 Girls

There was a possible 50 points available on the MI-STEP English Assessment. This is the percentage breakdown of Horizon High School:

	Number Scoring in Range	% of n =51 Scoring in Range
Scores (0 to 5)	9	17.6%
Scores (6 to 10)	27	52.9%
Scores (11 to 15)	8	15.7%
Scores (16 to 20)	5	9.8%
Scores (20-25)	2	3.9%
Scores (>25)	0	0 %

District and State MI-STEP Data was not available when creating 2015 CNA.

DEMOGRAPHIC DATA

There are 112 students at Horizon High School as of December 2014. Of these students 65 are male and 47 are female.

- ___ Identified as 0 - Hawaiian Native/Pacific Islander
- ___ Identified as 1 - American Indian
- 18 Identified as 2- Asian/Pacific Islander
- 62 Identified as 3 - Black
- ___ Identified as 4 - Hispanic
- 32 Identified as 5 - White (includes Arabic Americans)
- ___ Identified as 6 - Two or more races
- ___ Identified as 7 - Other
- ___ Identified as 8 - Unknown

Through the CEO program, 100% of the students qualify for free lunch. The racial makeup is as follows:

- 62 African American
- 18 Asian American
- 32 European American (includes Arab Americans)
- ___ Latino or Hispanic
- ___ Native American

There were 138 students at Horizon High School as of December 2013. Of these students 71 are male and 67 are female.

- ___ Identified as 0 - Hawaiian Native/Pacific Islander
- ___ Identified as 1 - American Indian
- ___ Identified as 2- Asian/Pacific Islander

School Improvement Plan

Horizon High School

82 Identified as 3 - Black

___ Identified as 4 - Hispanic

56 Identified as 5 - White (includes Arabic Americans)

___ Identified as 6 - Two or more races

___ Identified as 7 - Other

___ Identified as 8 - Unknown

Through the CEO program, 100% of the students qualify for free lunch. The racial makeup is as follows:

82 African American

___ Asian American

56 European American (includes Arab Americans)

___ Latino or Hispanic

___ Native American

In the 2013- 2014 School Year

	Prior	Current
Students Proficient on MME (in all subjects)	<5%	<5%
ACT Composite Score	12.8	12.9
ACT College Readiness Benchmarks	<5%	<5%
4 year Graduation Rate	18.37%	23.73%
Dropout Rate	44.90%	40.68%

There were 139 students at Horizon High School as of December 2012. Of these students are 73 male and 66 are female.

___ Identified as 0 - Hawaiian Native/Pacific Islander

___ Identified as 1 - American Indian

___ Identified as 2- Asian/Pacific Islander

88 Identified as 3 - Black

___ Identified as 4 - Hispanic

51 Identified as 5 - White (includes Arabic Americans)

___ Identified as 6 - Two or more races

___ Identified as 7 - Other

___ Identified as 8 - Unknown

Through the CEO program, 100% of the students qualify for free lunch. The racial makeup is as follows:

88 African American

___ Asian American

51 European American (includes Arab Americans)

___ Latino or Hispanic

___ Native American

School Improvement Plan

Horizon High School

The average daily attendance for students is 76% for the 2014-2015 school year.

The average daily attendance for students is 52.9% for the 2013-2014 school year.

The average daily attendance for students is 57% for the 2012-2013 school year.

DISCIPLINE DATA

Based on the 2014-2015 Behavioral Incidents Report, the following data was collected:

There were 12 referrals due to insubordination

There were 6 suspensions due to use/refusal to stop usage of electronic devices.

There were 16 referrals due to the use of electronic devices.

There were 6 suspensions due to fighting

There were 24 referrals due to disruptive behavior

There were 7 referrals due to profanity or foul language

There were 8 suspensions due to skipping to school

This is a total of 20 out-of-school suspensions.

During the 2013-2014 school year, Horizon had 48 suspensions compared to 69 in the 2012-2013 school year. This data reflects the uniform disciplinary approach regarding violation of student code of conduct which was heavily enforced during the 2013-2014 school year. Also the participation in after-school programs and extended learning opportunities being contingent on non-violations of student code of conduct played a factor in lowering our behavioral infractions. A reduction of over 50% in out of school suspensions in the 2014-2015 school year could be correlated to the focus upon emotional learning due to daily seminar and team building activities.

STUDENT ACHIEVEMENT DATA

2013-2014

Reading Gap

11.54% of all eleventh graders scored at or above proficiency on the Michigan Merit Exam (MME) required assessments, leaving 12.97% gap between our school and the district's proficiency rate of 24.51%.

14.04% of all eleventh graders scored at or above proficiency on the American College Testing (ACT) required assessments, leaving 1.3% gap between our school and the district's proficiency rate of 15.34%.

WRITING GAP

0% of all eleventh graders scored at or above proficiency on the Michigan Merit Exam (MME) required assessments, leaving 16.73% gap between our school and the district's proficiency rate of 16.73 %.

9.81% of all eleventh graders scored at or above proficiency on the American College Testing (ACT) required assessments, leaving 3.95% gap between our school and the district's proficiency rate of 13.76 %.

MATHEMATICS GAP

0% of all eleventh graders scored at or above proficiency on the Michigan Merit Exam (MME) required assessments, leaving 5.84% gap between our school and the district's proficiency rate of 5.84%

13.89% of all eleventh graders scored at or above proficiency on the American College Testing (ACT) required assessments, leaving 2.08% gap between our school and the district's proficiency rate of 15.97%.

SCIENCE GAP

0% of all eleventh graders scored at or above proficiency on the Michigan Merit Exam (MME) required assessments, leaving 2.33% gap

School Improvement Plan

Horizon High School

between our school and the district's proficiency rate of 2.33 %.

SCHOOL PERCEPTION DATA

PARENTS-STRENGTHS

In response to 49 surveys taken by parents regarding programs and services, 98% of the parents felt that the program met their needs as well as the needs of their children. 41 believe that the Administrative staff organizes the school well. 49 believe that Horizon's teachers do a great job, 38 believe the staff is friendly, 44 believe the school and yard are kept clean, 43 believe Horizon is safe, 44 believe that they play a part in decision making at Horizon. Parents are pleased with the way that the new administration is working to change the school culture at Horizon High School.

PARENT-WEAKNESSES/AREAS OF NEED

Parents feel that weekly progress reports would be beneficial to their child's educational growth.

Parents feel that communication between the school and home could be more effective.

Parents feel that the process of early pick-ups need to be revisited (too difficult to pick up their child early).

STAFF STRENGTHS

100% of instructional staff completed the 2014-2015 Five Essentials Survey.

After analysis of the staff surveys, the following strengths were noted:

Staff feels that we set strong standards for student behavior.

Staff feels that administration has a strong presence throughout the building and are effective leaders

Staff feels that the administrators knows what is going on in the classrooms and understands how children learn.

Staff holds the belief that administrators communicate a clear vision for the school.

STAFF- AREAS OF CONCERN

After analysis of the 2014-2015 Five Essentials staff surveys, the following areas of concern were noted: The parental involvement component found two concerns: involving attendance at parent-teacher conferences and helping their children learn had a rating of Very Weak from the teacher's perception. 80% of the staff would like to be involved in shared decision making.

STUDENT-STRENGTHS

68% if students completed surveys

Students report that they receive adequate academic support from peers

An average of 86% of students feel that teachers connect with them in the classroom and support their academic goals

An average of 89% if students feel that they are provided clear learning goals and instruction that supports achievement.

An average of 79% if students feel that their teachers expect them to do their best to meet academic standards.

59% of students did not feel safe outside the school and 48% did not feel safe traveling to and from school.

33% of students rated human and social resources in the community as weak.

32% would like to be challenged academically.

AREAS OF PRIORITY:

Subgroup priorities: Horizon will focus on the bottom 30% subgroup in all content areas

Perception priorities: Horizon will focus on parent involvement specifically communication between home and school. In addition, we will place student safety and shared-decision making a priority.

Demographic priorities: Horizon will focus on attendance and behavior as priority areas.

School Improvement Plan

Horizon High School

Professional development priorities: Horizon will focus on building the staff capacity in all content areas with a focus on STEAM.

Program/Process priorities: Horizon has set data management and information management as a priority.

STUDENT ACHIEVEMENT CONCLUSION:

Horizon students are below proficiency in all subject areas. We will focus on the following:

Reading: Comprehension of Narrative and Expository Text and Word Study

Writing: Writing genres, writing process, Personal Style, Grammar Usage, and Spelling.

Mathematics: Numbers and Operations, Geometry, Fractions, Multiplication and Division, Algebra and Mathematical Connections.

Science: Interpreting Graphs & Charts, Science processes with respect to: Earth Science, Physical Science, Biology and Chemistry

Social Studies: Geographical and Historical Perspectives, Civics and Extended Cultural Experiences

PROGRAM AND PROCESS CONCLUSION:

Horizon will focus on data and information management, specifically providing support for data driven decision making in instruction and content delivery.

PERCEPTION CONCLUSION:

Horizon will focus on safety, parent involvement, communication, and shared decision making among all stakeholders. "Building School Community" this priority will continue to be addressed with daily seminars to improve on the students & teachers emotional learning goals; focus will remain on improving attendance and student goal setting. ELL/ Parental Involvement (Parental Involvement Priority) This team will establish six after-school events that all of the stakeholders of the Horizon High School learning community; Summer Fiesta!, Ferryboat Title I Trip, Winter Celebration Party, etc

PROFESSIONAL DEVELOPMENT CONCLUSION:

Horizon teachers and administration will focus on "Creating Effective Classroom Environments" by choosing Professional Development that focused on improving achievement in: Reading, Writing, Science, Social Studies, and Math.

SUBGROUP CONCLUSION:

Student/Teacher Academic Reading Support (STARS) (ELL Literacy/Subgroup Priority) Research has shown that English Language Learners (ELL) must be given opportunities to speak English. This one on one, low stress engagement with a teacher in a small group setting once/week is intended to give students the necessary "extra time" for language acquisition. Due to our flexible scheduling, students will come in on Friday mornings for 90 minutes of spoken English activities to build vocabulary and confidence in spoken English.

DEMOGRAPHIC CONCLUSION:

Horizon will focus on increasing positive behavior and daily attendance. The "Be Here, Stay Here, and Learn Here" Team (Demographic Priorities) This team creates surveys, generates the data collected from these surveys, and makes presentations/suggestions based upon this data. for teachers, parents, and students to facilitate learning and understanding between all three groups.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Through analysis of the results of the comprehensive needs assessment, HAE has determined that our goals are to improve proficiency in reading, writing, math, science and social studies. Through the use of research based strategies and greater differentiation in the classroom, increased professional development activities in all content areas, as well as, school culture and climate, and increased teacher collaboration to support such practices, these goals will be met.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

We now realize differentiated instruction and integrated instruction is needed to help close the academic gap for our students. We are also in the process of creating modules where each core curriculum is reinforcing the same vocabulary, reading comprehension, and critical thinking skills. Using the practices of the Literacy Collaboration, teachers will collaborate each week to: Insure that Tier I (Sight Words) are known to all students, generate Tier II (descriptive and linking) vocabulary common to all subject areas, and be made aware of Tier III (content area) vocabulary to be used in each specific course of study.

The following goals address the needs of students with special recognition being paid to bottom 30% subgroup (based upon assessment data). Horizon High School has chosen to tier interventions in all core content areas. In addition, the STEAM reform initiative will support students in becoming proficient by the end of eleventh grade, in science, technology, engineering, art, and mathematics content, practices, and processes, while integrating STEAM content with other reading, writing, and social studies.

Students will answer complex questions, investigate global issues, solve real-world problems, and meet real world challenges while engaging in meaningful, purposeful, and relevant hands-on inquiry based, problem-based and/or project-based learning experiences throughout the school..

FRIDAY TEACHER SCHEDULE:

- 8:30 - 10:00 Faculty Meeting: discussion of events, mini professional development, data analysis, seminar schedule.
- 10:00 - 11:30 ALL teachers assigned students from TABE results to engage in oral communication on a prescribed topic by the STARS coordinator.
- 11:30- 12:00 Lunch
- 12:00 - 3:30 Common Planning ALL subject areas to create integrated and differentiated instruction for students.

TIER I - Strategies for ALL students - Explicit systemic and systematic instruction, cooperative learning, differentiated instruction, project-based learning, and weekly extended teacher tutoring time.

TIER II - Strategies for Targeted Students - small group differentiated instruction, cooperative learning, , and guided reading.

TIER III - INTENSIVE Intervention Strategies- one-on-one support through push in - pull out services, extended day, and individualized teacher instruction at a set weekly appointment time per week,

School Improvement Plan

Horizon High School

WRITING GOAL:

TIER I - Strategies for ALL students - Explicit systemic and systematic instruction, cooperative learning, differentiated instruction, project-based learning, and weekly extended teacher tutoring time.

TIER II - Strategies for Targeted Students - small group differentiated instruction, cooperative learning, , and guided reading.

TIER III - INTENSIVE Intervention Strategies- one-on-one support through push in - pull out services, extended day, and individualized teacher instruction at a set weekly appointment time per week,

MATHEMATICS GOAL

TIER I - Strategies for ALL students - Explicit systemic and systematic instruction, cooperative learning, differentiated instruction, project-based learning, and weekly extended teacher tutoring time.

TIER II - Strategies for Targeted Students - small group differentiated instruction, cooperative learning, , and guided reading.

TIER III - INTENSIVE Intervention Strategies- one-on-one support through push in - pull out services, extended day, and individualized teacher instruction at a set weekly appointment time per week.

SCIENCE GOAL

TIER I - Strategies for ALL students - Explicit systemic and systematic instruction, cooperative learning, differentiated instruction, project-based learning, and weekly extended teacher tutoring time.

TIER II - Strategies for Targeted Students - small group differentiated instruction, cooperative learning, , and guided reading.

TIER III - INTENSIVE Intervention Strategies- one-on-one support through push in - pull out services, extended day, and individualized teacher instruction at a set weekly appointment time per week..

SOCIAL STUDIES

TIER I - Strategies for ALL students - Explicit systemic and systematic instruction, cooperative learning, differentiated instruction, project-based learning, and weekly extended teacher tutoring time.

TIER II - Strategies for Targeted Students - small group differentiated instruction, cooperative learning, , and guided reading.

TIER III - INTENSIVE Intervention Strategies- one-on-one support through push in - pull out services, extended day, and individualized teacher instruction at a set weekly appointment time per week,

CULTURE AND CLIMATE GOAL

All Horizon Alternative students will participate in a seminar period and restorative circles to create and foster a positive school culture and climate.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

The overarching comprehensive research-based concept/program that the school improvement team is implementing is differentiated instruction combined with integrated instruction. Students are evaluated by a variety of summative and formative assessments. Instructional decisions are set in motion using various instructional strategies and interventions. This process is on-going, flexible and responsive to student needs.

As shown in the Comprehensive Needs Assessment (CNA) Horizon Alternative School did not meet the state standards in any of the content areas based upon the state assessment. In response to this, all strategies identified in the plan have a primary focus of increasing all student's levels of proficiency in reaching state standards in all content areas. Specific strategies have been targeted school wide.

The twelve researched based power strategies are used in all core content areas and elective classes. They will focus on peer partnering, reading, writing, scholarly research, and three stages of thinking: self to self, self to partner, and self to large group.

Instructional:

The Twelve Power Strategies: Peer Conversations, Scheduled Note-Taking, Picture Inductive Model, Pen-In-Hand, Graphic Organizers, Data Set, Question Chunk Annotate, Word Splash, Think Aloud, Think First, Rubric Check, Scholarly Research. This is based on research. Additionally, the following researched based strategies will be use to provide targeted instruction to individual students in their areas of need in order to close achievement gaps:

Reading: 45 Minute daily OdysseyWare online reading program, 12 Power Reading Strategies, Tier I, II, III Vocabulary, Integrated & Differentiated Instruction, group read alouds.

Writing: 45 Minute daily OdysseyWare online reading program, 12 Power Reading Strategies, Tier I, II, III Vocabulary, Integrated & Differentiated Instruction, group read alouds, daily writing prompts with student editing.

Math: Alpha 2, Blended Learning, STEAM projects

Science: Benchmarks/Checkpoints, context-dependent vocabulary, STEAM projects, online reading by teacher of textbook, and interpreting graphical information

Social Studies: Benchmarks/Checkpoints, Common Core Standards, Developing Expository Writing Skills.

Team Lesson Planning to identify areas where engagement, alignment, and rigor are in place in each classroom.

