



# School Improvement Plan

Horizonte

2013 - 2014

Principal: Mindi Holmdahl





**Common commitment across all High Schools: Closing the Achievement Gap by personalizing each High School environment.**

Aligned with High School Accreditation and focused on Essentials from the District's Student Achievement Plan (Curriculum, Instruction, Assessment, Advocacy and Intervention, Community Involvement)

**School Mission Statement:**

Valuing the diversity and individual worth of students, Horizonte Instruction and Training Center, a multi-cultural learning center, will provide the education and skills necessary for students to achieve self-sufficiency and become contributing participants within their community.

### Effective Reading Strategies & Comprehension Skills

- Students will read and comprehend complex literary and informational texts independently and proficiently
- Students will routinely write for a range of tasks, purposes, and audiences

### Effective Writing & Communication Skills

Students will:

- Students will routinely write for a range of tasks, purposes, and audiences

### Effective Math Problem Solving Skills

Students will:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others

### Age Appropriate Student Behavior

Students will:

- Understand behavioral errors and corrections
- Exhibit appropriate school behavior based on expectations
- Receive positive feedback through parent/guardian/adult meetings or phone calls
- Achieve recognition for positive behavior through the Principal's 200 Club

**1. Language arts coach**

Language arts instructors in addition to the classroom teacher to assist students

High schoolwide language arts curriculum

Classworks assessments each of the five sessions to measure student growth

**2. Math coach**

Math instructors in addition to the classroom teacher to assist students

High schoolwide math curriculum

Pre and post assessments each of the five sessions to measure student growth

**3. Reading Coach**

Reading strategies curriculum

Pre and post assessments each of the five sessions to measure student growth

**4. Horizonte Learning Communities**

All teachers participate in monthly meetings and action plan implementation regarding parent involvement, student recognition, science curriculum, CTE/Art curriculum, attendance, cross curricular connections

**5. Math and editing in class everyday****6. Twenty minutes of engaged reading strategies****7. Advisory period for all students****8. SEOP management using Powerschool & UTOPIA****9. Post testing English, math, TABE & CASAS****10. PBIS**

**Positive Trends:**

Math and language arts CRT data for students who attended Horizonte a full academic year showed the percentage of students who scored proficient increased from the previous year.

In 2011, 112 language arts students (40%) and 15 math students (4%) were proficient. In 2012 those numbers rose to 244 Language arts students (48%) and 61 math students (10%).

A significant percentage of students showed an increase in the scaled score (48% in language arts, 51% in math) from the previous year, even if they did not attain proficiency. Nearly twice as many students took the CRT in 2012 (compared to 2011) so the growth results are impressive.

As part of Horizonte's School Improvement Grant (SIG) and in response to difficulty in measuring growth from year to year because many students do not have a previous language arts or math CRT, Horizonte also measures formative growth in math and language arts each session.

At the end of the first session of the 2012-13 school year, 60% of students demonstrated growth in language arts and 69% of students demonstrated growth in math.

We had an increase in the number of students who graduated with their senior class; 135 graduates in 2011, 190 in 2012.

**Negative Trends:**

Up to this year, genuine trend data is difficult to determine, as students typically do not attend Horizonte for a full academic year (160 days). Over 1200 students attend Horizonte at some point during the school year, thus leading to difficulty in showing meaningful achievement results tied to learning experiences at Horizonte. Less than 20% of the total enrollments have historically been included in achievement data results. However, the SIG has allowed for formative assessments each session to guide our teaching practices and give students, parents, and teachers immediate feedback.

**ESL/Reading****Goal:**

In an effort to improve student reading across the curriculum we will hire a reading coach, provide training to all teachers and measure growth by pre and post testing each session.

**Plan of Action:**

Hire a reading coach who will train all teachers in effective reading strategies and provide ongoing curriculum throughout the year.

Pre and post assessments each session to measure growth in reading skills.

**Resources Used:**

Reading coach, 20-minute reading time built in to advisory period each day.

