New Horizon School for the Performing Arts

New Horizon School for the Performing Arts is a small charter school located in Mesa, Arizona. There are approximately 150 students attending. The student population is 42% white and 36% Hispanic. 17% of the student population are English language learners. In addition, 77% of the students are eligible for the free or reduced-price lunch program. The student to teacher ratio is 21:1.

Reading

Improving Student Achievement

Curriculum

New Horizon has purchased the MacMillan Reading, Math and Social Studies curriculums. SRA is used for science and Write Source curriculum is used for writing. Each year New Horizon staff members evaluate the curriculum in order to determine its effectiveness in teaching students the Arizona Academic Standards. Efforts to align and map the curriculum to the Arizona Academic Standards began in the spring of 2007. Staff went through an intensive time of analyzing each performance objective and ensuring that the reading curriculum adequately covered each one. If it was determined that a performance objective was missing or not covered adequately, teachers found supplemental materials to add to the curriculum. Once the alignment was completed, the curriculum map was created. The map indicates when during the school year each performance objective will be covered. It includes information on when they are introduced to the class, practiced and assessed. Teachers took into account the Scope and Sequence of the curriculum, scaffolding and the time needed to adequately cover subjects within the timeframe of the school calendar. In addition to the core curriculum used, New Horizon also utilizes supplemental reading materials in order to ensure students have a variety of ways in which to master the reading standards. These include:

Program	Targeted Grades	Date Adopted	Targeted area of improvement
Accelerated Reading	1-6	Fall 2006	Comprehension and student motivation
Read Naturally	Grades 2-6	Fall 2009	Fluency and comprehension
Starfall	K-2	Fall 2010	Decoding
Study Island	K-6	Fall 2010	Comprehension, vocabulary & grammar
Reading Eggs	K-3	Fall 2010	Decoding
Avenues	K-5	Fall 2008	Language

			acquisition, vocabulary, comprehension & decoding
Tampa Reads	K-6	Fall 2009	Decoding & vocabulary

During the 2009-2010 school year, New Horizon implemented an RTI program in order to meet the needs of struggling students. Many of these supplemental materials are utilized to ensure struggling students are able to show academic improvement. A more detailed description of the RTI program is included in the next section regarding instruction.

Integration of Arizona Academic Standards into instruction

Integration of the Arizona Academic Standards into instruction has been an important emphasis at New Horizon. Each year, New Horizon teachers are required to attend a professional development week before school starts in the fall. Teachers are in-serviced on the Arizona Academic Standards, the Curriculum Alignment and Mapping documents and lesson planning using these tools. New Horizon administration has high expectations of teachers and paraprofessionals regarding standards-based teaching and learning. New Horizon's teacher evaluation document includes information regarding requirements for instruction in the classroom. Formal teacher evaluations take place two times each year. In addition, classroom observations are conducted on an on-going basis throughout the year. Lesson plans and Teacher Accountability Checklists are required to be reviewed on a weekly basis with administration. The standards are required to be clearly identified on the lesson plans. During the 2006-2007 school year, a teacher was appointed to be the Curriculum/Instruction Specialist in order to give support and assistance to peers in this area. The Curriculum/Instruction Specialist conducts professional development for New Horizon staff. They observe mentor and coach staff in order to ensure excellent instruction and increased student achievement. This position was established for the sole purpose of ensuring that the Arizona Academic Standards are integrated into instruction.

In addition to ensuring that the standards are integrated into instruction, New Horizon staff members have also been trained in language-based instruction. All teachers are trained in ELD instruction for English learners. While New Horizon is a small school with one class per grade level, there are usually one or two English language learners in each classroom that are required to be taught 4 hours of English language development. As a result, New Horizon has determined that the strategies used for English language learners are an effective way to teach all students. These strategies, while helping ELL students learn the English language, are also effective in teaching all students core content. Numbers of ELD students in the lower grades are higher, so a multi-grade SEI class has been created to meet the needs of these students.