Teacher support is given to help make this transition seamless across the student population.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

High Schools That Work will be the program that we will be implementing. High Schools That Work (HSTW) has identified a set of Key Practices that impact student achievement through development of multiple programs of study that prepare students for postsecondary studies and careers. These Key Practices provide direction and meaning to comprehensive school improvement:

School Improvement Plan

Horizon High School

- 1) High expectations: Motivate more students to meet higher standards by integrating high expectations into classroom practices and providing frequent feedback.
- 2) Program of study: Require each student to complete an upgraded academic core and a concentration.
- 3) Academic studies: Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects.
- 4) Career-technical studies: Provide more students access to intellectually challenging career-technical studies in high-demand fields that emphasize the higher-level academic and problem-solving skills needed in the workplace and in further education.
- 5) Work-based learning: Enable students and their parents to choose from programs that integrate challenging high school studies and work-based learning and are planned by educators, employers and students.
- 6) Teachers working together: Provide cross-disciplinary teams of teachers time and support to work together to help students succeed in challenging academic and career/technical studies.
- 7) Students actively engaged: Engage students in academic and career-technical classrooms in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology.
- 8) Guidance: Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of an accelerated program of study with an academic or career-technical concentration.
- 9) Extra help: Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content.
- 10) Culture of continuous improvement: Use data continually to improve school culture, organization, management, curriculum and instruction to advance student learning.

Teachers will have a weekly common planning time to incorporate all components of effective teaching practices.

EMOTIONAL LEARNING

Due to the success of the implementation of the C.A.R.E.; Strategies to Bridge the Achievement Gap in the 2014-2015 school year, on increasing student attendance and graduation rate and a decrease in disciplinary referrals, We will continue the use of C.A.R.E. C.A.R.E, a researched-based and developed through the collaborative effort of teachers, education support professionals, researchers, community advocates, parents, and practitioners, "C.A.R.E: Strategies for Closing the Achievement Gaps" offers concrete ways to examine and change classroom curriculum and classroom practices. C.A.R.E stands for Culture, Abilities, Resilience, and Effort. As we learn about the cultures students bring to school, and how to connect these cultures to what students learn, we must also learn about the culture that permeates school and who it advantages or disadvantages certain students. As we learn about the abilities students possess and how to build on them, we must also learn about what abilities are valued in school and look at alternative ways to assess what students have learned and can do. As we learn how students are resilient and how to direct that resilience and how to direct that resilience toward academic achievement, we must also learn how resilience can manifest itself as a rejection of school success and how protective factors differ in different contexts. Finally, we must discover how students find the motivation to put effort into their studies and discover ways to foster that effort.

Students will have extended classroom time in all core classes and electives.

Students will have access to additional individual tutorial time and focused, small group learning sessions on a weekly basis.

THE TWELVE POWER STRATEGIES (Supported by IRRE & CAL:(Center for Applied Linguistics)

The 12 research-based strategies that increase quantity and quality of instruction are: peer conversations, structured note-taking, picture inductive model, pen-in-hand, graphic organizers, data set, question-chunk-annotate, word splash, think aloud, think first, rubric check, scholarly research.

Literacy Strategy Research References

Literacy in general

Biancarosa, C. & Snow, C.E. (2006). Reading next: A vision for action and research in middle and high school literacy-A report to Carnegie Corporation of New York, Washington, DC: Alliance of Excellent Education. <http://www.all4ed.org/files/WritingNext.pdf>

Graham, S. & Perin, D. (2007). Writing next: Effective Strategies to improve writing of adolescents in middle and high schools - A report to Carnegie Corporation of New York, Washington, DC: Alliance of Excellent Education. <http://www.all4ed.org/files/WritingNext.pdf>

12 Power Strategies

Peer Conversations

Kagan, S. (2001). Kagan structures: Research and rationale. Kagan Online Magazine. Retrieved from http://www.kaganonline.com/free_articles/research_and_rationale/282/Kagan-Structures-Research-and-Rationale- Cooperative learning theory, Multiple Intelligences Theory, Brain Compatible Learning, Expectation Theory, Learned Optimism Theory, Flow Theory, Vygotsky's Theory, Behavior Theory, Transference Theory

- Cooperative learning theory posits that students learn best when they can encourage and tutor each other, when they are held accountable, when they all participate about equally, and when there is a great deal of active, interactive engagement.
- Students have "more brain activity in more places in the brain when students are interacting."
- Pushes thinking skills, higher-order thinking
- Strengthens social skills and relations as part of the 21st century skillset

National Governor Association Center for Best Practices (NGA Center), Council of Chief State Officers (CCSSO). (2010). Common core state standards for English language arts and literacy in history, social studies, science, and technical subjects. Washington, DC: Author. - "to become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations-part of a whole class, in small groups, and with a partner-built around important content."

Johnson, R.T. & Johnson, D.W. (n.d) Encouraging student/student interactions. Retrieved from <http://narst.org/publications/research/encourage2.cfm>

- "Reports on over 600 research studies, dating back to the 1800's which compare learning in cooperative, competitive and individualistic goal structure have been collected at the Cooperative Learning Center at the University of Minnesota. From these studies it had been concluded that having

students work together cooperatively is much more powerful than having students work alone, competitively, or individually (Johnson & Johnson 1982, Johnson, Maruyama, Johnson, Nelson & Skon, 1981).

Some of the findings include:

- "More students learn more material when they work together, cooperatively, than when students compete or work alone, individualistically."
- "More students are motivated to learn more material when they work together, cooperatively, than when students compete or work alone, individualistically (and the motivation tends to be more intrinsic)."
- "Students have more positive attitudes when they work together cooperatively than when they compete or work alone, individualistically."
- Students are more positive about the subject being studied, the teacher, themselves as learners in that class, and are more accepting of each other (male or female, handicapped or not, bright or struggling, or from different ethnic backgrounds) when they work together cooperatively."

Structured Notetaking

Fisher, D., Frey, N., & Williams, D. (2002, November). Seven Literacy Strategies that Work. *Educational Leadership*, 60, 3.

Retrieved from <http://pbs.org/teacherline/courses/rdla220/docs/fisher.pdf>

- Many students do not have a variety of study habits or a firm grasp of note-taking
- Notetaking is not simply a way to record facts; it also leads to a deeper student engagement and reflection

Buehl, D. (2000). *Classroom Strategies for Interactive Learning* (2nd Ed.) Newark, DE: IRA

- Helps students become more effective note takers.
- Assist students in understanding the content of their reading or listening.
- Without explicit instruction and guidance, many students stop at writing down words or phrases word for word without follow-up analysis and synthesis

Marzano, R., Pickering, D.J., & Polluck, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: ASCD

- Help increase student performance because both teacher and student involved in the process
- Gain a larger understanding of the concepts presented
- Ask students to analyze notes and put their understanding in their own words.

Graphic Organizers

Fisher, D., Frey, N., & Williams, D. (2002, November). Seven Literacy Strategies that Work. *Educational Leadership*, 60, 3.

Retrieved from <http://pbs.org/teacherline/courses/rdla220/docs/fisher.pdf>

- Provide students with visual information that compliments the class discussion or text.

Willis, S. (2005). The theoretical and empirical basis for graphic organizer instruction. Retrieved from:

<http://hoover.k12.al.us/hcsnet/rfbms/makessense%207.4/donotopenfolder/implmnt/dontopen/msstrats/stuf/TheoreticBasis.pdf>

- Cognitive and Schema theory; Cognitive Load Theory; Dual Coding Theory
- "When students learn something new, they must be able to retain the information for later use."
- "graphic organizers make it easier to link new information to existing knowledge and help students build the schema they need to understand new concepts (Guastello, Beasley, & Sinatra, 2000)."

Marzano, R., Pickering, D.J., & Polluck, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA:ASCD

- Graphic organizers "enhance the development of non-linguistic representations in students and therefore, enhance the development of the content."

Think First

Silver, H.F., Dewing, R.T., & Perini, M.J. (2012). The core six: Essential strategies for achieving excellence with the common core. Alexandria, VA:ASCD.

- "slows down the thinking process."
- "provides the scaffolding emerging writers need as they learn to produce high-quality responses on demand."

Graham, S. & Perin, D. (2007). Writing next: Effective Strategies to improve writing of adolescents in middle and high schools - A report to Carnegie Corporation of New York, Washington, DC: Alliance of Excellent Education. <http://www.all4ed.org/files/WritingNext.pdf>

- "engages students in activities designed to help them generate or organize ideas for their composition."
- "engaging adolescents in such activities before they write a first draft improves the quality of their writing."
- "include gathering possible information for a paper through reading or developing a visual representation of their ideas before sitting down to work."

Question-Chunk-Annotate (QCA)

- Although it is not completely inductive it does engage student in thinking about the reading before engaging, requiring students to make connections to what they know and understand about a subject. They are also beginning to engage by predicting what they think the article is going to address to help answer the overarching question (Hiebert, 2010).
- All students must be asked and expected to engage with texts that may challenge their levels of development in reading comprehension if they are to continue to grow and refine their skills. QCA is a strategy that assists students in being successful with more challenging texts. It breaks the reading down into accessible pieces in which they have the time and space to stop, think, and connect with what is read (Guthrie, McRaie, & Klauda, 2007).
- Engaged silent reading is purposeful, asking students to think, annotate and interact with the text leads to greater comprehension (van den Broek & Kendeou, 2008).
- Research has shown that students who believe they are competent readers and can be successful in reading a piece of text are more likely to persevere in the face of difficulties or challenges when they read silently. Breaking the reading into smaller chunks helps to motivate and encourage students as well as to push themselves with the confidence needed to be successful (Codington, 2009, Guthrie, Codington, & Wigfield, 2009).

Inductive Learning (Data Set, Word Splash, PIM)

- Marzano, (2010), identifies making inferences as a foundational process that underlies higher-order thinking and 21st century skills.
- Hilda Taba (Taba, Durkin, Fraenkel, & McNaughton, 1971) Pioneering work on inductive learning along with Bruce Joyce (Models of Teaching, 2004, 7th edition) were concerned that education was placing

too much emphasis on memorization of discrete facts and not enough emphasis on critical and conceptual thinking. Taba and Joyce both proposed that teachers shift from giving students information to helping them discover the relationships between big ideas and key details that make up lessons, units, and disciplines. This process encourages students to develop their natural powers of inductive reasoning, moving from specific details to bigger ideas to broad generalizations.- New meta-analytic research on effective teaching practices (Dean et al, 2012) suggests that teaching students how to classify information and how to generate and test hypothesis -core skills built into Taba's and Joyce's models- both raise student achievement.

-John Hattie, 2009 - Meta-Analysis of highly effective teachers and strategies that required students to think and draw conclusions had the greatest impact on growth.

-Marzano, Pickering, and Pollock (2001) Classroom Instruction that Works

-Gentner, Loewenstien, Thompson, & Forbes, 2009, Research shows that novice learners often fail to make connections between what they are learning and what they already learned, strategies that require them to approach the concepts and ideas from what they know and begin to stretch and build relationships to what they do know increases the learning and sticking power of the interaction. This inductive approach and strategies associated with it (PIM, Data Set, Word Splash) provide the students these opportunities to make these connections and to manipulate the data received in ways that make sense to them.

Inductive Strategies

Big Picture

- Induces students to classification of data and processing of information
- Utilizes fundamental higher-order thinking skills
- Teaches how to think (a learning strategy)
- Promotes deeper understanding and greater retention of knowledge and concepts
- Increases achievement; raises intellectual capacity

Strategies Utilized

- Versatile (learner ability, ages, disciplines)
- Easy to adjust level of difficulty (reading load, conceptual load)
- Builds knowledge base, vocabulary
- Foster inquiry
- Teaches a method of approaching/processing new information
- Promotes active engagement, collaborative work, negotiating knowledge, learning how others think
- Provides opportunities for multiple reads; literacy-rich - Many entry points to pique interest - Many ways to be successful
- Teaches/causes practice in all levels of thinking (i.e., knowledge, comprehension, compare/contrast, analysis, synthesis, application, evaluation).
- Provides enjoyable and interesting information.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Based on the Comprehensive Needs Assessment we found that most of our students did not meet state standards for proficiency in any subject. After further analysis we found that nearly a 3rd of the students were not "close to proficient".

The following supports are in place for Reading/Writing

The following strategies are used building wide to support literacy in all subjects:

Literacy in general

- Biancarosa, C. & Snow, C.E. (2006). Reading next: A vision for action and research in middle and high school literacy-A report to Carnegie Corporation of New York, Washington, DC: Alliance of Excellent Education. <http://www.all4ed.org/files/WritingNext.pdf>
- Graham, S. & Perin, D. (2007). Writing next: Effective Strategies to improve writing of adolescents in middle and high schools - A report to Carnegie Corporation of New York, Washington, DC: Alliance of Excellent Education. <http://www.all4ed.org/files/WritingNext.pdf>

Structured Notetaking

- Fisher, D., Frey, N., & Williams, D. (2002, November). Seven Literacy Strategies that Work. Educational Leadership, 60, 3. Retrieved from <http://pbs.org/teacherline/courses/rdla220/docs/fisher.pdf>
- Many students do not have a variety of study habits or a firm grasp of notetaking
 - Notetaking is not simply a way to record facts; it also leads to a deeper student engagement and reflection
- Buehl, D. (2000). Classroom Strategies for Interactive Learning (2nd Ed.) Newark, DE: IRA
- Helps students become more effective note takers.
 - Assist students in understanding the content of their reading or listening.
 - Without explicit instruction and guidance, many students stop at writing down words or phrases word for word without follow-up analysis and synthesis
- Marzano, R., Pickering, D.J., & Polluck, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: ASCD
- Help increase student performance because both teacher and student involved in the process
 - Gain a larger understanding of the concepts presented
 - Ask students to analyze notes and put their understanding in their own words.

Graphic Organizers

- Fisher, D., Frey, N., & Williams, D. (2002, November). Seven Literacy Strategies that Work. Educational Leadership, 60, 3. Retrieved from <http://pbs.org/teacherline/courses/rdla220/docs/fisher.pdf>
- Provide students with visual information that compliments the class discussion or text.
- Willis, S. (2005). The theoretical and empirical basis for graphic organizer instruction. Retrieved from: <http://hoover.k12.al.us/hcsnet/rfbms/makessense%207.4/donotopenfolder/implmnt/dontopen/msstrats/stuf/TheoreticBasis.pdf>
- Cognitive and Schema theory; Cognitive Load Theory; Dual Coding Theory
 - "When students learn something new, they must be able to retain the information for later use.
 - "graphic organizers make it easier to link new information to existing knowledge and help students build the schema they need to understand new concepts (Guastello, Beasley, & Sinatra, 2000)."
- Marzano, R., Pickering, D.J., & Polluck, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: ASCD
- Graphic organizers "enhance the development of non-linguistic representations in students and therefore, enhance the development of the content."

Peer Conversations

- Kagan, S. (2001). Kagan structures: Research and rationale. Kagan Online Magazine. Retrieved from http://www.kaganonline.com/free_articles/research_and_rationale/282/Kagan-Structures-Research-and-Rationale
- Cooperative learning theory, Multiple Intelligences Theory, Brain Compatible Learning, Expectation Theory, Learned Optimism Theory, Flow Theory, Vgotsky's Theory, Behavior Theory, Transference Theory

School Improvement Plan

Horizon High School

- Cooperative learning theory posits that students learn best when they can encourage and tutor each other, when they are held accountable, when they all participate about equally, and when there is a great deal of active - Students have "more brain activity in more places in the brain when students are interacting."
- Pushes thinking skills, higher-order thinking
- Strengthens social skills and relations as part of the 21st century skillset

National Governor Association Center for Best Practices (NGA Center), Council of Chief State Officers (CCSSO). (2010). Common core state standards for English language arts and literacy in history, social studies, science, and technical subjects.

Washington, DC: Author. - "to become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations-part of a whole class, in small groups, and with a partner-built around important content."

Johnson, R.T. & Johnson, D.W. (n.d) Encouraging student/student interactions. Retrieved from <http://narst.org/publications/research/encourage2.cfm>

- "Reports on over 600 research studies, dating back to the 1800's which compare learning in cooperative, competitive and individualistic goal structure have been collected at the Cooperative leaning Center at the University of Minnesota. From these studies it had been concluded that having students work together cooperatively is much more powerful than having students work alone, competitively, or individually (Johnson & Johnson 1982, Johnson, Maruyama, Johnson, Nelson & Skon, 1981).