**Fine Arts****Goal:**

See CTE goals

**Plan of Action:****Resources Used:****Language Arts****Goal:**

Students will increase skills in language arts as measured by standardized tests, including the CRT. The expectation for 2012-13 is that 53% of all students who have a previous CRT score will show an increase in their scaled score. Credit will be given for those students who scored substantial and remained substantial. This represents a 10% increase over the number of students who demonstrated growth last year (48%).

Formative growth for students who have no previous CRT scores for comparison will be measured by pre and post results on other standardized or custom assessments based on the Utah State Core Curriculum. We expect that at least 60% of students tested will show growth from pre to post testing each session. This is also a 10% increase in the goal number (55% in 2011-12).

**Plan of Action:**

Curriculum alignment and mapping

Pre and post assessments each session

Ongoing PD for LA teachers

Additional instructors in every LA class

Monitor teacher practice

Daily language arts edit assignments for every class

**Resources Used:**

Two language arts coaches

**Mathematics****Goal:**

Students will increase skills in math as measured by standardized tests, including the CRT. The expectation for 2012-13 is that 56% of all students who have a previous CRT score will show an increase

in their scaled score. Credit will be given for those students who scored substantial and remained substantial. This represents a 10% increase over the number of students who demonstrated growth last year (51%). Formative growth for students who have no previous CRT scores for comparison will be measured by pre and post results on other standardized or custom assessments based on the Utah State Core Curriculum. We expect that at least 60% of students tested will show growth from pre to post testing each session. This is also a 10% increase in the goal number (55% in 2011-12).

**Plan of Action:**

Curriculum alignment and mapping  
Pre and post assessments each session  
Ongoing PD for math teachers  
Additional instructors in every math class  
Monitor teacher practice  
Daily math practice in all classes

**Resources Used:**

Math coach

**Science****Goal:**

Although science is not an area of focus for our SIG, our goal is to see an increase in the science scores of our students on the CRT and other standardized tests.

**Plan of Action:**

Hire a part-time science coach to assist in curriculum and teaching methods.  
Science curriculum in earth science and biology will be aligned to state standards and mapped for all of Horizonte's sites.  
Science textbooks and equipment will be purchased.

**Resources Used:**

Part-time science coach, and members of the Science HLC.

**Social Studies****Goal:**

Social studies curriculum will be aligned with language arts readings and essays to maximize cross-curricular connections for students.

**Plan of Action:**

Social studies teachers will meet with language arts coaches to align units of study, readings, assignments, etc.

**Resources Used:**

Language arts coaches, stipends for participating social studies teachers

**Special Education****Goal:**

Co-teaching model will be implemented for Special Education students. Special Education teachers will follow students into the core credit classes to assist the regular ed teacher rather than pulling out for a self-contained class.

**Plan of Action:**

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Schedule two Special Education teachers to assist in core classes.

**Resources Used:**

**CTE**

**Goal:**

Curriculum for CTE and art classes should be aligned with state standards and mapped throughout the year. Connections to language arts and math standards will be established. Curriculum for advisory period will also be developed that includes grade-appropriate activities including Utah Futures.

**Plan of Action:**

The CTE/Art Horizonte Learning Community (HLC) will outline mapping and alignment that will be used at all Horizonte sites.

**Resources Used:**

Horizonte Learning Community members.

**Focus Area: Effective use of data**

The following data are collected annually to measure student progress, monitor teacher/program effectiveness and plan interventions

Demographics: Gender, ethnicity, Grade, ELL, SpEd, Free/reduced lunch

Enrollment: Enrollment dates, membership, attendance, referring school, lateral transfers, return to home school, exemptions, non-graduating seniors

Academics: Formative growth each session, CRT growth, ACT scores, credits earned/attempted

Teachers: Education, qualifications, years of service, PD and HLC participation, discipline referrals, students' academic performance

Behavior: Discipline referrals, PBIS, attendance recorded in Educators Handbook. Formal suspensions, serious violations, transfers and withdrawals recorded in PowerSchool

Comprehensive Guidance: Intake form at enrollment, social work referrals and interventions, home visits, student/parent/teacher surveys

School Climate: SIG Survey 2011-12 (will repeat in Fall 2013), KEYS Survey 2011-12

**Commendations**

1.