New Horizon has implemented a Title I program since it opened in 1996. Paraprofessionals are utilized in the classroom to come alongside the teacher and work with small groups of students in both reading and math in order to ensure that they master the standards. However, in 2009 it was felt that some of these struggling students needed a more intensive approach. In addition, the Special Education staff wanted to reduce the number of referrals that could be more appropriately assisted through the Title I program. As a result, the RTI program was introduced in order to address these concerns. The following descriptions of each Tier give some clarity as to the services offered to students.

TIER I ~ Primary Intervention: All students receive scientifically researched based classroom instruction using validated practices including 90 minutes of the language arts. Tier I is the core, research-based, reading program implemented in the uninterrupted, 90 minute reading block with the teacher using multi-tiered differentiated instruction.

Students identified in the lowest 10% and/or referred to the School Intervention Team for RRI receive and additional 30 minutes three times per week of general educational instruction in small groups by the classroom teacher for intervention based on the needs identified by the Team. Student progress is monitored weekly by the teacher with the data collected and considered when the School Intervention Team meets.

After approximately nine weeks of interventions at Tier I the School Intervention Team meets to review progress with the parent. If progress has been made, the team may consider continuing Tier I interventions until adequate gains are met and the student no longer needs interventions. If there has been no progress o limited progress, the School Intervention Team and parent consider the child for more intensive Tier II Interventions. The team may also consider the need for other support staff and services such as screening and request assistance as appropriate.

TIER II ~ Secondary Interventions: Students in Tier II continue Tier I interventions three times per week from the classroom teacher. In additions, the RTI Coordinator or other trained personnel will begin providing thirty minutes of additional small group, more specific instruction at least twice a week based on interventions determined from the data collection. The classroom teacher continues monitoring progress weekly. After approximately nine weeks the School Intervention Team again review the student progress and determines and appropriate plan for the child.

The student may be removed from RTI when adequate progress is determined, moved to Tier I for less intensive interventions, stay with both Tier I and Tier II, or move to Tier III for more intensive or frequent intervention including possible Special Education Services. The Schools Special Education Consultant is involved in the meetings when considering a referral for special education eligibility to help the team with assessment determination.

TIER III ~ Tertiary Interventions and Special Education: Students in Tier III continue to receive services of Tier I balanced daily instruction plus classroom

interventions. Tier II and Tier III can be combined for one intensive intervention strategy or Tier III may increase the frequency, duration, or type of intervention. Students in Tier III are progress interventions, the school Intervention Team meets to consider the data. A referral for an evaluation to consider eligibility for special education services will be made if adequate progress in not evident. The special education personnel will meet with the School Intervention Team and parent to help determine assessment needs if applicable.

Monitoring and documenting student proficiency

New Horizon School for the Performing Arts has implemented a comprehensive plan for monitoring and documenting student proficiency in reading. Both formative and summative assessments are utilized in order to determine student proficiency toward the standards. Teachers and paraprofessionals monitor test scores in order to determine if students have mastered the standards.

Per ADE guidelines, New Horizon participates in administering the AIMS and Stanford 10 assessments. Students in grades 3-6 take the AIMS test and 2nd grade students take the Stanford 10. These scores are used at the state level to determine how well New Horizon students are doing academically in both the AYP determinations as well as AZ LEARNS. Each year, teachers are given the results and are trained in disaggregating and analyzing the data from their classrooms.

In addition to these state-mandated tests, New Horizon has created and subsequently updated quarterly assessments that are aligned to the Arizona Academic Standards. This update occurred during the spring of 2010 and again in 2011. These assessments are given quarterly and the data is used to differentiate and guide instruction.

Assessment	Grade	Timeframe
Accelerated Reading/STAR Reading	1-6	3x/year
Read Naturally	Grades 2-6	Daily and weekly
Study Island	K-6	2 tests/quarter
Reading Eggs	K-3	Weekly
Avenues	K-5	Weekly
Tampa Reads	K-6	Weekly
DIBELS	K-6	3x/year – used up until 2007
MacMillan Reading chapter/unit tests	K-6	Weekly
MacMillan Reading Diagnostic Placement Test	1-6	Beginning of the year
MacMillan Oral Reading Fluency	K-6	3x/year

Teachers are constantly engaged in formative assessment as they utilize curriculum in instruction. End of chapter tests, quizzes and anecdotal information is constantly evaluated in order for teachers to adjust instruction. Other assessments taken from supplemental reading materials, such as Read Naturally, Study Island and Accelerated Reading are given on a frequent basis and analyzed in order to determine mastery of the standards.