Some of the findings include:

- "More students learn more material when they work together, cooperatively, than when students compete or work alone, individualistically."
- "More students are motivated to learn more material when they work together, cooperatively, than when students compete or work alone, individualistically (and the motivation tends to be more intrinsic)."
- "Students have more positive attitudes when they work together cooperatively than when they compete or work alone, individualistically."
- "Students are more positive about the subject being studied, the teacher, themselves as learners in that class, and are more accepting of each other (male or female, handicapped or not, bright or struggling, or from different ethnic backgrounds) when they work together cooperatively."

Think First

Silver, H.F., Dewing, R.T., & Perini, M.J. (2012). The core six: Essential strategies for achieving excellence with the common core. Alexandria, VA:ASCD.

- "slows down the thinking process."
- "provides the scaffolding emerging writers need as they learn to produce high-quality responses on demand."

Graham,S. & Perin, D. (2007). Writing next: Effective Strategies to improve writing of adolescents in middle an high schools - A report to Carnegie Corporation of New York, Washington, DC: Alliance of Excellent Education. <http://www.all4ed.org/files/WritingNext.pdf>

- "engages students in activities designed to help them generate or organize ideas for their composition."
- "engaging adolescents in such activities before they write a first draft improves the quality of their writing."
- "include gathering possible information for a paper through reading or developing a visual representation of their ideas before sitting down to work."

Question-Chunk-Annotate (QCA)

- Although it is not completley inductive it does engage student in thinking about the reading before engaging, requiring students to make connections to what they know and understand about a subject. They are also beginning to engage by predicting what they think the article is going to address to help answer the overarching question (Hiebert, 2010).

School Improvement Plan

Horizon High School

- All students must be asked and expected to engage with texts that may challenge their levels of development in reading comprehension if they are to continue to grow and refine their skills. QCA is a strategy that assists students in being successful with more challenging texts. It breaks the reading down into accessible pieces in which they have the time and space to stop, think, and connect with what is read (Guthrie, McRaie, & Klauda, 2007).
- Engaged silent reading is purposeful, asking students to think, annotate and interact with the text leads to greater comprehension (van den Broek & Kendeou, 2008).
- Research has shown that students who believe they are competent readers and can be successful in reading a piece of text are more likely to persevere in the face of difficulties or challenges when they read silently. Breaking the reading into smaller chunks helps to motivate and encourage students as well as to push themselves with the confidence needed to be successful (Codington, 2009, Guthrie, Codington, & Wigfield, 2009).

Inductive Learning (Data Set, Word Splash, PIM)

- Marzano, (2010), identifies making inferences as a foundational process that underlies higher-order thinking and 21st century skills.
- Hilda Taba (Taba, Durkin, Fraenkel, & McNaughton, 1971) Pioneering work on inductive learning along with Bruce Joyce (Models of Teaching, 2004, 7th edition) were concerned that education was placing too much emphasis on memorization of discrete facts and not enough emphasis on critical and conceptual thinking. Taba and Joyce both proposed that teachers shift from giving students information to helping them discover the relationships between big ideas and key details that make up lessons, units, and disciplines. This process encourages students to develop their natural powers of inductive reasoning, moving from specific details to bigger ideas to broad generalizations.
- New meta-analytic research on effective teaching practices (Dean et al, 2012) suggests that teaching students how to classify information and how to generate and test hypothesis -core skills built into Taba's and Joyce's models- both raise student achievement.
- John Hattie, 2009 - Meta-Analysis of highly effective teachers and strategies that required students to think and draw conclusions had the greatest impact on growth.
- Marzano, Pickering, and Pollock (2001) Classroom Instruction that Works
- Gentner, Loewenstien, Thompson, & Forbes, 2009, Research shows that novice learners often fail to make connections between what they are learning and what they already learned, strategies that require them to approach the concepts and ideas from what they know and begin to stretch and build relationships to what they do know increases the learning and sticking power of the interaction. This inductive approach and strategies associated with it (PIM,Data Set, Word Splash) provide the students these opportunities to make these connections and to manipulate the data received in ways that make sense to them.

Inductive Strategies

Big Picture

- Induces students to classification of data and processing of information
- Utilizes fundamental higher-order thinking skills
- Teaches how to think (a learning strategy)
- Promotes deeper understanding and greater retention of knowledge and concepts
- Increases achievement; raises intellectual capacity

Strategies Utilized

- Versatile (learner ability, ages, disciplines)
- Easy to adjust level of difficulty (reading load, conceptual load)
- Builds knowledge base, vocabulary
- Foster inquiry

School Improvement Plan

Horizon High School

- Teaches a method of approaching/processing new information
- Promotes active engagement, collaborative work, negotiating knowledge, learning how others think
- Provides opportunities for multiple reads; literacy-rich - Many entry points to pique interest - Many ways to be successful
- Teaches/causes practice in all levels of thinking (i.e., knowledge, comprehension, compare/contrast, analysis, synthesis, application, evaluation).
- Provides enjoyable and interesting information.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Flexibility and precision will drive our extended day program. We will be:

1. Extended day through after school tutoring in all core subject areas.
2. Students will have access to computer labs on Friday am to work on online courses and tutoring by appointment only in Friday am.
3. All students will be required to take a grade level reading course.
4. All students reading at or below a sixth grade reading level in the high school setting are required to attend STARS reading program on Friday am with assigned grade level teacher.
5. Needs are identified by ongoing formative assessment, test scores, TABE scores and M-STEP results.

SEMINAR

Each student will be assigned to a specific member of the faculty. They will meet with this faculty member every day in a small group setting for 45 minutes to discuss each student's grades, attendance, and motivation. The group will be given a team building activity to work on together as the teacher performs individualized interviews. Strategies will be discussed, agreed to, and implemented. Notes of the meeting will be logged for future reference.

Horizon High School will provide many opportunities for students who are experiencing difficulty mastering the State's academic achievement assessment standards. Identified students receive additional assistance in specific targeted areas. For additional support, classroom teachers provide differentiated instruction with flexible grouping, small group interventions, and after-school reading improvement programs.

Reading:

Students will be assessed to determine what his/her individual reading level using the TABE results. Teachers will be given the e-book: "Improving Adolescent Literacy: Content Area Strategies at Work" by Douglas Fisher & Nancy Frey. Teachers will be expected to implement reading strategies in every lesson. Strategies will be implemented daily in the classroom to improve reading skills. Support is delivered by classroom teachers throughout the course.

Teachers will be given CAL's "What's Different About Teaching Reading to English Language Learners?" Study Guide to encourage working with small groups of students to provide increased support for ELL students. Students will be required to attend Reading Lab a minimum of 45 minutes/day.

Identified students will work with their assigned teacher for 90 minutes once/week in a small group setting (maximum 7 students).

Math:

School Improvement Plan

Horizon High School

Using the work of Jessica Venezia, we will implement Blended Learning Math Intervention Program (BLMIP). Based on current research and results of a teacher survey, the intervention program utilized three key components to student success in the 21st century: 1) personalized learning assessment program to enhance differentiated instruction, 2) effective direct classroom instruction and 3) partnership for the 21st century skills and online tools all combined within a blended learning model.

A set time of 20 minutes per class period will be dedicated to students who need additional instruction. This need will be assessed by the teacher in a tangible way. Study Island, a computer software program, will also be available for individualized math support.

This blended learning model included the following characteristics:

- 1) a shift from lecture-centered to student-centered instruction in which students become active and interactive learners,
- 2) increase in interaction between student-instructor, student-student, student-content and student-outside resources and
- 3) integrated formative and summative assessment mechanisms for students and instructors.

The required components of the BLMIP to ensure student success were: 1) Students' constant access to all learning content, 2) the ability to consistently compare their progress against the learning outcomes, 3) able to continuously receive supporting feedback on this progress, 4) staff's consistent access to information on student progress, 5) students participate in interactive learning opportunities during face-to-face learning sessions, 6) students and teachers use asynchronous collaborative learning which extends the face to face learning, 7) the utilization of researched technological tools to enhance student support and provide teachers with time saving processes that enable them to regularly conduct data analysis and stay up to date on student progress. The key to the success of the BLMIP is that feedback is consistent and timely so that a student can continue working on a track that is individualized to his or her specific needs.

Science:

After school tutoring, flexible grouping, and instruction catered to individual learning style and Gardner's Seven Intelligences.

Alternative assessment and project-based learning implemented in all classrooms. Hands-on activities to support learning on a weekly basis.

Credit Recovery is offered as a course selection throughout the school year. OdysseyWare is the platform that is offered at Horizon High School which is monitored by a teacher who is also present to offer assistance.

Identification and Exit Criteria:

All of the assistance is provided for students who are experiencing difficulty meeting the State academic standards. Entrance guidelines, such as a 3 or 4 on the MEAP or scoring below college readiness on the EXPLORE, or identification through 31A at risk indicators as used to identify 9th grade students. Students currently in the building will be continuously monitored by their assigned academic adviser. Students who are scoring proficient will be exited and if they are still experiencing difficulty, they may continue in targeted assistance and/or receive additional supports.

5. Describe how the school determines if these needs of students are being met.

Students will be formally assessed four times a year using the TABE. Students will also be given informal reading level assessments every month using Illuminate software to generate online student assessments.

Every student in the school will be assigned a teacher from the six member faculty. The faculty will: monitor grades and progress of the student on a weekly basis, oversee attendance issues, contact parent and/or guardian at the first indication of a problem, tutor student if necessary in core area that is problematic, and meet with student on a weekly basis to evaluate how the student assesses their own

School Improvement Plan

Horizon High School

progress. Teachers will be required to enter grades from each assignments no later than the following Monday. Data will be monitored through Illuminated/Gradebook software. Progress report checks and review of data will take place with the entire team of teachers.

Parents will have continuous access to their child's grades, attendance, and behavior through parent connect and weekly phone calls.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	<p>The one paraprofessional is highly qualified, meeting the requirements for NCLB for the current position. she has 60+ hours of higher education credits and has passed the Work Keys Test.</p>	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	<p>All Horizon Alternative Education staff, 6 teachers are highly qualified as mandated by the No Child Left Behind Act of 2001. Staff is contacted prior to the expiration of certification to ensure that they hold necessary certification to and are qualified to teach their assigned grade level and/or content area. All Horizon staff possess a minimum of a Bachelors degree and a valid teaching certificate for the state of Michigan. One has achieved their Masters and two are in the progress of completion.</p>	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

During the 2014-2015 school year, we lost our Social Studies teacher at the beginning of the school year. We filled this position, but the teacher left due to illness. Their position was filled by a veteran teacher from within our district who retired at the end of this school year. This means that we will be replacing one out of six teachers for the 2015-2016 school year, or a turnover rate of 17%.

2. What is the experience level of key teaching and learning personnel?

Teaching Experience: 0-5=2 6-10=1 11-15=1 16-19=1 20+=1

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Horizon provides regular professional input into building activities and program via our School Improvement Team, staff surveys and monthly meetings. Teachers will also have a common, once a week planning block of three and 1/2 hours. Horizon has implemented a Social/Emotional Instruction component to lesson inappropriate student behavior. Teachers and administrators collaborate on all curriculum and professional development activities. Teachers are strongly supported by the administrator.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

The Hamtramck Public Schools District offers teachers a competitive salary and benefit package.

- The district provides new teachers a highly qualified, tenured mentor for the first four years of employment.
- The district includes teachers in the continuous improvement planning process and other school initiatives and activities
- The district abides by NCLB legislation in hiring all staff.
- The district and/or building offers a safe and secure working environment via our safety committee, class size limits, district wide initiatives, monthly student behavior meetings, student code of conduct, staff ethical code of conduct agreement, and parent-student-teacher compact.
- The district offers each staff member opportunities to enrich/enhance his/her skill base through professional development, staff leadership opportunities and the necessary training, stipends for additional responsibilities and education.
- The district offers each teacher a paid daily preparatory period.
- The district has implemented a Public Relations Committee to attract and retain a stable student census to prevent staff lay offs.
- The district is an equal opportunity employer that accepts unsolicited applications from any interested candidate.
- The district utilizes the skills and talents of the teaching staff to drive our GLCE drive curricula and teaching resources.
- The district provides the teaching staff technology resources to increase efficiency and enhance instruction.-

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

The turnover rate at our school is not due to teacher dissatisfaction. It was due to illness and retirement. We have a small faculty, so losing a small number reflects as a high percentage. We strive to make all educators feel valued, respected, and appreciated. We celebrate all special occasions and events. We collaborate with and listen to each others ideas and concerns.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Horizon High School staff will receive ongoing sustainable professional development that is aligned with our comprehensive need assessment and the goals of the school improvement plan. The following professional learning activities have been selected to help our staff improve practices.

Horizon High School's comprehensive needs assessment indicated that all core content areas are in need of focus for our professional learning. Our school has selected to model Beyond Basics a reading level advancement program, High Schools That Work to create integrated and differentiated classroom learning environments, Our Counselor/Restorative practices coordinator will oversee implementation of our school improvement plan by overseeing student achievement, attendance, and maintaining contact with parents via mail and email. The staff also receives ongoing and sustained professional development that is aligned with the comprehensive needs assessment and with the goals of the school improvement plan during weekly staff development sessions, as well as, district scheduled professional development days as indicated by the attached professional development calendar.

Our professional learning community (PLC) are aligned to the goals identified in our comprehensive needs assessment. Content subject area teachers create, monitor, and analyze local and state assessment data. They also enter weekly student growth data into MISTAR Gradebook. Our PLC meetings are centered on: creating common assessments, planning common lessons, analyzing student learning progress, evaluating instructional strategies, and assessing Common Core Standards as aligned with the growth mindset mission of the school. Our PLC will discuss research and to implement research-based strategies; focusing on: Explicit Systemic Instruction, Guided Reading, Cooperative Learning, Inquiry-based instruction, CARE strategies, Restorative Practices, Attendance, and Parental Involvement. The goal is to provide a structure for deepening staff's understanding of our reform strategies.

Staff is encouraged to participate at various out of district professional development trainings. Those staff members who attend outside conferences and workshops are encouraged to review new instructional strategies with other staff members during weekly common planning time. Additional staff development will be provided as staff monitors and revises school improvement plan.

2. Describe how this professional learning is "sustained and ongoing."

The faculty and staff at Horizon High School are dedicated to student learning. The desire to have all students succeed has caused the faculty and staff to adopt a common planning model. All education staff will meet on a weekly basis to plan, coordinate, brainstorm integrated lessons that will incorporate the following strategies:

1) Marzano's Classroom Instruction That Works

Will be incorporated into weekly common lesson planning time (every Friday 12PM to 3:00PM)

School Improvement Plan

Horizon High School

2) Lucy Calkins Writing Program

Will be incorporated into weekly common lesson planning time (every Friday 12PM to 3:00PM)

3) Differentiated Instruction

Will be incorporated into weekly common lesson planning time (every Friday 12PM to 3PM)

4) C.A.R.E: Strategies to Bridge the

Will be facilitated by our Student and Family Facilitator

3PM to 3:30PM every Friday

5) Student academic progress will be monitored daily by his/her assigned seminar mentor.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		2015 Professional Learning Plan

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parents were involved in the design of the school-wide plan through participation in meetings and family activities. Parents will be strongly encouraged to participate in subcommittees composed of faculty, administrators, students, stakeholders, and other parents. Parents will be welcomed at monthly Parent Meetings. Title I Meetings will be held on a monthly basis through which parents contribute their thoughts and ideas to the design, implementation and evaluation of the School Improvement Plan.

To establish an effective home/school partnership and in compliance with Section 1118 of No Child Left Behind, Horizon High School will provide the following:

- Parent representatives are recruited to participate on the building school improvement team.
- Parents complete a survey to provide feedback on school policies and procedures to improve student performance.
- Parent activities have been and will continue to be offered.
- Information about the School Improvement Plan, curriculum expectations, and MME results will be made available to parents.
- Annual Title I meeting will include a general session at which Title I will be discussed with parents.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents were involved in the implementation of the school-wide plan through direct partnership and collaboration within Horizon High School Improvement Plan Committee. As active participants in the school community, parent volunteered time at school-wide and classroom level events that directly correlated to Horizon High School goals, action plans, and activities as outlined in the school-wide plan. Parents heavily contributed to effective implementation of the planned activities through volunteering to work closely with Horizon's staff on planning and executing school-wide activities; such Family Fun Nights, bake sales, and theatrical performances. Such events bridge the gap between home and school, which are directly aligned with Horizon's School Improvement plan.