The Visiting Team commends Horizonte for the high quality of education and related services provided for a very diverse population, the consistent leadership over time that has created teacher, staff, and student ownership and a continuing focus on student success, the strong continuum of services and programs ensuring student success, strong campus security that students recognize and appreciate, allowing them to focus on their educational growth, providing a rich and broad access to community resources that students may need outside the classroom setting, the flexibility of scheduling options in meeting both student and family needs, the use of data in driving instruction, remediation, and setting school goals, opening the doors to the community for any service that can benefit Horizonte students, the structure of an advisory course that is well organized and consistently delivered, contains worthwhile content, and develops positive, personal relationships. The success of the school as a whole would be greatly diminished without this entity.

## Recommendations

Indicate whether or not you've met this standard by responding Yes or No. Schools serving English Language Learners (ELLs) and receiving Title III funds must address all assurances and include more detailed information in relevant sections of plan.

- |   |    |   |
|---|----|---|
| Y | 1) | Research-based language instruction programs and academic content instruction programs for ELL students have been implemented.  |
| Y | 2) | Instructional programs implemented ensure that ELL students are able to listen, speak, read, write and comprehend English sufficient to reach the state's academic standards.   |
| Y | 3) | Certified teachers who teach ELL students and immigrant children/youth are fluent in English and any other language used for instruction, including written and oral communication skills.  |
| Y | 4) | All children who have been in the United States for three or more consecutive years will participate in reading or language arts assessments given in English.  |
| Y | 5) | Notification will be sent to parents (in a language and format that is understandable to parents) within 30 days after the beginning of the school year of their child's placement (within 2 weeks if enrolled after the beginning of the school year) in English language <ul style="list-style-type: none"> <li>i. the reason for identification of their child as limited English proficient and in need of placement in a language instruction educational program.</li> <li>ii. the student's level of English proficiency, how that level was assessed, and the status of the student's academic achievement.</li> <li>iii. the method of instruction (content, goals, English instruction, native language instruction) used in the proposed program.</li> <li>iv. how the program will meet the student's educational strengths and weaknesses and how the program will help their student learn English and meet appropriate academic achievement standards.</li> <li>v. the exit criteria for the program and the expectations for transitioning into classrooms that are not tailored for limited English proficient standards.</li> <li>vi. notification of parent rights including written guidance detailing the parents right to have their child removed from a program upon request and the options parents have to decline to enroll their child in the program, or to choose another program or</li> </ul> |

**ADMINISTRATIVE PROCEDURES RELATING TO BOARD POLICY G-3**

Is School Compliant?

Always  
Sometimes  
Never  
N/A

1. **Nutrition Education.** Sequential and interdisciplinary nutrition education shall provided and promoted as follows:

A. Each school shall ensure the health core is taught in grades K-12. Nutrition education shall be encouraged in other content areas, in the home and the

2. **Physical Education and Physical Activity.** Adequate physical education shall be provided and patterns of meaningful physical activity connected to students' lives outside of physical education shall be promoted as follows:

A. Each school shall ensure the physical education core is taught in grades k-12. Physical education activities shall be encouraged in other content areas, in the home and the broader community.

B. Physical education instructors at the elementary level shall be District certified. Each elementary physical education instructor shall participate annually in the following certification programs:

- Elementary Physical Education Teaching Methods (14 hours per year)
- Monthly Staff Development (16 hours per year)
- Current First Aid / CPR Certification

C. Physical education instructors at the secondary level shall certified according to state standards.

D. Enrollment in secondary physical education courses shall not exceed the number of students that space and equipment can safely accommodate.