Each Spring, the Continuous Improvement committee, made up of administrators, teachers, paraprofessionals, administrative staff and parents come together to compile information for a needs assessment, analyze the data, set goals and create/update action steps for the Continuous Improvement plan. The Continuous Improvement Plan is implemented and updated on a regular basis.

Developing and implementing a professional development plan

Professional development is an essential component of New Horizon School for the Performing Arts. Teachers and paraprofessionals must be supported in an environment where they are encouraged to learn and try out new skills. The goal is for each teacher to be successful in increasing student achievement in every classroom. As a result, students will be excelling in every subject, teachers and paraprofessionals will work as a team and will be effective teachers and leaders.

New Horizon has implemented a comprehensive professional development plan since opening its doors in 1996. However, this plan was formally written into a Professional Development Plan in 2010. The plan consists of four areas of focus, including: Recruiting highly qualified teachers, Teacher support and evaluation, Teacher Induction Program, and On-going high quality professional development. Each area of focus includes the strategy that will be used as well as action steps that are implemented to ensure high quality professional development for teachers and paraprofessionals.

New Horizon is committed to employing highly qualified teachers and the action steps under this area of focus are implemented to ensure that there is clear communication as to expectations of new applicants, evaluations of applications and cross checking with the Department of Education.

In the area of teacher support and evaluation, New Horizon has appointed a Curriculum/Instruction Specialist in order to ensure that current teachers are supported through frequent observation, mentoring, coaching and modeling.

The teacher induction program that occurs each year before school starts is conducted in order to ensure understanding of all expectations, procedures, programs and curriculum by all staff members. Action steps in this area focus on utilizing current data gleaned from the needs assessment in order to drive the agenda, utilizing outside education experts and giving seasoned teachers the opportunity to teach/facilitate workshops.

Throughout the school year, teachers are required to attend high quality professional development. These meetings are conducted based on current data regarding academic and programmatic needs. In addition, teachers are permitted to attend outside workshops and conferences based on their compatibility with school goals and effectiveness. Finally, professional development opportunities are given based on evaluations of their effectiveness on student academic achievement.

Data analysis

Analyzing student achievement data

Each year, New Horizon staff members engage in a needs assessment process. Multiple forms of data are analyzed including student achievement data, demographic data, survey results, and information regarding the school's culture and climate, as listed below:

<u>Demographic data</u>
Student-Teacher Ratio
Teacher Qualifications
Student Ethnicity
Percentages of students eligible for free/reduced lunch and English language learners
Home languages of English language learners
Attendance rate
Extracurricular activities
Services for special populations: Special Education, English language learners
School Improvement Status

<u>Assessment data</u>
AIMS
Stanford 10
Adequate Yearly Progress (AYP)
Measure of Academic Progress (MAP)
AZ LEARNS

<u>Survey/Inventory Results</u>
NSCD Standards Assessment Inventory
Parent Surveys – Title I, RTI, etc.

<u>Reports</u>
Standards & Rubrics for School Improvement
AZ SAFE data
HQT Position Input System data

<u>Fiscal Information</u>
Maintenance & Operation Budget
Federal Entitlement Grants
Other sources of funding

In the fall of 2009, a consultant was hired to train teachers and paraprofessionals in the area of data analysis. Specifically, the consultant taught the staff how to examine AIMS data at the student level in order to glean information that would guide instruction. The staff that was trained has continued to use these skills on an annual basis.