- Horizon will provide all parents with quarterly report cards, and M-STEP parent reports.
- Parent/teacher conferences are held following the first, second, and third report card markings. Parents pick up report cards at these meetings.
- Conferences with individual parents are held at the request of either parents or teachers as needed.
- The staff makes every effort to communicate with parents in ways that are free of educational jargon.
- We also provide the services of a student advocate to address parents' concerns and provide parents with a list of social services available in the community (Community Resource Book).
- We communicate through frequent flyers, monthly calendars, breakfast, and lunch menus.
- Provide all opportunities for participation of parents with limited English proficiency.

COMPONENT 1: COMPREHENSIVE NEED ASSESSMENT

We will invite parents by phone, email, and flyer to participate in our CNA by hosting series of interesting and fun activities that are focused around data and assessments used to develop the CNA; such as Family Fun Fiesta Night, River Boat SIP, Soul Food Cafe, Bengali

Breakfast.

COMPONENT 2: SCHOOL-WIDE REFORM STRATEGIES

Parents will be encouraged at every school activity to join one of our priority groups;

STARS TEAM - Student/Teacher Active Reading Strategies One-on-one interaction with a teacher and other students performing at the same reading level. Activities will focus on spoken, informal English. Parents will be encourage to participate as co-facilitators in student language acquisition process.

SCHOOL-TO-WORK TEAM - Teachers, stakeholders, students, and parents provide connections with our local businesses to create job training opportunities. Students will be placed into job shadowing positions in a career that they have aptitude, interest, and ability to perform. Placement will be based on school attendance.

ATTENDANCE INTERVENTION TEAM- Teachers, stakeholders, students, and parents will decide upon attendance policy and oversee daily student attendance. Parents will be notified personally on the day their student is absent or tardy.

DATA COLLECTION TEAM - Teachers, stakeholders, students, and parents create the survey questions, collect data, analyze the data, and interpret the data. This data will then be made available on our website.

PARENT/FAMILY INVOLVEMENT TEAM - Teachers, stakeholders, students, and parents will brainstorm, decide, and host family friendly school events.

CREATING EFFECTIVE CLASSROOM ENVIRONMENT TEAM - Teachers, stakeholders, students, and parents will discuss the learning needs of teachers, stakeholders, students and parents. Together they would research programs and strategies that would meet these needs, and then schedule the necessary interventions for the community to participate.

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED STAFF

Teachers, stakeholders, students, and parents will be encouraged to observed classroom instruction and to participate in the hiring of new staff.

COMPONENT 4: STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS

Teachers, stakeholders, students, and parents will form a committee that will focus on showcasing our schools academic accomplishments and student achievements. This committee would ensure that these "news worthy" events were posted on our school website; therefore, available for prospective employees to view.

COMPONENT 5: HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

Teachers, stakeholders, students, and parents will utilize survey data to identify areas teachers need extra support. This group would research strategies and programs that would meet these needs.

COMPONENT 6: STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

PARENTAL INVOLVEMENT PROGRAM - Teachers, stakeholders, students, and parents will brainstorm, decide, and host family friendly school events.

COMPONENT 7: PRESCHOOL TRANSITION STRATEGIES

School Improvement Plan

Horizon High School

NA

COMPONENT 8: TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS

Teachers, stakeholders, students, and parents will be given a voice through survey responses on the effectiveness of a given student assessment.

COMPONENT 9: TIMELY AND ADDITIONAL ASSISTANCE TO STUDENTS HAVING DIFFICULTY MASTERING THE STANDARDS

Parents will be informed immediately of teacher concerns about their student's challenges this academic year via email, phone call, and a letter sent home. These challenges may include attendance, behavior, or poor academic performance. Once parents are notified and informed of the intervention; they will be provided with: a support packet, instruction, online resources, and available tutoring. We will strive to encourage these parents to participate in their student's learning by volunteering in the classroom.

COMPONENT 10: COORDINATION AND INTEGRATION OF FEDERAL, STATE AND LOCAL PROGRAMS AND RESOURCES

Parents will be made aware of the four SIP meetings that will be held in October, November, February, and March. These meetings will be held in an AM and PM time frame to increase parental participation. Parents will be notified of the scheduled time via email, phone call, and a letter sent home. During these meetings, parents will be made aware of all the federal, state and local resources that are available to them and their children.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

The parent involvement component of the school-wide program is evaluated through the use of parent, teacher, and student surveys; and through parent meetings. The information gathered from these surveys is shared with all stakeholders and used to amend this component as necessary.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		2015 Horizon Parental Involvement Plan

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Horizon High School is carrying out an effective home-school partnership and outlined in ESEA Section 1118 (e) 1-5, 14, and (f) of the No Child Left Behind Act, Horizon Alternative Education will provide the following:

- Section 118 (e) (1): A Course Guide for Horizon High School will be distributed in September during the Open House/Curriculum Night. At Open House, parents are invited to their student's classroom when the core teachers explain Common Core State Standards (CCSS) and how parents will be able to monitor the progress of their child during the school year (progress reports, report cards, MME/WIDA results,

School Improvement Plan

Horizon High School

- Parent-Teacher Conferences, tests and quizzes, Mastery grading, etc.
- Assist parents in understanding the State's content standards and assessments and how to monitor the child's progress. Horizon will provide all parents with quarterly report cards, and MME parent reports. Parent/teacher conferences are held following the first, second, and third report card markings. Parents pick up report cards at these meetings. Conferences with individual parents are held at the request of either parents or teachers as needed. Failure avoidance meetings are scheduled following the second card marking to collaboratively discuss students' academic progress.
- Section 1118 (e) (2): Provide materials and training to help parents work with their children. Horizon assists all parents in working with their children by conducting training through use of simple language, supported by graphics, like clip art, and photographs to increase understanding of written communication. The staff makes every effort to communicate with parents in ways that are free of educational jargon.
- Section 1118 (e) (3): Train staff to build effective parent involvement. Horizon's staff is provided with materials, instructions, and suggestions to build effective parent involvement at the beginning of the school year.
- Section 1118 (e) (4): Collaborate with other programs to coordinate parent involvement. The staff at Horizon Alternative Education collaborates with programs like HOPE, ACCESS, the Hamtramck Recreation Department, the Horizon Alternative Education SIP Hamtramck School Based Health Clinic and the Wayne County Health Department to strengthen parent involvement. We also provide the services of a student advocate to address parents' concerns and provide parents with a list of social services available in the community (Community Resource Book).
- Section 1118 (e) (5): Provide information in a format and language that parents can understand. Since our community is so diverse (at least 34 different languages spoken: Arabic, Albania, Polish, Ukrainian, Macedonian, Serbian, Russian, Bulgarian, Spanish, Farsi, Urdu, French, Bengali, and Hindi), Horizon realizes that our school fulfills the important community goal of blending all of these different languages.

Therefore, we strive to draw from the total community by taking advantage of the wide array of valuable resources in many ways. When communicating with parents, we translate letters and flyers into several languages to accommodate their needs. We use photographs to document parent and community collaborative efforts. Horizon has translators available on a daily 80 basis.

The staff makes an effort to communicate with parents in a format and language that is free of educational jargon and that is easily understood. We communicate through frequent flyers, monthly calendars, breakfast, and lunch menus.

- Section 1118 (e) (14): Provide other reasonable support for parent involvement as parents may request.

Horizon is making every effort to meet all parental requests to support their involvement, including transportation, childcare, and additional meetings. Teachers are available for consultations with the parents before school, during their planning time, or after school. Appointments can be made by either a phone call or written request. These meetings may be held in the individual classrooms or the principal's office, with the principal or any other necessary staff.

- Section 1118 (f): Provide all opportunities for participation of parents with limited English proficiency or with disabilities and for parents of migratory

PARENTS WITH LIMITED ENGLISH PROFICIENCY:

All information regarding activities will be sent to parents in a format and language that they can easily understand. At the beginning of the school year a letter is sent home notifying the parents that they can request information regarding the qualifications of their child's classroom teacher. A letter will be sent home notifying the parents if their child's teacher is not highly qualified within four weeks.

PARENTS WITH DISABILITIES:

Any parents with disabilities will have proper accommodations to provide information, student data or records or any other necessary communication delivered to them in a way that meets their individual needs met. They will be encouraged to be involved in their student's education in any way they are able. For parents with mobility issues, conferences and meetings are held on the first floor of the school.

School Improvement Plan

Horizon High School

Conferences may be held over the phone with parents with restricted mobility. Other alternative forms of communications may include monthly calendars, monthly school newsletters, telephone calls to home.

PARENTS OF MIGRATORY CHILDREN:

Invitations to parent-teacher conferences and other parent activities are sent home monthly. A monthly schedule is sent home to parents at the beginning of each month outlining the various activities planned for the month. Horizon Alternative Education staff concurs with the result of studies that show when parents are involved in decision-making and advocacy student achievement rises to a higher level. Since parents are valued Horizon Alternative Education SIP Page 67 of 87 stakeholders, we value their input and involvement in all decisions involving their children. We have extended chances for parents to become actively involved in decision-making and advocacy by providing the following opportunities:

- Invitations to parents to participate in the school improvement process. This process involves setting school-wide goals based on building and state assessment data results.
- Providing parents and community with our School Annual Report. This report summarizes the school goals, provides information on the school, recent MME test scores and special programs that are sponsored by the school.
- Maintaining an "Open Door Policy," encouraging parents to feel welcome to come into the school to discuss any concerns or challenges that they might have.
- Provide parent surveys in multiple languages.
- Parents are invited to attend all monthly school improvement and parent/teacher club meetings.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Parental Involvement will be evaluated by the number of parents we have attend our school functions, respond to surveys, contact us by phone, and/or visit the school. The data will be stored in a Parental Involvement notebook and computer folder.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The faculty and administrators will evaluate which programs attracted more parents to our school and increase those types of programs.

8. Describe how the school-parent compact is developed.

The school-parent compact was developed through the meeting of interested stakeholders who then collaborated in creating the document.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

N/A

School Improvement Plan

Horizon High School

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

The compact is used in Horizon High School to make parents/guardians, students, and teachers aware of their roles and responsibilities in the education process. The compact will be mailed and emailed to parents. Parents and students will be able to view at all Open Houses and Conferences. Students will be given a copy in seminar.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		2015 Parent-School Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Hamtramck Public Schools employs several staff members who are literate in both English and the native languages of parents. These employees can be made available to the parents upon request to any of the schools in our district.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

N/A

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

N/A

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

The faculty of Horizon High School meet weekly with administration to discuss school-based academic assessments. Teachers have the ability to select, implement, and make decisions based upon school-based academic assessments. The teachers have made changes to courses that will be required for graduation and how instruction will be conducted in ELA, Science, and Social Studies classes.

All entering students will be administered the TABE during the first week of school. This score will be used to determine each student's reading level. The student will then be assigned an online, daily reading class and placed into a STARS reading level group if he/she is reading below sixth grade level. In the content areas, content will be integrated and Tier II Vocabulary will be shared across the classes. Reading and Writing strategies will be implemented daily in the lesson plan. Teachers will have a common, weekly planning time. Students will then be retested at the end of each marking period. Data will then be analyzed to determine if growth has occurred. If not, further interventions will be implemented.

All content areas will be differentiated. Teachers will receive PD to support effective classroom practices.

Teachers will evaluate each other's lesson plans to ensure they are aligned to the State benchmark and still offer the student the opportunity to achieve at his/her level. Teachers have now been trained on IlluminatED software and will be implementing in the 2015-2016 school year. Teachers will be able to create test banks that will generate 3 to 5 question mini-quizzes to use at the end of instruction. Students will use a scantron sheet that the teacher can scan into his/her electronic grading program. The teacher, student, and parents receive instantaneous feedback to see the questions that were missed by the most and least in the class. The student and parent can follow academic achievement.

Teachers will be able to meet weekly and discuss data as a whole or individual basis. Teachers will use this time to analyze all available data from: M-STEP, MI ACCESS, WIDA, TABE, and teacher generated assessments. Our teachers use data driven decision making on a daily basis to gauge our student learning, adjust our teaching practices, communicate to parents and identify interventions for students. State, district, and other assessments are used to monitor learning. Teachers use multiple types of formative assessments (quizzes, progress reports, pre-post tests, daily assessments, curriculum-based assessments, teacher created assessments, rubrics, and student portfolios) to gain a better perspective on how students are performing. Teachers examine and disaggregate all student data; including M-STEP Annual State Assessment and SAT. School-based assessments are administered at the following fashion: End of Course (EOC) at the beginning, middle, and of each semester, lesson mini-quizzes at the end of each class, and Capstones at the end of each concept unit. School-based assessment data is inputted by teachers and available to examine through the district's online grading software.

New to our school, will be the Student Academic Facilitator (SAF). This staff member will meet with teachers and administrator weekly to discuss possible students in need. They will also coordinate all Seminar instruction and present at weekly common planning meeting. The SAF will inform teachers of any and all interventions that have occurred on behalf of a student. Teachers meet weekly in together in their PLC to discuss strategies to meet student needs. Teachers attend the monthly Priority Goal meeting that they lead which is composed of parents, students, and stakeholders. The teachers then attend the four scheduled Title I meetings to and report the progress and ideas of their goal group to the SIT. Assessment data is also shared at that time.

Horizon's School Improvement Team consists of teachers, administrators, SAF, parents, students, and stakeholders. Teachers meet daily with students assigned to them in their seminar class.

Curriculum and instruction at Horizon High School consists of teachers crafting lessons aligned to students to students TABE and EOC (initial) exam. Reading and math instruction are personalized based upon TABE and Alpha II math program assessment.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

The teachers of Horizon High School are extremely motivated to improve the academic achievement of all students. Teachers work in a Professional Learning Community (PLC) every week for three and 1/2 hours. The teachers then collaborate to create lessons that are integrated and differentiated to improve student understanding and comprehension. During this time, the ELL teacher is given the list of the following weeks Tier III (Content) Vocabulary for each class and the list of common Tier II Vocabulary that will be used, discussed, and applied in reading/writing activities. Teachers assist each other in developing assessments of student understanding of required Common Core benchmarks. Teachers will examine data and discuss any concerns with any of their assigned seminar students. Teachers will discuss and modify lessons that were ineffective and collaborate to improve lesson format, strategies, or activities.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Timely intervention will be made during this school year by using the IlluminatED software. This software will allow teacher, parents, and students instantaneous feedback on any given benchmark assessment. Each student has a reusable scantron that teacher scan student scores directly into MISTAR. Teachers will be able to pinpoint student misconception(s), formulate an intervention(s), and implement. Student progress will be shared at our weekly faculty meetings.

All of our students were determined to be non-proficient at the state level. All of the interventions we have adopted for the 2015-2016 school year will be geared towards all students. All students will have a grade level reading course daily, as well as, a seminar class to address social/emotional learning. Students who are reading at or below the sixth grade level will have a mandatory reading recovery program on Fridays from 10 am to 11:30 pm.

Students who score in the lowest performance levels will be targeted for intervention. This could look like after-school tutoring, mentoring by our SAF, or other support activities.

Collectively, the faculty of Horizon High School determined there were six major areas of concern that needed to be immediately addressed to ensure that all students are moving towards success. There are six, teacher-led Priority/Solution Teams.

The following is a description of each Solution Team:

1) Cooperative Culture Team:

The Cooperative Culture Team is responsible for ensuring that the schoolwide social and emotional learning curriculum, "C.A.R.E: Strategies for Building the Achievement Gap" and Restorative Practices are being supported and implemented effectively throughout the school.

2) Attendance Intervention Team:

Members of the Intervention Team review students in regular education who are not making adequate gains despite standard program intervention. In particular, students with academic behavior, and/or attendance are reviewed and supported with additional school resources. Interventions are developed with the teacher and parent to the child attain greater academic growth.

3) Parent and Family Involvement Team:

Parents are essential partners in ensuring students' success. This team coordinates a program of extensive outreach, opportunities and workshops designed to invite families to be engaged in the school community and partners in their child's learning in ways that are beneficial to the student and manageable to the family.

4) School to Work Team:

Members of the Community Connections Team work to ensure that community volunteers and business partners are engaged and aligned with the school goals. Supporting other components, this group helps align resources with students, schoolwide, and community needs for

volunteers and resources.

5) Creating Effective Classroom Environments Team:

Members of this Professional Development that focused on improving achievement in: Reading, Writing, Science, Social Studies, and Math.

6) Student/Teacher Academic Reading Support (STARS) Team:

(ELL Literacy Priority) Research has shown that English Language Learners (ELL) must be given opportunities to speak English. This one-on-one, low stress engagement with a teacher in a small group setting once/week is intended to give students the necessary "extra time" for language acquisition.