E. Adequate equipment and supplies shall be available for all students to safely and fully participate in structured physical education activities.

F. Time allotted for physical education instruction shall be consistent with state standards, which are 150 minutes per week for grades 1-6 and 225 minutes per week for grades 7-12.

G. All elementary students shall be allowed a minimum of 15 minutes of recess each school day, not to include scheduled lunch time. Daily recess periods can be structured to be a part of the physical education instructional time and shall not be systemically used as a behavioral consequence.

3. **Other School Based Activities.** All school-based activities shall be consistent with District Wellness Policy as follows:

A. After-school programs shall encourage physical activity and the formation of healthy habits.

B. District Wellness Policy guidelines shall be considered when planning all school-based activities (such as school events, field trips, dances, assemblies,

C. Hosting wellness clinics, health screenings, and enrolling eligible children in Medicaid and other state health insurance programs shall be pursued at each school site to support the health of all students.

4. **Nutrition Guidelines for All Foods on Campus.**

All foods and beverages made available to students on campus shall be consistent with the current USDA Dietary Guidelines as follows:

A. All foods made available to students on campus (a-la-carte sales, after-school programs, beverage contracts, fund raisers, school parties/celebrations, student stores, vending machines, etc.) will emphasize nutrient density, fruits and vegetables, decreasing fat and added sugars, and moderating portion size. Food and beverages sold at Utah High School Activities Association events shall

B. Elementary and middle schools shall limit food and beverage offerings for sale to students outside of the federal school meal programs to the following standards beginning July 1, 2006:

1. Foods and Beverages: Must meet USDA Foods of Minimal Nutrition Value guidelines and provide no more than 250 calories per package.
2. Fruits and vegetables should be offered for sale at any location on the school site where foods are sold (including fresh, cooked, dried, juice or

C. High schools shall limit food and beverage offerings for sale to students outside of the federal school meal programs to the following standards no later

1. Foods: Must meet USDA Foods of Minimal Nutrition Value guidelines and provide no more than 250 calories per package.
2. Beverages: Must meet USDA Foods of Minimal Nutrition Value guidelines and provide no more than 250 calories per package. Acceptable beverages as specified by the memorandum of understanding between The American Beverage Association and The Alliance for a Healthier Generation shall be
3. Fruits and vegetables should be offered for sale at any location on the school site where foods are sold (including fresh, cooked, dried, juice or

D. Classroom snacks shall feature healthy choices.

E. Food and beverage information displayed in the school cafeteria shall be

F. No school activities, events or parties shall interfere with student access to a

5. **Eating Environment.** The school environment shall be safe, comfortable, pleasing, allow ample time and space for eating meals; and food and/or physical activity shall not be used as a reward or punishment as follows:

A. Students shall be encouraged to start each day with a healthy breakfast.

B. Students shall be provided adequate time to eat breakfast and lunch at school, at least 10 minutes for breakfast and 20 minutes for lunch, from the time the

C. Lunch periods shall be scheduled as near the middle of the school day as possible. Lunch periods shall not be scheduled at the end of a shortened school

D. Elementary schools shall schedule recess before lunch or implement a structured schedule that ensures that children are not pressured to eat and run.

E. School cafeteria areas shall provide enough serving lines to ensure that students spend no more than 7 minutes waiting in line for a school meal.

F. School employees and community members shall be encouraged to reward student behavior with non-food items instead of food items.

G. Bus routes and school schedules shall be coordinated to allow students ample time before class to participate in the National School Breakfast program.

H. Students in pre-kindergarten through grade 12 shall be responsible for cleaning up after themselves at breakfast and lunch. Students shall put away trays and dispose of garbage properly to keep the school environment clean.