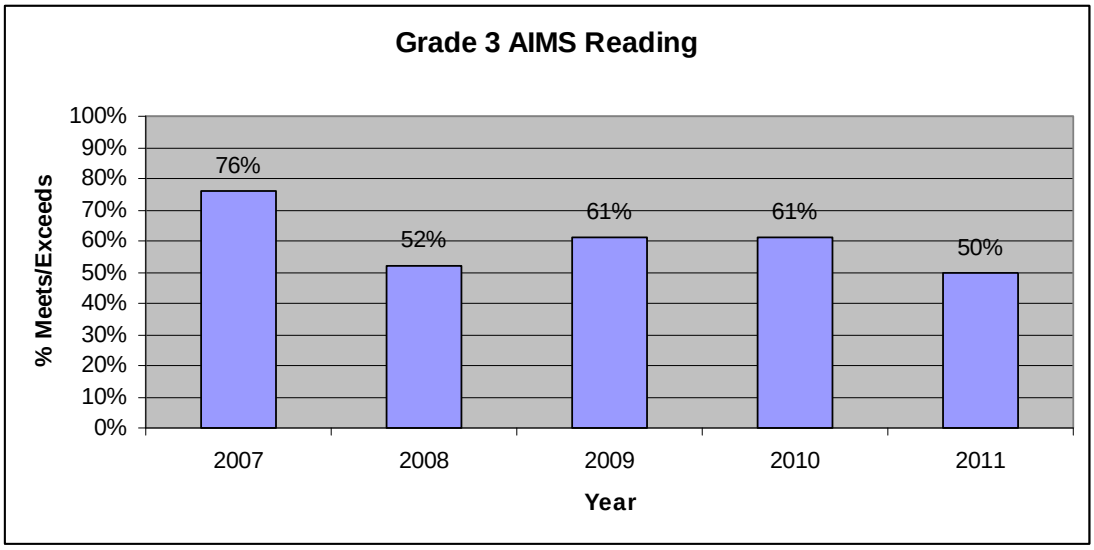
On a more informal level, teachers and staff are in an ongoing process of analyzing student achievement data in the classroom. Each teacher looks at student level data from the MacMillan Reading curriculum quizzes and exams. Multiple forms of data are analyzed from supplemental reading programs, such as Study Island, Read Naturally and Accelerated Reading. This type of informal data analysis happens on a weekly basis.

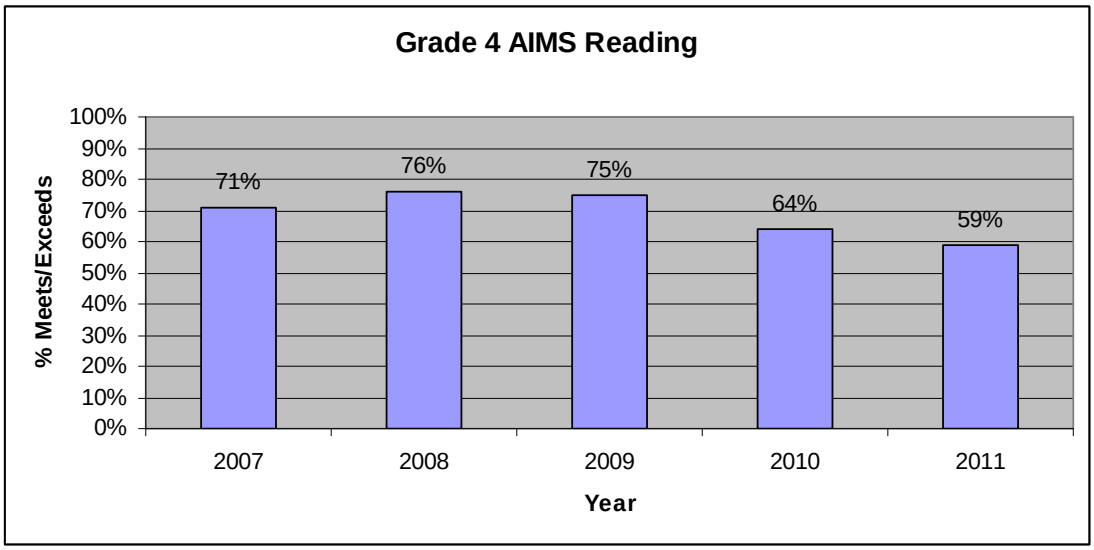
Title I student data is tracked using Title I folders. The following information is collected and utilized on a weekly basis: daily student tracking log, quarterly test scores, parent permission slips and student improvement plans. All of this data is scrutinized by both teachers and paraprofessionals in order to differentiate instruction and target areas needing improvement.