7) Data Collection Team:

(Demographic Priorities) This team creates surveys, generates the data collected from these surveys, and makes presentations/suggestions based upon this data. for teachers, parents, and students to facilitate learning and understanding between all three groups.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

All of our students were found to be non-proficient on state achievement exams. Data from these state's assessments are not received in a timely fashion. Due to this, the previous year's data must be used to drive decision making.

Our faculty will be meeting weekly with the bottom 30% of our students to improve conversational English skills at grade level for 90 minutes. This will be small group instruction that is focused on speaking English. This is the first step in learning how to read and write English.

Every student will be required to have an online reading course that will be facilitated by a member of the faculty.

Tutoring is available everyday after school.

There is very little difference between any of the students in our school based upon state-wide assessments.

All of our students struggle with reading, writing, and critical thinking skills.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

It makes sense to provide different avenues of learning for students to reach the same destination. Research by educator Leslie Owen Wilson supports differentiating instruction within the classroom. Wilson found lecture is the least effective instructional strategy, with only 5 to 10 percent retention after 24 hours. Engaging in a discussion, practicing after exposure to content and teaching others are much more effective ways to ensure learning retention. All of our teachers will use a variety of differentiated instruction strategies; which could include:

CONTENT: The teacher may differentiate the content by designing activities for groups of students that cover various levels of

Bloom's Taxonomy (a classification of levels of intellectual behavior going from lower-order thinking skills to higher-order thinking skills). The six levels are: remembering, understanding, applying, analyzing, evaluating and creating.

Activities to support: match vocabulary words to definitions, read a passage of text and answer related questions, think

of a situation that happened to a character in the story and a different outcome, differentiate fact from opinion in the story, Identify an author's position (RAFT) and provide evidence to support this viewpoint, create a PowerPoint presentation summarizing the lesson.

PROCESS: Each student has a preferred learning style, and successful differentiation includes delivering the material to each style: visual, auditory and kinesthetic and through words.

Activities to support: Provide textbooks for visual and word learners, allow auditory learners to listen to audio books, give kinesthetic learners the opportunity to complete an interactive assignment online.

PRODUCT: The product is what the student creates at the end of the lesson to demonstrate the mastery of the content. This can be in the form of tests, projects, reports or other activities. Teachers may assign students to complete activities that show mastery of an educational concept in a way the student prefers, based on learning style.

Activities to support differentiating the end product: Read and write learners write a book report, visual learners create a graphic organizer of the story, Auditory learners give an oral report, Kinesthetic learners build a diorama illustrating the story.

LEARNING ENVIRONMENT: The conditions for optimal learning include both physical and psychological elements. A flexible classroom layout is key, incorporating various types of furniture and arrangements to support both individual and group work. Psychologically speaking, teachers should use classroom management techniques that support a safe and supportive learning environment.

Activities to support: Break some students into reading groups to discuss the assignment, allow students to read individually if preferred, research shows differentiated instruction is effective for high-ability students as well as students with mild to severe disabilities.

Our teachers understand that when students are given more options on how they can learn material, they take on more responsibility for their own learning. Students appear to be more engaged in learning, and there are reportedly fewer discipline problems in classrooms where teachers provide differentiated lessons. Differentiated instruction requires more work during lesson planning, and many teachers struggle to find the extra time in their schedule. The learning curve can be steep and some schools lack professional development resources.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

COORDINATING AND CONSOLIDATION OF PROGRAMS

One of our purposes at Horizon High School is assure equity among students when it comes to learning. Horizon is focused on getting struggling students to the required State Proficiency Levels on M-STEP (Standardized Test Scores). Coordination of all programs Federal, State, and Local will give the Horizon High School stakeholders access to all available resources to help us reach our intended goals and objectives each year. Collectively these programs will provide training for parents and staff, health and medical resources for students and parents, and a host of other resources needed to improve the overall academic outcomes for all Horizon students.

Horizon High School will consolidate Title I, Part A and the State general funds to create better learners, educators, parents by coordinating instructional programs and consolidating financial resources to help improve overall student achievement for all students; especially for students who are furthest away from the State Proficiency Target of 85%.

Assessment data results of our 2015-2016 Comprehensive Needs Assessment CAN clearly identify the academic and non-academic areas for improving. These funding sources will be utilized to accelerate the academic success for all students. By revising and updating our school-wide results, we have the flexibility to use or move funding sources to appropriate areas of concern. the following programs will be coordinated and integrated to attain student achievement, especially for the neediest by providing additional staff: Title I, Part A, Section General Funds and local funds in the following ways: School Service Assistants, Bilingual Paraprofessionals, Parent/Community Liaison. The consolidated fund will also provide professional development for staff in areas of Science, Social Studies, Reading, and Mathematics. Funds will support classroom instruction with on-line programs that include: Khan Academy, Common Core mini-lessons, and research projects. Classroom instruction will be supported and enriched through content-based programs provided by external resources. Funding will support and an increase in Parental Involvement as well as training for parents.

FEDERAL RESOURCES, PROGRAMS, AND GRANTS

Title I, Part A Provides: School Service Assistant, Bilingual Paraprofessionals, Field Trip/Fieldwork, Transportation, Classroom Technology. After school, Workshops, Professional Development, Parental Involvement, Parent Professional Development, Resources, Community Partnerships , Parental Support, Supplemental Supplies and Books.

Title II A Provide: Professional Development

Sodexo Provides: Free/Reduced Lunch and Fruit and Vegetable Grant

STATE RESOURCES, PROGRAMS, AND GRANTS

General Funds Provides: Staff, Curriculum, Professional Development, Professional Learning Communities, and Materials

Wayne RESA Provides: Title III Support and Professional Development

School Improvement Plan

Horizon High School

LOCAL RESOURCES, PROGRAMS, AND GRANTS

School Level Parent Organization Provides: Stakeholders, Parent Involvement, and Community Outreach

DMC Free Clinic Provides: medical care, vaccinations, and preventative care

Mobile Dentist Provides: Dental Care and Dental Products

HOPE provides: after school tutoring and activities

Wayne State University Provides: College interns and Reading Mentors

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

COMPONENT ONE - Comprehension Needs Assessment- General Fund and Title I

The CNA is supported by the general fund through SIT meeting times and supplies. The resources needed to support the outcomes from the CNA, such as supplies for programs or funded positions, are then accessed through Title 1.

FEDERAL RESOURCES, PROGRAMS, AND GRANTS

Title I, Part A Provides: School Service Assistant, Bilingual Paraprofessionals, Field Trip/Fieldwork, Transportation, Classroom Technology. After school, Workshops, Professional Development, Parental Involvement, Parent Professional Development, Resources, Community Partnerships , Parental Support, Supplemental Supplies and Books.

Title II A Provide: Professional Development

STATE RESOURCES, PROGRAMS, AND GRANTS

General Funds Provides: Staff, School Improvement Team Members, Family-Student Advocate (FSA), Curriculum, Professional Development, Professional Learning Communities, and Materials

LOCAL RESOURCES, PROGRAMS, AND GRANTS

School Level Parent Organization Provides: Stakeholders, Parent Involvement, and Community Outreach

School Improvement Plan

Horizon High School

DMC Free Clinic Provides: medical care, vaccinations, and preventative care

Mobile Dentist Provides: Dental Care and Dental Products

HOPE provides: after school tutoring and activities

Wayne State University Provides: College interns and Reading Mentors

COMPONENT TWO - School-wide Reform Strategies

FEDERAL RESOURCES, PROGRAMS, AND GRANTS

Title I, Part A Provides: School Service Assistant, Bilingual Paraprofessionals, Field Trip/Fieldwork, Transportation, Classroom Technology. After school, Workshops, Professional Development, Parental Involvement, Parent Professional Development, Resources, Community Partnerships , Parental Support, Supplemental Supplies and Books.

Title II A Provide: Professional Development

STATE RESOURCES, PROGRAMS, AND GRANTS

General Funds Provides: Staff, School Improvement Team Members, Family-Student Advocate (FSA), Curriculum, Professional Development, Professional Learning Communities, and Materials

LOCAL RESOURCES, PROGRAMS, AND GRANTS

School Level Parent Organization Provides: Stakeholders, Parent Involvement, and Community Outreach

DMC Free Clinic Provides: medical care, vaccinations, and preventative care

Mobile Dentist Provides: Dental Care and Dental Products

HOPE provides: after school tutoring and activities

Wayne State University Provides: College interns and Reading Mentors

COMPONENT 3 - Instruction by Highly Qualified Professional Staff

FEDERAL RESOURCES, PROGRAMS, AND GRANTS

Title I, Part A Provides: School Service Assistant, Bilingual Paraprofessionals, Field Trip/Fieldwork, Transportation, Classroom Technology. After school, Workshops, Professional Development, Parental Involvement, Parent Professional Development, Resources, Community Partnerships , Parental Support, Supplemental Supplies and Books.

School Improvement Plan

Horizon High School

Title II A Provide: Professional Development

STATE RESOURCES, PROGRAMS, AND GRANTS

General Funds Provides: Staff and Professional Development

Wayne RESA Provides: Title III Support and Professional Development

COMPONENT 4 - Strategies to Attract Highly Qualified Teachers to High Needs Schools

FEDERAL RESOURCES, PROGRAMS, AND GRANTS

Title I, Part A Provides: School Service Assistant, Bilingual Paraprofessionals, Field Trip/Fieldwork, Transportation, Classroom Technology. After school, Workshops, Professional Development, Parental Involvement, Parent Professional Development, Resources, Community Partnerships , Parental Support, Supplemental Supplies and Books.

Title II A Provide: Professional Development

STATE RESOURCES, PROGRAMS, AND GRANTS

General Funds Provides: Staff, School Improvement Team Members, Family-Student Advocate (FSA), Curriculum, Professional Development, Professional Learning Communities, and Materials

LOCAL RESOURCES, PROGRAMS, AND GRANTS

School Level Parent Organization Provides: Stakeholders, Parent Involvement, and Community Outreach

DMC Free Clinic Provides: medical care, vaccinations, and preventative care

Mobile Dentist Provides: Dental Care and Dental Products

HOPE provides: after school tutoring and activities

Wayne State University Provides: College interns and Reading Mentors

COMPONENT 5 - High-Quality and Ongoing Professional Development

FEDERAL RESOURCES, PROGRAMS, AND GRANTS

Title I, Part A Provides: School Service Assistant, Bilingual Paraprofessionals, Field Trip/Fieldwork, Transportation, Classroom Technology. After school, Workshops, Professional Development, Parental Involvement, Parent Professional Development, Resources, Community

School Improvement Plan

Horizon High School

Partnerships , Parental Support, Supplemental Supplies and Books.

Title II A Provide: Professional Development

STATE RESOURCES, PROGRAMS, AND GRANTS

General Funds Provides: Staff, School Improvement Team Members, Family-Student Advocate (FSA), Curriculum, Professional Development, Professional Learning Communities, and Materials

LOCAL RESOURCES, PROGRAMS, AND GRANTS

School Level Parent Organization Provides: Stakeholders, Parent Involvement, and Community Outreach

DMC Free Clinic Provides: medical care, vaccinations, and preventative care

Mobile Dentist Provides: Dental Care and Dental Products

HOPE provides: after school tutoring and activities

Wayne State University Provides: College interns and Reading Mentors

COMPONENT 6 - Strategies to Increase Parental Involvement

FEDERAL RESOURCES, PROGRAMS, AND GRANTS

Title I, Part A Provides: School Service Assistant, Bilingual Paraprofessionals, Field Trip/Fieldwork, Transportation, Classroom Technology. After school, Workshops, Professional Development, Parental Involvement, Parent Professional Development, Resources, Community Partnerships , Parental Support, Supplemental Supplies and Books.

Title II A Provide: Professional Development

STATE RESOURCES, PROGRAMS, AND GRANTS

General Funds Provides: Staff, School Improvement Team Members, Family-Student Advocate (FSA), Curriculum, Professional Development, Professional Learning Communities, and Materials

LOCAL RESOURCES, PROGRAMS, AND GRANTS

School Level Parent Organization Provides: Stakeholders, Parent Involvement, and Community Outreach

DMC Free Clinic Provides: medical care, vaccinations, and preventative care

School Improvement Plan

Horizon High School

Mobile Dentist Provides: Dental Care and Dental Products

HOPE provides: after school tutoring and activities

Wayne State University Provides: College interns and Reading Mentors

COMPONENT 7 - Teacher Participation in Making Decisions

FEDERAL RESOURCES, PROGRAMS, AND GRANTS

Title I, Part A Provides: School Service Assistant, Bilingual Paraprofessionals, Field Trip/Fieldwork, Transportation, Classroom Technology. After school, Workshops, Professional Development, Parental Involvement, Parent Professional Development, Resources, Community Partnerships , Parental Support, Supplemental Supplies and Books.

Title II A Provide: Professional Development

STATE RESOURCES, PROGRAMS, AND GRANTS

General Funds Provides: Staff, School Improvement Team Members, Family-Student Advocate (FSA), Curriculum, Professional Development, Professional Learning Communities, and Materials

LOCAL RESOURCES, PROGRAMS, AND GRANTS

School Level Parent Organization Provides: Stakeholders, Parent Involvement, and Community Outreach

DMC Free Clinic Provides: medical care, vaccinations, and preventative care

Mobile Dentist Provides: Dental Care and Dental Products

HOPE provides: after school tutoring and activities

Wayne State University Provides: College interns and Reading Mentors

COMPONENT 8 - Teacher Participation in Making Assessment Decisions

FEDERAL RESOURCES, PROGRAMS, AND GRANTS

Title I, Part A Provides: School Service Assistant, Bilingual Paraprofessionals, Field Trip/Fieldwork, Transportation, Classroom Technology. After school, Workshops, Professional Development, Parental Involvement, Parent Professional Development, Resources, Community Partnerships , Parental Support, Supplemental Supplies and Books.

School Improvement Plan

Horizon High School

Title II A Provide: Professional Development

STATE RESOURCES, PROGRAMS, AND GRANTS

General Funds Provides: Staff, School Improvement Team Members, Family-Student Advocate (FSA), Curriculum, Professional Development, Professional Learning Communities, and Materials

LOCAL RESOURCES, PROGRAMS, AND GRANTS

School Level Parent Organization Provides: Stakeholders, Parent Involvement, and Community Outreach

DMC Free Clinic Provides: medical care, vaccinations, and preventative care

Mobile Dentist Provides: Dental Care and Dental Products

HOPE provides: after school tutoring and activities

Wayne State University Provides: College interns and Reading Mentors

COMPONENT 9 -Coordination and Integration of Federal, State, and Local Programs and Resources

FEDERAL RESOURCES, PROGRAMS, AND GRANTS

Title I, Part A Provides: School Service Assistant, Bilingual Paraprofessionals, Field Trip/Fieldwork, Transportation, Classroom Technology. After school, Workshops, Professional Development, Parental Involvement, Parent Professional Development, Resources, Community Partnerships , Parental Support, Supplemental Supplies and Books.

Title II A Provide: Professional Development

STATE RESOURCES, PROGRAMS, AND GRANTS

General Funds Provides: Staff, School Improvement Team Members, Family-Student Advocate (FSA), Curriculum, Professional Development, Professional Learning Communities, and Materials

LOCAL RESOURCES, PROGRAMS, AND GRANTS

School Level Parent Organization Provides: Stakeholders, Parent Involvement, and Community Outreach

DMC Free Clinic Provides: medical care, vaccinations, and preventative care

Mobile Dentist Provides: Dental Care and Dental Products

HOPE provides: after school tutoring and activities

Wayne State University Provides: College interns and Reading Mentors

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Horizon High School coordinates and integrates Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the school-wide goals: violence prevention programs, nutrition programs, housing programs, adult education, vocational and technical education, and job training In the following manner:

PROBLEM-SOLVING STRATEGIES PROGRAM: Students meet daily with an assigned advocate to engage in activities to promote positive emotional and social behaviors.

NUTRITIONAL PROGRAMS: Henry Ford Health Systems made monthly presentations by certified nutritionists.

HOUSING PROGRAM: McKinty-Vento provides bus passes, food vouchers, housing placement, etc.

ADULT EDUCATION PROGRAM: Horizon is the site for over 500 students to obtain GED instruction or High School completion courses in the evening.

TECHNICAL EDUCATION PROGRAM: Horizon offers classes to support computer literacy.

JOB TRAINING PROGRAM: Horizon plans to forge relationships with local businesses to create "job shadowing" opportunities for our students.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

Annually the School Improvement Team, with stakeholders from various programs, review the school wide program.

Achievement data is used to establish or revise goals and recommend strategies to achieve these goals.