6. **Child Nutrition Operation.** Child Nutrition programs shall be accessible to all and must comply with federal, state and local requirements (see also Policy EF and EFC). The school district shall develop a coordinated and comprehensive outreach, promotion and pricing plan to ensure maximum participation in the federal school meal programs (e.g. school lunch, school breakfast, after-school snack, and

7. **Food Safety/Food Security.** All foods made available on campus by Child Nutrition Services shall adhere to food safety and security guidelines including compliance with federal, state and local food safety and sanitation regulations. Food provided outside of Child Nutrition Services becomes the responsibility of school administration, with oversight of the School Community Council. Access to the food service operation is to be limited to Child Nutrition staff and authorized personnel

8. **Implementation and Evaluation.** The Superintendent or designee shall appoint a wellness committee to regularly monitor the overall effectiveness of the wellness policy and recommend policy and/or procedural modifications that will positively impact student health. The School Community Council shall be designated to oversee the implementation and evaluation of the district wellness policy at each

- A. The district wellness committee shall include parents, students, the Director of Child Nutrition Services, the District Healthy Lifestyles Specialist and representatives of the school board, school administrators, teachers, classified employees, and the public. The purpose of the district wellness committee is as
  1. Regularly monitor the overall effectiveness of the district wellness policy.
  2. Highlight areas in need of future change.
  3. Recommend policy and/or administrative procedure modifications that will positively impact student health.

- B. The school administrator, with oversight of the School Community Council, shall ensure that all district wellness policy guidelines are enforced at the
  1. One or more persons at the school shall be designated and charged with the operational responsibility for ensuring that the school follows the district wellness policy.
  2. One or more persons at the school shall be designated and charged with the operational responsibility for ensuring that the school follows the district wellness policy.
  3. A copy of the approved written record of compliance shall be submitted by the school to the Superintendent or designee prior to the end of each
  4. Annually report goals and progress toward student wellness in the school improvement plan.

**Report Progress on Wellness Plan for 2012 - 2013**

Our annual Care Fair sponsored by Salt Lake Junior League in July serves over 3,000 people. Services provided include: medical, hearing, vision, dental, diabetes and cholesterol screenings, breast exams, and HIV testing. On-site health screenings occurred bi-monthly with 60 served on each occasion. Services provided were: diabetes testing, minor/acute, chronic illness, mental illness, and prenatal care, early detection of pregnancy, and coronary artery risk prevention. We also hold monthly health clinics on a smaller scale. We have partnered with donated dental to provide dental screenings and oral health classes to our young parent and their children. We provide kids café dinner for our evening youth program (serves 40 dinners) Our school became an official food drop site for the Utah Food Bank every other Friday with 250 served each time. We utilize district providers for vending service thus providing healthier options. We have contracted with Calvary Baptist church located two blocks away to use their extensive gym facility for our scheduled P.E. classes providing improved services for our students. The implementation of the P.E. and health curriculum has improved this year, providing better instruction for our students.

**Wellness Goal for 2013 - 2014**

We plan to continue our current wellness and prevention activities. These include: the Care Fair sponsored by Salt Lake Junior League, bi-monthly on-site health screenings, our school serving as an official food drop site for the Utah Food Bank every other Friday, continued and expanded use of the gym facility at Calvary Baptist church located two blocks away for our scheduled P.E. classes and special programs and intramural tournaments, continued improved implementation of the P.E. and health curriculum, and healthy snacks and beverages offered to our students.

- |  |   |
|--|---|
| <b>1. Our faculty and staff have been given an overview of PBIS and know the four pillars.</b>           | Y |
| <b>2. The Effective Behavior Support (EBS) Survey has been given within the last two years.</b>          | Y |
| <b>3. We have formed our PBIS team (not SSC) and assigned a building coordinator.</b>                    | Y |
| <b>4. We have made at least two site visits to schools where PBIS is implemented.</b>                    | Y |
| <b>5. We use a discipline tracking system. (Examples: Educator's Handbook, SWIS, Discipline Tracker)</b> | Y |
| <b>6. We use data from the above system to make PBIS decisions and share with</b>                        | Y |

**List your rules for schoolwide expectations:**

Follow Directions, Be There, Be Ready, Be Respectful, Be Responsible, Hands and Feet to Self

Positive Behavioral Interventions and Support Program implementation

- > Establish expectations
- > Explicitly teach expectations monthly
- > Reinforce expectations through Principals 200 Club and Incentive Plan
- > Correct and document behavior errors

**Explicitly teach expectations outside of classrooms:**

Expectation posters and behavior error are in every classroom. PBIS expectations are taught/defined at orientation for all students and reviewed monthly via the advisory program. Orientation PowerPoints and the expectations flowchart are on our website. Teachers document behavior and Horizonte Heroes in Educators Handbook.