Stakeholders will then develop and implement the school improvement plan including it's monitoring and evaluation. Listed below are attempts to seek input from stakeholders that are not members of the school improvement team:

1. Providing information at academically themed evening and after school events.
2. Providing information and seeking input during monthly meetings.
3. Providing information on communications that are sent home on a monthly basis.
4. Conducting student, staff and parent surveys.
5. Providing information and seeking input during in-service, professional development and staff meetings.
6. Meeting monthly with administrators and central office to provide updates and seek input on school

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

The results achieved by the school wide program will be evaluated annually through state and local testing. As necessary, the school improvement team will meet to monitor progress in the implementation of the program and to assess the effectiveness of the school improvement plan as needed on an annual basis.

The following methods will be utilized in the evaluation of the school wide plan:

- a. Achievement Data
- b. Analysis of M-STEP Social Studies scores (grade 9) by class, grade, and subgroup
- c. Analysis of M-Step/SAT (grade 9-11) by class, grade, and subgroup
- d. Analysis of report card grades by marking periods
- e. Analysis of Common Core assessments in all core subject areas four times throughout school year.
- f. Analysis of TABE for Reading, Writing, and Math levels

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

The effectiveness of the schoolwide program in increasing the achievement of students who are the furthest from achieving the standards will be determined by the following;

- a. Achievement Data; Students will take the Test of Adult Basic Education (TABE) four times per year. Title I Schoolwide Diagnostic
- b. Analysis of MEAP scores (grade 9) by class, grade, and subgroup
- c. Analysis of MIStep/SAT (grade 9-11) by class, grade, and subgroup
- d. Analysis of report card grades by marking periods

e. Common assessment in subject areas

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Following the year end review and evaluation of the schoolwide program, the SIP Team will determine any changes that need to be made to the plan in efforts to increase student achievement. These changes will be shared and discussed with the Horizon Alternative Education staff and implemented for the next school year. An example was the implementation of a Seminar program which had a direct correlation with improved attendance, disciplinary referrals, and graduation rate. The success of this program guarantees its implementation again in the 2015-2016 school year.

Horizon Alternative 2015-2016

Overview

Plan Name

Horizon Alternative 2015-2016

Plan Description

Goals and Plans 2015-2016

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Horizon Alternative Education will increase proficiency in reading .2015-2016	Objectives: 2 Strategies: 4 Activities: 15	Academic	\$3000
2	All students at Horizon Alternative Education will increase proficiency in mathematical skills. 2015-2016	Objectives: 2 Strategies: 4 Activities: 17	Academic	\$3200
3	All Horizon students will improve their science skills. 2015-2016	Objectives: 2 Strategies: 4 Activities: 13	Academic	\$4600
4	All Horizon students will increase their social studies skills.2015-2016	Objectives: 2 Strategies: 4 Activities: 14	Academic	\$3300

Goal 1: All students at Horizon Alternative Education will increase proficiency in reading .2015-2016

Measurable Objective 1:

25% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/17/2016 as measured by the State Designed Assessment.

Strategy 1:

Identifying Similarities and Differences - Teachers will assist students in improving their reading comprehension by using similarities and differences in their instruction.

Research Cited: Best Practice: Today's Standards for Teaching and Learning in America's Schools by Steve Zemelman. Harvey Daniels and Arthur Hyde (Heinemann, 2005) Best Practice in Reading.

Best Practices builds on the official standards documents of leading professional organizations in reading, writing, math, and science. Its recommendations draw upon scientific research of precise design, both experimental and qualitative. Best Practices also provides inspirational examples of state-of-the-art teaching methods in action. It carefully examines state, national, and discipline specific standards and demonstrates how engaging and interactive classroom instruction is truly is the most effective way to meet those standards.

Classroom Instruction That Works by Robert Marzano, Debra Pickering and Jane Pollock (ASCD, 2001) Marzano's strategies for classroom instruction are based off of several key areas that are proven in the classroom. Marzano's strategies address several key concepts that when implemented into the classrooms are proven to work. The following areas consist of identifying similarities and differences, summarizing, note taking reinforcing effort, providing recognition and the remaining six strategies that have been tried and tested in the classroom through daily instruction.

Strategies That Work: Teaching Comprehension to Enhance Understanding by Stephanie Harvey and Anne Goudvis (Stenhouse, 2000)

Strategies That Work has become an indispensable resource for teachers who want to explicitly teach thinking strategies so that students become engaged, thoughtful, independent readers. The comprehension lessons are exploring the central role that activating background knowledge plays in understanding. Another major thing is the inclusion of content literacy which describes how to apply comprehension strategies flexibly across the curriculum.

Differentiation in Practice by Carol Ann Tomlison and Caroline Cunningham (ASCD, 2003)

Differentiation in Practice explores how real teachers incorporate differentiation principles and strategies

School Improvement Plan

Horizon High School

throughout entire instructional units. Applicable at all levels, will teach anyone interested in designing and implementing differentiated curriculum how to do so or how to do so more effectively.

Included are annotated lesson plans for differentiated units in social studies, language arts, science, mathematics, and world/foreign language.

The book highlights underlying standards, delineates learning goals, and takes you step by step through the instructional process.

The models and insight presented will inform differentiation efforts and help meet the challenge of mixed-ability classrooms with academically responsive curriculum appropriate for all learners.

Tier: Tier 1

Activity - Peer Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will form groups within the classroom structure by ability for students to reinforce student learning. This form of cooperative learning will be used to promote student growth through one another within the classroom setting.	Other			09/08/2015	06/17/2016	\$100	Title I Part A	All Staff

Activity - Use of Metaphors in 9-12 Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct the students to recognize the different forms. Help students recognize when they are classifying, comparing, or creating analogies or metaphors. As students encounter metaphors in reading, or speaking, generate a class list.	Other			09/08/2015	06/17/2016	\$100	Title I Part A	All Staff

Activity - Venn Diagrams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model using a venn diagram to assist students in determining similarities and differences.	Other			09/08/2015	06/17/2016	\$100	Title I Part A	All Staff

Strategy 2:

Summarizing and Note Taking - Teachers will assist students in improving their reading comprehension by using summarizing and note taking.

Research Cited: Best Practice: Today's Standards for Teaching and Learning in America's Schools by Steve Zemelman.

Harvey Daniels and Arthur Hyde (Heinemann, 2005) Best Practice in Reading.

Best Practices builds on the official standards documents of leading professional organizations in reading,

School Improvement Plan

Horizon High School

writing, math, and science. Its recommendations draw upon scientific research of precise design, both experimental and qualitative. Best Practices also provides inspirational examples of state-of-the-art teaching methods in action. It carefully examines state, national, and discipline specific standards and demonstrates how engaging and interactive classroom instruction is truly is the most effective way to meet those standards.

Classroom Instruction That Works by Robert Marzano, Debra Pickering and Jane Pollock (ASCD, 2001)

Marzano's strategies for classroom instruction are based off of several keys areas that are proven in the classroom. Marzano's strategies address several key concepts that when implemented into the classrooms are proven to work. The following areas consist of identifying similarities and differences, summarizing, note taking reinforcing effort, providing recognition and the remaining six strategies that have been tried and tested in the classroom through daily instruction.

Strategies That Work: Teaching Comprehension to Enhance Understanding by Stephanie Harvey and Anne Goudvis (Stenhouse, 2000)

Strategies That Work has become an indispensable resource for teachers who want to explicitly teach thinking strategies so that students become engaged, thoughtful, independent readers. The comprehension lessons are exploring the central role that activating background knowledge plays in understanding. Another major thing is the inclusion of content literacy which describes how to apply comprehension strategies flexibly across the curriculum.

Differentiation in Practice by Carol Ann Tomlison and Caroline Cunningham (ASCD, 2003)

Differentiation in Practice explores how real teachers incorporate differentiation principles and strategies throughout entire instructional units. Applicable at all levels, will teach anyone interested in designing and implementing differentiated curriculum how to do so or how to do so more effectively.

Included are annotated lesson plans for differentiated units in social studies, language arts, science, mathematics, and world/foreign language.

The book highlights underlying standards, delineates learning goals, and takes you step by step through the instructional process.

The models and insight presented will informs differentiation efforts and helps meet the challenge of mixed-ability classrooms with academically responsive curriculum appropriate for all learners.

Tier:

Activity - Best Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will read and discuss the Recommendations for Teaching Reading from Best Practice: Today's Standards for Teaching and Learning in America's Schools by Zemelman.	Professional Learning			09/08/2015	06/17/2016	\$200	Title I Part A	All Staff

School Improvement Plan

Horizon High School

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assist students in guided reading of informational texts by using text features.	Other			09/08/2015	06/17/2016	\$100	Title I Part A	All Staff

Activity - Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in Marzano's Summary and Note Taking.	Professional Learning			09/08/2015	06/17/2016	\$500	Title II Part A	All Staff

Measurable Objective 2:

25% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/17/2016 as measured by the State Designed Assessment.

Strategy 1:

Differentiated Instruction - Teachers will use differentiated instruction to address the varied learning styles of their students.

Research Cited: Best Practice: Today's Standards for Teaching and Learning in America's Schools by Steve Zemelman.

Harvey Daniels and Arthur Hyde (Heinemann, 2005) Best Practice in Writing.

Best Practices builds on the official standards documents of leading professional organizations in reading, writing, math, and science. Its recommendations draw upon scientific research of precise design, both experimental and qualitative. Best Practices also provides inspirational examples of state-of-the-art teaching methods in action. It carefully examines state, national, and discipline specific standards and demonstrates how engaging and interactive classroom instruction is truly the most effective way to meet those standards.

Classroom Instruction That Works by Robert Marzano, Debra Pickering and Jane Pollock (ASCD, 2001)

Marzano's strategies for classroom instruction are based off of several key areas that are proven in the classroom. Marzano's strategies address several key concepts that when implemented into the classrooms are proven to work. The following areas consist of identifying similarities and differences, summarizing, note taking reinforcing effort, providing recognition and the remaining six strategies that have been tried and tested in the classroom through daily instruction

Tier:

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Horizon High School

Teachers will be trained in differentiated instruction in order to assist at-risk students in the classroom.	Professional Learning			09/08/2015	06/17/2016	\$500	Title I Part A	All Staff
Activity - Word Group Recording	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will prompt use of word wall resource during instruction of the writing process.	Other			09/08/2015	06/17/2016	\$200	Title I Part A	All Staff
Activity - Word Wall	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use word walls while instructing the writing process.	Other			09/08/2015	06/17/2016	\$200	Title I Part A	All Staff
Activity - Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training utilizing Lucy Calkin's Writers' Workshop.	Professional Learning			09/08/2015	06/17/2016	\$500	Title I Part A	All Staff

Strategy 2:

Literacy Coach - All instructional staff will work collaboratively with the literacy coach to improve instructional practices in writing.

Research Cited: Best Practice: Today's Standards for Teaching and Learning in America's Schools by Steve Zemelman.

Harvey Daniels and Arthur Hyde (Heinemann, 2005) Best Practice in Writing.

Best Practices builds on the official standards documents of leading professional organizations in reading, writing, math, and science. Its recommendations draw upon scientific research of precise design, both experimental and qualitative. Best Practices also provides inspirational examples of state-of-the-art teaching methods in action. It carefully examines state, national, and discipline specific standards and demonstrates how engaging and interactive classroom instruction is truly is the most effective way to meet those standards.

Classroom Instruction That Works by Robert Marzano, Debra Pickering and Jane Pollock (ASCD, 2001)

Differentiation in Practice by Carol Ann Tomlinson and Caroline Cunningham Eidson (ASCD, 2003)

Guide to the Writing Workshop by Lucy Calkins (Heinemann, 1987)

Tier:

Activity - Literacy Coach/Teacher Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	----------------------	-------------	--------------	-------------------	-----------------	--------------------------	--------------------------	--------------------------

School Improvement Plan

Horizon High School

Literacy Coach and classroom teacher will meet to discuss observed effectiveness of implemented strategies.	Professional Learning			09/08/2015	06/17/2016	\$0	Title I Part A	All Staff
Activity - Literacy Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Literacy Coach will observe the classroom teacher implementing literacy strategies.	Other			09/02/2014	06/01/2015	\$0	Title I Part A	All Staff
Activity - Modeling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will observe the literacy coach modeling strategies in a classroom.	Other			09/02/2014	06/17/2015	\$0	Title I Part A	All Staff
Activity - Monthly Curriculum Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend monthly curriculum meetings at which they will plan, discuss and evaluate materials and teaching strategies.	Other			09/02/2014	06/17/2015	\$0	Title I Part A	All Staff
Activity - RTI-Response to Intervention/Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff member will be trained in RTI-Response to Intervention to assist students with academic achievement.	Professional Learning			09/08/2015	06/17/2016	\$500	Title I Part A	All Staff

Goal 2: All students at Horizon Alternative Education will increase proficiency in mathematical skills. 2015-2016

Measurable Objective 1:

25% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in math skills in Mathematics by 06/17/2016 as measured by the State Designed Assessment.

Strategy 1:

Nonlinguistic Representations - Staff members will present information and samples of several graphic organizers to the staff, who will then model their usage for the students, to help students develop their understanding of

School Improvement Plan

Horizon High School

subject appropriate vocabulary concepts.

Research Cited: Too Little or Too Much? What Do We Know about Making Vocabulary Instruction Meaningful? Voices

From the Middle by Janet Allen Vol. 13, No. 4 (May 2006)

Classroom Instruction That Works. Marzano, R.J., Pickering, D., Pollack, J. (ASCD, 2001)

Marzano's strategies for classroom instruction are based off of several keys areas that are proven in the classroom. Marzano's strategies address several key concepts that when implemented into the classrooms are proven to work. The following areas consist of identifying similarities and differences, summarizing, note taking reinforcing effort, providing recognition and the remaining six strategies that have been tried and tested in the classroom through daily instruction.

Tier:

Activity - Attend Mathematical Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will attend math workshops.	Professional Learning			09/02/2014	06/17/2015	\$300	Title II Part A	All Staff

Activity - Concept Circles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will present information and samples of Concept Circles to the staff who will then model it for the students for the purpose of helping students develop their understanding of subject appropriate vocabulary concepts.	Other			09/02/2014	06/17/2015	\$0	Title I Part A	All Staff

Activity - Frayer Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will present information and samples of the Frayer Model. Teachers will use the Frayer Model with students to develop an understanding of new key concepts and vocabulary.	Other			09/02/2014	06/17/2015	\$300	Title I Part A	All Staff

Activity - Verbal Visual Word Association	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will present information and samples on Verbal Visual Word Association. Teachers will model its usage and students will practice.	Other			09/02/2014	06/17/2015	\$200	Title I Part A	All Staff

Strategy 2:

Student Ownership of Math Acquisition - Teachers will will guide students to utilize a math notebook, word wall and daily

School Improvement Plan

Horizon High School

warm-up to review, reinforce, and apply knowledge.

Research Cited: Lorraine Monroe Leadership Institute: Black Board Configuration by Lorraine Monroe (LMLI, 2000)

Fruyer Model Study Skills: Mathematics by Fruyer, D., Frederick, W.C., and Klausmeier, H. J. (University of Wisconsin, 1969)

Dr. Math Series: The Math Forum @ Drexel University (John Wiley & Sons, Inc. 2002)

Best Practice: Today's Standards for Teaching and Learning in America's Schools by Steve Zemelman, Harvey Daniels and Arthur Hyde (Heinemann, 2005) Best Practice in Mathematics.

Best Practices builds on the official standards documents of leading professional organizations in reading, writing, math, and science. Its recommendations draw upon scientific research of precise design, both experimental and qualitative. Best Practices also provides inspirational examples of state-of-the-art teaching methods in action. It carefully examines state, national, and discipline specific standards and demonstrates how engaging and interactive classroom instruction is truly the most effective way to meet those standards.

Tier:

Activity - Math Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will guide students to enter a new math vocabulary word or concept with definition, explanation and example into their math journal.	Other			09/02/2014	06/17/2015	\$500	Title I Part A	All Staff
Activity - Math Warm-Up	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will preview/review activity to generate readiness with students prior to the daily lesson. (BBC-Do Now, Problem of the Day, Half Sheets)	Other			09/02/2014	06/17/2015	\$100	Title I Part A	All Staff
Activity - Math Word Wall	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will place operation symbols and words associated with those symbols on the classroom wall for constant review and reinforcement.	Other			09/02/2014	06/17/2015	\$100	Title I Part A	All Staff
Activity - Peer Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will assist students in tutoring their classmates to achieve academic success.	Other			09/02/2014	06/01/2015	\$100	Title I Part A	All Staff

School Improvement Plan

Horizon High School

Activity - RTI-Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in RTI-Response to Intervention to assist students in achieving academic success.	Professional Learning			09/02/2014	06/15/2015	\$500	Title I Part A	All Staff

Measurable Objective 2:

25% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in word problem skills and knowledge of charts and graphs in Mathematics by 04/15/2014 as measured by the State Designed Assessment.

Strategy 1:

Nonlinguistic Representations - Staff will assist students to understand, analyze and interpret a variety of different charts and graphs including but not limited to : bar graphs, histograms, stem and leaf, box and whisker plots, line graphs, pie charts, and other content area specific representations of data.

Research Cited: Classroom Instruction That Works. Marzano, R.J., Pickering, D., Pollack, J.(ASCD, 2001)

Marzano's strategies for classroom instruction are based off of several keys areas that are proven in the classroom. Marzano's strategies address several key concepts that when implemented into the classrooms are proven to work. The following areas consist of non-linguistic representation and the remaining six strategies that have been tried and tested in the classroom through daily instruction.

ASA Guidelines for Assessment and Instruction in Statistics Education (GAISE, 2006).

Tier:

Activity - Data Representations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will create data representations appropriate and specific to content areas.	Other			09/03/2013	06/12/2014	\$100	Title I Part A	All Staff

Activity - KeyTrain	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use KeyTrain in mathematics to prepare them for work related applications of data representation.	Other			09/03/2013	06/12/2014	\$100	Title I Part A	All Staff

Activity - Monthly Curriculum Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend monthly curriculum meetings at which they will plan, discuss and evaluate materials and teaching strategies.	Other			09/02/2014	06/17/2015	\$0	Title I Part A	All Staff

School Improvement Plan

Horizon High School

Activity - Quickwrites	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will assist students to use Quickwrites to: convey understanding of information presented in data representations, provide information regarding knowledge of a specific kind of data representation, briefly summarize the use of a particular type of data representation, and understand information needed to solve problems across the content area.	Other			09/02/2014	06/17/2015	\$100	Title I Part A	All Staff

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff member will be trained in RTI-Response to Intervention to assist students with academic achievement.	Professional Learning			09/02/2014	06/17/2015	\$500	Title II Part A	All Staff

Strategy 2:

Word Problem Process - Staff will use the problem solving process to better understand word problems across the curriculum.

Research Cited: Classroom Instruction That Works. Marzano, R.J., Pickering, D., Pollack, J.(ASCD, 2001)
 Marzano's strategies for classroom instruction are based off of several keys areas that are proven in the classroom. Marzano's strategies address several key concepts that when implemented into the classrooms are proven to work. The following areas consist of identifying similarities and differences, summarizing, note taking reinforcing effort, providing recognition and the remaining six strategies that have been tried and tested in the classroom through daily instruction.

Tier:

Activity - KWL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work with students independently and collaboratively to complete KWL (for word problems) graphic organizers.	Other			09/02/2014	06/17/2015	\$100	Title I Part A	All Staff

Activity - Polya's 4-Step Problem Solving	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use Polya's 4 Step Problem Solving process and analyze student work using a rubric.	Other			09/02/2014	06/17/2015	\$100	Title I Part A	All Staff

School Improvement Plan

Horizon High School

Activity - Word Problem Roulette	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work with students collaboratively to solve problems using the Word Problem Roulette.	Other			09/02/2014	06/17/2015	\$100	Title I Part A	All Staff

Goal 3: All Horizon students will improve their science skills. 2015-2016

Measurable Objective 1:

25% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in their science inquiry skills in Science by 06/17/2016 as measured by the State Designed Assessment.

Strategy 1:

Conducting Experiments - Teachers will assist students in improving inquiry skills by conducting experiments using Science Kits.

Research Cited: Best Practice: Today's Standards for Teaching and Learning in America's Schools by Steve Zemelman, Havey Daniels and Arthur Hyde (Heinemann, 2005) Best Practice in Science.

Best Practices builds on the official standards documents of leading professional organizations in reading, writing, math, and science. Its recommendations draw upon scientific research of precise design, both experimental and qualitative. Best Practices also provides inspirational examples of state-of-the-art teaching methods in action. It carefully examines state, national, and discipline specific standards and demonstrates how engaging and interactive classroom instruction is truly the most effective way to meet those standards. 87

Classroom Instruction That Works by Robert Marzano, Debra Pickering and Jane Pollock (ASCD, 2001)

Marzano's strategies for classroom instruction are based off of several key areas that are proven in the classroom. Marzano's strategies address several key concepts that when implemented into the classrooms are proven to work. The following areas consist of identifying similarities and differences, summarizing, note taking reinforcing effort, providing recognition and the remaining six strategies that have been tried and tested in the classroom through daily instruction.

Strategies That Work: Teaching Comprehension to Enhance Understanding by Stephanie Harvey and Anne Goudvis (Stenhouse, 2000)

Strategies That Work has become an indispensable resource for teachers who want to explicitly teach thinking strategies so that students become engaged, thoughtful, independent readers. The comprehension lessons are exploring the central role that activating background knowledge plays in understanding. Another major thing is the inclusion of content literacy which describes how to apply comprehension strategies

School Improvement Plan

Horizon High School

flexibly across the curriculum.

Differentiation in Practice by Carol Ann Tomlinson and Caroline Cunningham Edison (ASCD, 2003)

Differentiation in Practice explores how real teachers incorporate differentiation principles and strategies throughout entire instructional units. Applicable at all levels, will teach anyone interested in designing and implementing differentiated curriculum how to do so or how to do so more effectively.

Included are annotated lesson plans for differentiated units in social studies, language arts, science, mathematics, and world/foreign language.

The book highlights underlying standards, delineates learning goals, and takes you step by step through the instructional process.

The models and insight presented will inform differentiation efforts and help meet the challenge of mixed-ability classrooms with academically responsive curriculum appropriate for all learners.

Tier: Tier 1

Activity - Attend Science Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will attend science workshops which support teachers and students to collaborate on inquiry based investigation of the environment and the earth systems.	Professional Learning			09/02/2014	06/17/2015	\$500	Title I Part A	All Staff
Activity - Hands-On Experiments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conduct several Science Kit hands-on experiments providing extra assistance to at-risk students.	Other			09/02/2014	06/17/2015	\$500	Title I Part A	All Staff
Activity - Monthly Curriculum Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend monthly curriculum meetings at which they will plan, discuss and evaluate materials and teaching strategies.	Other			09/02/2014	06/17/2015	\$200	Title I Part A	All Staff
Activity - RTI-Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff member will be trained in RTI-Response to Intervention to assist students with academic achievement.	Professional Learning			09/02/2014	06/17/2015	\$100	Title II Part A	All Staff

School Improvement Plan

Horizon High School

Strategy 2:

Social Implications - Teachers will assist students in improving their inquiry skills by using reflection and discussion of social implications of science in the natural world.

Research Cited: Best Practice: Today's Standards for Teaching and Learning in America's Schools by Steve Zemelman, Harvey Daniels and Arthur Hyde (Heinemann, 2005) Best Practice in Science.

Best Practices builds on the official standards documents of leading professional organizations in reading, writing, math, and science. Its recommendations draw upon scientific research of precise design, both experimental and qualitative. Best Practices also provides inspirational examples of state-of-the-art teaching methods in action. It carefully examines state, national, and discipline specific standards and demonstrates how engaging and interactive classroom instruction is truly is the most effective way to meet those standards.

Classroom Instruction That Works by Robert Marzano, Debra Pickering and Jane Pollock (ASCD, 2001) Marzano's strategies for classroom instruction are based off of several keys areas that are proven in the classroom. Marzano's strategies address several key concepts that when implemented into the classrooms are proven to work. The following areas consist of identifying similarities and differences, summarizing, note taking reinforcing effort, providing recognition and the remaining six strategies that have been tried and tested in the classroom through daily instruction.

Strategies That Work: Teaching Comprehension to Enhance Understanding by Stephanie Harvey and Anne Goudvis (Stenhouse, 2000)

Differentiation in Practice by Carol Ann Tomlinson and Caroline Cunningham Edison (ASCD, 2003)

Tier:

Activity - Collaborative Discussions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have collaborative discussions on how to incorporate current events into increasing students' awareness of science in the real world.	Other			09/02/2014	06/17/2015	\$200	Title I Part A	All Staff

Activity - Differentiated Instruction/Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be involved in differentiated instruction workshops in order to help students increase their scientific knowledge.	Professional Learning			09/02/2014	06/17/2015	\$500	Title II Part A	All Staff

Activity - Visual Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Horizon High School

Teachers will use pictures, videos, trade books and other visual or tactical aids to support at-risk students.	Other			09/02/2014	06/17/2015	\$100	Title I Part A	All Staff
--	-------	--	--	------------	------------	-------	----------------	-----------

Measurable Objective 2:

25% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in scientific knowledge in Science by 06/17/2016 as measured by the State Designed Assessment.

Strategy 1:

Conducting Research Based Projects - Teachers will assist students in conducting researched based projects on scientific topics.

Research Cited: Best Practice: Today's Standards for Teaching and Learning in America's Schools by Steve Zemelman, Harvey Daniels and Arthur Hyde (Heinemann, 2005) Best Practice in Science.

Best Practices builds on the official standards documents of leading professional organizations in reading, writing, math, and science. Its recommendations draw upon scientific research of precise design, both experimental and qualitative. Best Practices also provides inspirational examples of state-of-the-art teaching methods in action. It carefully examines state, national, and discipline specific standards and demonstrates how engaging and interactive classroom instruction is truly is the most effective way to meet those standards.

Classroom Instruction That Works by Robert Marzano, Debra Pickering and Jane Pollock (ASCD, 2001)

Marzano's strategies for classroom instruction are based off of several keys areas that are proven in the classroom. Marzano's strategies address several key concepts that when implemented into the classrooms are proven to work. The following areas consist of identifying similarities and differences, summarizing, note taking reinforcing effort, providing recognition and the remaining six strategies that have been tried and tested in the classroom through daily instruction.

Strategies That Work: Teaching Comprehension to Enhance Understanding aby Stephanie Harvey and Anne Goudvis (Stenhouse, 2000)

Strategies That Work has become an indispensable resource for teachers who want to explicitly teach thinking strategies so that students become engaged, thoughtful, independent readers. The comprehension lessons are exploring the central role that activating background knowledge plays in understanding. Another major thing is the inclusion of content literacy which describes how to apply comprehension strategies flexibly across the curriculum.

Differentiation in Practice aby Carol Ann Tomlinson and Caroline Cunningham Edison (ASCD, 2003)

Differentiation in Practice explores how real teachers incorporate differentiation principles and strategies throughout entire instructional units. Applicable at all levels, will teach anyone interested in designing and implementing differentiated curriculum how to do so or how to do so more effectively.

Included are annotated lesson plans for differentiated units in social studies, language arts, science,

School Improvement Plan

Horizon High School

mathematics, and world/foreign language.

The book highlights underlying standards, delineates learning goals, and takes you step by step through the instructional process.

Tier:

Activity - Peer Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will form groups within the classroom structure by ability for students to reinforce student learning. This form of cooperative learning will be used to promote student growth through one another within the classroom setting.	Other			09/02/2014	06/17/2015	\$500	Title I Part A	All Staff

Activity - Research Using Computers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will guide students in researching information using computers.	Other			09/02/2014	06/17/2015	\$500	Title II Part A	All Staff

Activity - Researched Based Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will attend science workshops, which support teachers and students to collaborate on research based projects.	Professional Learning			09/02/2014	06/17/2015	\$500	Title I Part A	All Staff

Strategy 2:

Summarizing and Note Taking - Teachers will assist students in summarizing and note taking in order to increase scientific knowledge.

Research Cited: Best Practice: Today's Standards for Teaching and Learning in America's Schools by Steve Zemelman, Harvey Daniels and Arthur Hyde (Heinemann, 2005) Best Practice in Science.

Best Practices builds on the official standards documents of leading professional organizations in reading, writing, math, and science. Its recommendations draw upon scientific research of precise design, both experimental and qualitative. Best Practices also provides inspirational examples of state-of-the-art teaching methods in action. It carefully examines state, national, and discipline specific standards and demonstrates how engaging and interactive classroom instruction is truly is the most effective way to meet those standards.

Classroom Instruction That Works by Robert Marzano, Debra Pickering and Jane Pollock (ASCD, 2001)

Horizon Alternative Education

Marzano's strategies for classroom instruction are based off of several keys areas that are proven in the

School Improvement Plan

Horizon High School

classroom. Marzano's strategies address several key concepts that when implemented into the classrooms are proven to work. The following areas consist of identifying similarities and differences, summarizing, note taking reinforcing effort, providing recognition and the remaining six strategies that have been tried and tested in the classroom through daily instruction.

Strategies That Work: Teaching Comprehension to Enhance Understanding by Stephanie Harvey and Anne Goudvis (Stenhouse, 2000)

Strategies That Work has become an indispensable resource for teachers who want to explicitly teach thinking strategies so that students become engaged, thoughtful, independent readers. The comprehension lessons are exploring the central role that activating background knowledge plays in understanding. Another major thing is the inclusion of content literacy which describes how to apply comprehension strategies flexibly across the curriculum.

Differentiation in Practice by Carol Ann Tomlinson and Caroline Cunningham Edison (ASCD, 2003)

Differentiation in Practice explores how real teachers incorporate differentiation principles and strategies throughout entire instructional units. Applicable at all levels, will teach anyone interested in designing and implementing differentiated curriculum how to do so or how to do so more effectively. Included are annotated lesson plans for differentiated units in social studies, language arts, science, mathematics, and world/foreign language.

The book highlights underlying standards, delineates learning goals, and takes you step by step through the instructional process.

The models and insight presented will inform differentiation efforts and help meet the challenge of mixed-ability classrooms with academically responsive curriculum appropriate for all learners.

Tier:

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assist students in guided reading of science material by using text features.	Other			09/02/2014	06/17/2015	\$200	Title I Part A	All Staff

Activity - Model Identifying Similarities and Differences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will model identifying similarities and differences during lessons	Professional Learning			09/02/2014	06/17/2015	\$500	Title I Part A	All Staff

School Improvement Plan

Horizon High School

Activity - Notetaking During Science Videos	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will demonstrate how to take notes after viewing a science video.	Other			09/02/2014	06/17/2015	\$300	Title II Part A	All Staff

Goal 4: All Horizon students will increase their social studies skills.2015-2016

Measurable Objective 1:

25% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Civics and Economics in Social Studies by 06/17/2016 as measured by the State Designed Assessment.

Strategy 1:

Civics Knowledge - Teachers will guide students to increase their civics knowledge.

Research Cited: Best Practice: Today's Standards for Teaching and Learning in America's Schools by Steve Zemelman, Harvey Daniels and Arthur Hyde (Heinemann, 2005) Best Practice in Social Studies

Best Practices builds on the official standards documents of leading professional organizations in reading, writing, math, social studies and science. Its recommendations draw upon scientific research of precise design, both experimental and qualitative. Best Practices also provides inspirational examples of state-of-the-art teaching methods in action. It carefully examines state, national, and discipline specific standards and demonstrates how engaging and interactive classroom instruction is truly the most effective way to meet those standards.

Classroom Instruction That Works by Robert Marzano, Debra Pickering and Jane Pollock (ASCD, 2001) Marzano's strategies for classroom instruction are based off of several key areas that are proven in the classroom. Marzano's strategies address several key concepts that when implemented into the classrooms are proven to work. The following areas consist of identifying similarities and differences, summarizing, note taking reinforcing effort, providing recognition and the remaining six strategies that have been tried and tested in the classroom through daily instruction. Strategies That Work: Teaching Comprehension to Enhance Understanding by Stephanie Harvey and Anne Goudvis (Stenhouse, 2000)

Differentiation in Practice by Carol Ann Tomlinson and Caroline Cunningham Edison, 2003

Tier:

Activity - Constitution Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will guide students in a Constitution Day activity.	Other			09/02/2014	06/17/2015	\$100	Title I Part A	All Staff

School Improvement Plan

Horizon High School

Activity - Monthly Curriculum Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend monthly curriculum meetings at which they will plan, discuss and evaluate materials and teaching strategies.	Other			09/02/2014	06/17/2015	\$500	Title I Part A	All Staff

Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive professional development in Restorative Practices.	Professional Learning			09/02/2014	06/17/2015	\$100	Title I Part A	All Staff

Strategy 2:

Economics Knowledge - Teachers will guide students in improving their knowledge of economics.