**Positively reinforce schoolwide expectations systematically:**

Staff issue Horizonte Hero tickets to recognize positive behavior. We follow the Principal 200 club model to reward positive behavior and each program has a recognition assembly after every grading session to recognize attendance, behavior and academic achievement.

**Correct and reteach inappropriate behaviors:**

To address and correct inappropriate behaviors for past six years, we have had professional development regarding appropriately handling behavior errors. Teachers and administrators utilize behavior error flow charts, and analyze behavior data program and school wide. Advisory also focuses on appropriate behaviors for various settings. We have a partnership with Utah Dispute Resolution to provide conflict resolution skills to all of our advisory students.

**Which of the above six phases will you be addressing this year and how?**

Our school was fortunate to participate with the state provided PBIS training and had support of district coaches. We address each of the phases and work to keep the fidelity of the program implemented and on going.

**Outline your greatest challenges in implementation.**

We continue to work on consistent/accurate data input by all teachers in Educators Handbook.

**Utah Administrative Code R277-477: School LAND Trust Program  
"Learning and Nurturing Development" with Trustland Dividends**

School LAND Trust Program Funds must be focused on the school's most critical academic needs. School LAND Trust Program funds must be focused on implementing a recommended course of action to enhance or improve student academic achievement and implement a component of the school improvement plan focused on the school's identified most critical academic needs.

Examples of successful program using School LAND Trust Program monies include activities such as credit recovery courses and programs; study skills classes; college entrance exam preparation classes; academic field trips; classroom equipment and materials such as flashcards, math manipulatives, calculators, microscopes, maps, books, or student planners; books and textbooks; teachers and teacher aides; professional development directly tied to school academic goals; and computer labs, software, LCDs, and smart boards. Schools serving student with disabilities may use funds as needed to directly influence and improve student performance according to student Individual Education Plans (IEPs).

**Plans Must Include:**

Specific academic goals	Y
Steps to meet goals	Y
Measurements to assess improvement	Y
Specific expenditures to implement plans	Y

**Acceptable expenditures may include:**

Purchase of workbooks or textbooks	
Professional development	Y
Computer hardware and software	
Library and media supplies	
Supplemental funding for aides, teachers, and	
Other tools for student academic improvement	

**Plan priorities** are consistent with the school improvement plan Y

**Examples of programs not eligible** for funding using School LAND Trust Program monies include those designed to improve school climate, provide security, address behavioral issues, prevent bullying, install permanent auditorium

**Are there ineligible expenditures in the plan?** N

**School has provided an explanation for carryover** that exceeds one-third of the new annual allocation. Y

**The following reports have been completed in accordance with district requirements:**

**School Improvement**

\_\_\_\_\_  
School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
SCC Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
SIC Chair

\_\_\_\_\_  
Date

**Title III Assurances**

\_\_\_\_\_  
School Principal

\_\_\_\_\_  
Date

**School Wellness Policy Compliance**

\_\_\_\_\_  
Compliance Designee

\_\_\_\_\_  
Date

\_\_\_\_\_  
SCC Approval

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Principal

\_\_\_\_\_  
Date

**LAND Trust Assurances**

\_\_\_\_\_  
School Principal

\_\_\_\_\_  
Date

# School Improvement Plan

Horizonte

2013 - 2014

Principal: Mindi Holmdahl



**SALT LAKE CITY**  
**SCHOOL DISTRICT**  
*Your Best Choice*