Research Cited: Best Practice: Today's Standards for Teaching and Learning in America's Schools by Steve Zemelman, Harvey Daniels and Arthur Hyde (Heineman, 2005) Best Practice in Social Studies

Best Practices builds on the official standards documents of leading professional organizations in reading, writing, math, and science. Its recommendations draw upon scientific research of precise design, both experimental and qualitative. Best Practices also provides inspirational examples of state-of-the-art teaching methods in action. It carefully examines state, national, and discipline specific standards and demonstrates how engaging and interactive classroom instruction is truly is the most effective way to meet those standards.

Classroom Instruction That Works by Robert Marzano, Debra Picering and Jane Pollock (ASCD, 2001)

Marzano's strategies for classroom instruction are based off of several keys areas that are proven in the classroom. Marzano's strategies address several key concepts that when implemented into the classrooms are proven to work. The following areas consist of identifying similarities and differences, summarizing, note taking reinforcing effort, providing recognition and the remaining six strategies that have been tried and tested in the classroom through daily instruction.

Strategies That Work: Teaching Comprehension to Enhance Understanding by Stephanie Harvey and Anne

Goudvis (Stenhouse, 2000) Differentiation in Practice by Carol Ann Tomlinson and Caroline Cunningham Edison (ASCD, 2003)

Teaching Reading in Social Studies, Doty, K., Cameron, G., Burton, M. (McRell, 2003)

Tier:

Activity - Best Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Horizon High School

Staff will read and discuss the Recommendations for Teaching Reading from Best Practice: Today's Standards for Teaching and Learning in America's Schools by Zemelman.	Professional Learning			09/02/2014	06/17/2015	\$200	Title I Part A	All Staff
Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will guide students in completing graphic organizers such as venn diagrams or charts so students can compare and classify information.	Other			09/02/2014	06/17/2015	\$500	Title I Part A	All Staff
Activity - RTI-Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff member will be trained in RTI-Response to Intervention to assist students with academic achievement.	Professional Learning			09/02/2014	06/17/2015	\$200	Title I Part A	All Staff

Measurable Objective 2:

25% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in history and geography in Social Studies by 06/17/2016 as measured by the State Designed Assessment.

Strategy 1:

Geographical Knowledge - Teachers will assist students in improving their geographical knowledge.

Research Cited: Best Practice: Today's Standards for Teaching and Learning in America's Schools by Steve Zemelman, Harvey Daniels and Arthur Hyde (Heinemann, 2005) Best Practice in Social Studies.

Best Practices builds on the official standards documents of leading professional organizations in reading, writing, math, and science. Its recommendations draw upon scientific research of precise design, both experimental and qualitative. Best Practices also provides inspirational examples of state-of-the-art teaching methods in action. It carefully examines state, national, and discipline specific standards and demonstrates how engaging and interactive classroom instruction is truly the most effective way to meet those standards.

Strategies That Work: Teaching Comprehension to Enhance Understanding by Stephanie Harvey and Ann Goudvis (Stenhouse, 2000)

Classroom Instruction That Works by Robert Marzano, Debra Pickering and Jane Pollock (ASCD, 2001)

Marzano's strategies for classroom instruction are based off of several key areas that are proven in the classroom. Marzano's strategies address several key concepts that when implemented into the classrooms are proven to work. The following areas consist of identifying similarities and differences, summarizing, note taking reinforcing effort, providing recognition and the remaining six strategies that have been tried

School Improvement Plan

Horizon High School

and tested in the classroom through daily instruction.

Tier:

Activity - Maps and Globes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assist students in reading and understanding maps and globes.	Other			09/02/2014	06/17/2015	\$400	Title I Part A	All Staff

Activity - Maps and Visual Aides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use various maps and visual aides to assist at-risk students in understanding geographic concepts.	Other			09/02/2014	06/17/2015	\$200	Title I Part A	All Staff

Activity - Similarities & Differences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At a staff meeting, teachers will read and discuss and model Marzano's similarities and differences as it pertains to geographical regions.	Other			09/02/2014	06/17/2015	\$200	Title I Part A	All Staff

Activity - Teacher Training Historical and Geographical Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in historical and geographical skills.	Professional Learning			09/02/2014	06/17/2015	\$300	Title I Part A	All Staff

Strategy 2:

Historical Knowledge - Teachers will assist students in improving their historical knowledge.

Research Cited: Best Practice: Today's Standards for Teaching and Learning in America's Schools by Steve Zemelman, Harvey Daniels and Arthur Hyde (Heinemann, 2005) Best Practice in Social Studies.

Best Practices builds on the official standards documents of leading professional organizations in reading, writing, math, and science. Its recommendations draw upon scientific research of precise design, both experimental and qualitative. Best Practices also provides inspirational examples of state-of-the-art teaching methods in action. It carefully examines state, national, and discipline specific standards and demonstrates how engaging and interactive classroom instruction is truly is the most effective way to meet those standards.

Strateagies That Work: Teaching Comprehension to Enhance Understanding by Stephanie Harvey and Ann Goudvis (Stenhouse, 2000)

School Improvement Plan

Horizon High School

Classroom Instruction That Works by Robert Marzano, Debra Pickering and Jane Pollock (ASCD, 2001) Marzano's strategies for classroom instruction are based off of several keys areas that are proven in the classroom. Marzano's strategies address several key concepts that when implemented into the classrooms are proven to work. The following areas consist of identifying similarities and differences, summarizing, note taking reinforcing effort, providing recognition and the remaining six strategies that have been tried and tested in the classroom through daily instruction.

Tier:

Activity - Cause and Effect	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assist students in finding cause and effect relationships.	Other			09/02/2014	06/17/2015	\$100	Title I Part A	All Staff
Activity - Creating Timelines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assist students in creating and reading timelines.	Other			09/02/2014	06/17/2015	\$200	Title I Part A	All Staff
Activity - Peer Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will form groups within the classroom structure by ability for students to reinforce student learning. This form of cooperative learning will be used to promote student growth through one another within the classroom setting.	Other			09/02/2014	06/17/2015	\$100	Title I Part A	All Staff
Activity - RTI-Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in RTI-Response to Intervention.	Professional Learning			09/02/2014	06/17/2015	\$200	Title II Part A	All Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monthly Curriculum Meetings	Teachers will attend monthly curriculum meetings at which they will plan, discuss and evaluate materials and teaching strategies.	Other			09/02/2014	06/17/2015	\$200	All Staff
Word Group Recording	Teachers will prompt use of word wall resource during instruction of the writing process.	Other			09/08/2015	06/17/2016	\$200	All Staff
Creating Timelines	Teachers will assist students in creating and reading timelines.	Other			09/02/2014	06/17/2015	\$200	All Staff
Polya's 4-Step Problem Solving	Staff will use Polya's 4 Step Problem Solving process and analyze student work using a rubric.	Other			09/02/2014	06/17/2015	\$100	All Staff
Maps and Visual Aides	Teachers will use various maps and visual aides to assist at-risk students in understanding geographic concepts.	Other			09/02/2014	06/17/2015	\$200	All Staff
Word Problem Roulette	Staff will work with students collaboratively to solve problems using the Word Problem Roulette.	Other			09/02/2014	06/17/2015	\$100	All Staff
Quickwrites	Staff will assist students to use Quickwrites to: convey understanding of information presented in data representations, provide information regarding knowledge of a specific kind of data representation, briefly summarize the use of a particular type of data representation, and understand information needed to solve problems across the content area.	Other			09/02/2014	06/17/2015	\$100	All Staff
Similarities & Differences	At a staff meeting, teachers will read and discuss and model Marzano's similarities and differences as it pertains to geographical regions.	Other			09/02/2014	06/17/2015	\$200	All Staff
Monthly Curriculum Meetings	Teachers will attend monthly curriculum meetings at which they will plan, discuss and evaluate materials and teaching strategies.	Other			09/02/2014	06/17/2015	\$0	All Staff

School Improvement Plan

Horizon High School

Peer Tutoring	Staff will assist students in tutoring their classmates to achieve academic success.	Other			09/02/2014	06/01/2015	\$100	All Staff
Collaborative Discussions	Teachers will have collaborative discussions on how to incorporate current events into increasing students' awareness of science in the real world.	Other			09/02/2014	06/17/2015	\$200	All Staff
Use of Metaphors in 9-12 Curriculum	Teachers will instruct the students to recognize the different forms. Help students recognize when they are classifying, comparing, or creating analogies or metaphors. As students encounter metaphors in reading, or speaking, generate a class list.	Other			09/08/2015	06/17/2016	\$100	All Staff
Literacy Coach/Teacher Dialogues	Literacy Coach and classroom teacher will meet to discuss observed effectiveness of implemented strategies.	Professional Learning			09/08/2015	06/17/2016	\$0	All Staff
Guided Reading	Teachers will assist students in guided reading of science material by using text features.	Other			09/02/2014	06/17/2015	\$200	All Staff
RTI-Response to Intervention	Teachers will be trained in RTI-Response to Intervention to assist students in achieving academic success.	Professional Learning			09/02/2014	06/15/2015	\$500	All Staff
Math Warm-Up	Teachers will preview/review activity to generate readiness with students prior to the daily lesson. (BBC-Do Now, Problem of the Day, Half Sheets)	Other			09/02/2014	06/17/2015	\$100	All Staff
Monthly Curriculum Meetings	Teachers will attend monthly curriculum meetings at which they will plan, discuss and evaluate materials and teaching strategies.	Other			09/02/2014	06/17/2015	\$500	All Staff
Concept Circles	Staff will present information and samples of Concept Circles to the staff who will then model it for the students for the purpose of helping students develop their understanding of subject appropriate vocabulary concepts.	Other			09/02/2014	06/17/2015	\$0	All Staff
KWL	Staff will work with students independently and collaboratively to complete KWL (for word problems) graphic organizers.	Other			09/02/2014	06/17/2015	\$100	All Staff
Hands-On Experiments	Teachers will conduct several Science Kit hands-on experiments providing extra assistance to at-risk students.	Other			09/02/2014	06/17/2015	\$500	All Staff
Graphic Organizers	All teachers will guide students in completing graphic organizers such as venn diagrams or charts so students can compare and classify information.	Other			09/02/2014	06/17/2015	\$500	All Staff
Best Practice	Staff will read and discuss the Recommendations for Teaching Reading from Best Practice: Today's Standards for Teaching and Learning in America's Schools by Zemelman.	Professional Learning			09/02/2014	06/17/2015	\$200	All Staff

School Improvement Plan

Horizon High School

Math Journals	All teachers will guide students to enter a new math vocabulary word or concept with definition, explanation and example into their math journal.	Other			09/02/2014	06/17/2015	\$500	All Staff
RTI-Response to Intervention/Writing	Staff member will be trained in RTI-Response to Intervention to assist students with academic achievement.	Professional Learning			09/08/2015	06/17/2016	\$500	All Staff
Venn Diagrams	Teachers will model using a venn diagram to assist students in determining similarities and differences.	Other			09/08/2015	06/17/2016	\$100	All Staff
Constitution Day	Teachers will guide students in a Constitution Day activity.	Other			09/02/2014	06/17/2015	\$100	All Staff
Differentiated Instruction	Teachers will be trained in differentiated instruction in order to assist at-risk students in the classroom.	Professional Learning			09/08/2015	06/17/2016	\$500	All Staff
KeyTrain	Staff will use KeyTrain in mathematics to prepare them for work related applications of data representation.	Other			09/03/2013	06/12/2014	\$100	All Staff
Attend Science Workshops	All teachers will attend science workshops which support teachers and students to collaborate on inquiry based investigation of the environment and the earth systems.	Professional Learning			09/02/2014	06/17/2015	\$500	All Staff
Math Word Wall	Teachers will place operation symbols and words associated with those symbols on the classroom wall for constant review and reinforcement.	Other			09/02/2014	06/17/2015	\$100	All Staff
Peer Tutoring	Teachers will form groups within the classroom structure by ability for students to reinforce student learning. This form of cooperative learning will be used to promote student growth through one another within the classroom setting.	Other			09/02/2014	06/17/2015	\$500	All Staff
Maps and Globes	Teachers will assist students in reading and understanding maps and globes.	Other			09/02/2014	06/17/2015	\$400	All Staff
Peer Tutoring	Teachers will form groups within the classroom structure by ability for students to reinforce student learning. This form of cooperative learning will be used to promote student growth through one another within the classroom setting.	Other			09/02/2014	06/17/2015	\$100	All Staff
Restorative Practices	All staff will receive professional development in Restorative Practices.	Professional Learning			09/02/2014	06/17/2015	\$100	All Staff
Writer's Workshop	Teachers will receive training utilizing Lucy Calkin's Writers' Workshop.	Professional Learning			09/08/2015	06/17/2016	\$500	All Staff

School Improvement Plan

Horizon High School

Monthly Curriculum Meetings	Teachers will attend monthly curriculum meetings at which they will plan, discuss and evaluate materials and teaching strategies.	Other			09/02/2014	06/17/2015	\$0	All Staff
Model Identifying Similarities and Differences	All teachers will model identifying similarities and differences during lessons	Professional Learning			09/02/2014	06/17/2015	\$500	All Staff
Word Wall	Teachers will use word walls while instructing the writing process.	Other			09/08/2015	06/17/2016	\$200	All Staff
Verbal Visual Word Association	Staff will present information and samples on Verbal Visual Word Association. Teachers will model its usage and students will practice.	Other			09/02/2014	06/17/2015	\$200	All Staff
Data Representations	Staff will create data representations appropriate and specific to content areas.	Other			09/03/2013	06/12/2014	\$100	All Staff
Modeling	Teachers will observe the literacy coach modeling strategies in a classroom.	Other			09/02/2014	06/17/2015	\$0	All Staff
Literacy Implementation	The Literacy Coach will observe the classroom teacher implementing literacy strategies.	Other			09/02/2014	06/01/2015	\$0	All Staff
Teacher Training Historical and Geographical Skills	Teachers will be trained in historical and geographical skills.	Professional Learning			09/02/2014	06/17/2015	\$300	All Staff
Cause and Effect	Teachers will assist students in finding cause and effect relationships.	Other			09/02/2014	06/17/2015	\$100	All Staff
Guided Reading	Teachers will assist students in guided reading of informational texts by using text features.	Other			09/08/2015	06/17/2016	\$100	All Staff
Peer Tutoring	Teachers will form groups within the classroom structure by ability for students to reinforce student learning. This form of cooperative learning will be used to promote student growth through one another within the classroom setting.	Other			09/08/2015	06/17/2016	\$100	All Staff
Best Practice	Staff will read and discuss the Recommendations for Teaching Reading from Best Practice: Today's Standards for Teaching and Learning in America's Schools by Zemelman.	Professional Learning			09/08/2015	06/17/2016	\$200	All Staff
Visual Materials	Teachers will use pictures, videos, trade books and other visual or tactical aids to support at-risk students.	Other			09/02/2014	06/17/2015	\$100	All Staff
Frayer Model	Staff will present information and samples of the Frayer Model. Teachers will use the Frayer Model with students to develop an understanding of new key concepts and vocabulary.	Other			09/02/2014	06/17/2015	\$300	All Staff

School Improvement Plan

Horizon High School

Researched Based Projects	All teachers will attend science workshops, which support teachers and students to collaborate on research based projects.	Professional Learning			09/02/2014	06/17/2015	\$500	All Staff
RTI-Response to Intervention	Staff member will be trained in RTI-Response to Intervention to assist students with academic achievement.	Professional Learning			09/02/2014	06/17/2015	\$200	All Staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI-Response to Intervention	Staff member will be trained in RTI-Response to Intervention to assist students with academic achievement.	Professional Learning			09/02/2014	06/17/2015	\$100	All Staff
Notetaking During Science Videos	Teachers will demonstrate how to take notes after viewing a science video.	Other			09/02/2014	06/17/2015	\$300	All Staff
RTI-Response to Intervention	Teachers will be trained in RTI-Response to Intervention.	Professional Learning			09/02/2014	06/17/2015	\$200	All Staff
Note Taking	Teachers will be trained in Marzano's Summary and Note Taking.	Professional Learning			09/08/2015	06/17/2016	\$500	All Staff
Attend Mathematical Workshops	All teachers will attend math workshops.	Professional Learning			09/02/2014	06/17/2015	\$300	All Staff
Differentiated Instruction/Science	Teachers will be involved in differentiated instruction workshops in order to help students increase their scientific knowledge.	Professional Learning			09/02/2014	06/17/2015	\$500	All Staff
Response to Intervention	Staff member will be trained in RTI-Response to Intervention to assist students with academic achievement.	Professional Learning			09/02/2014	06/17/2015	\$500	All Staff
Research Using Computers	Teachers will guide students in researching information using computers.	Other			09/02/2014	06/17/2015	\$500	All Staff