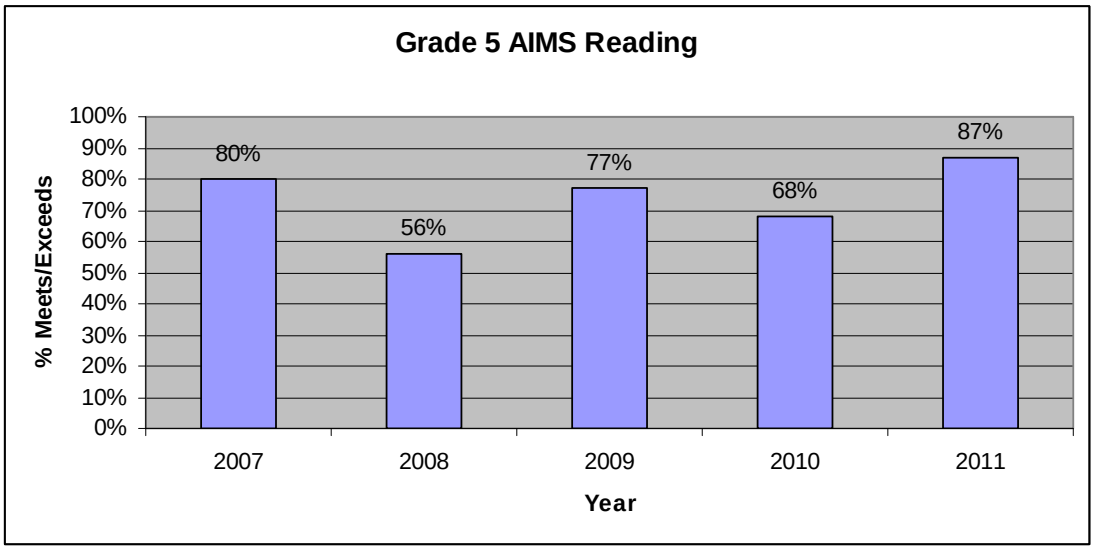
Assessment Data

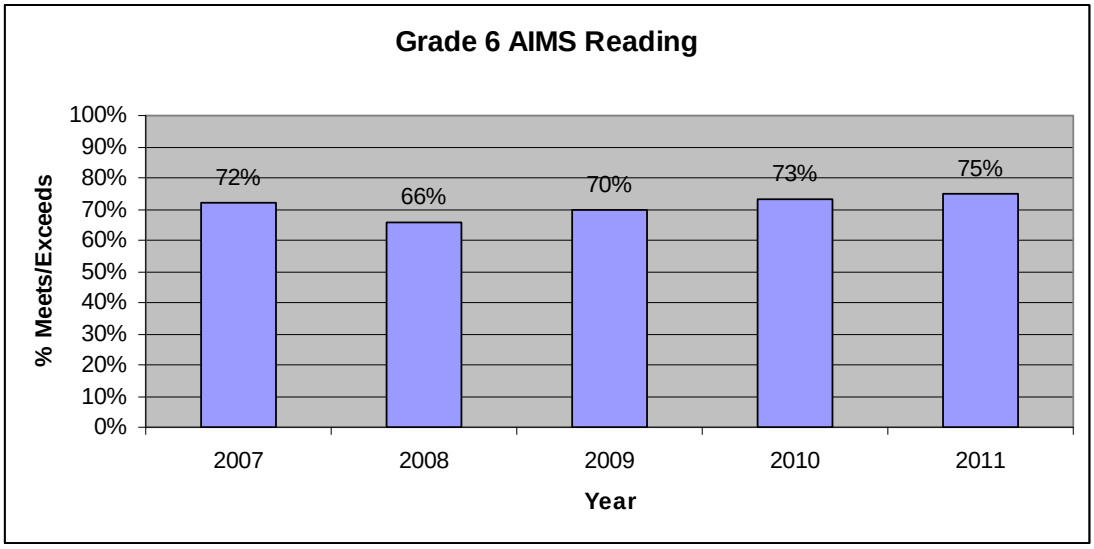
The following tables and charts track student assessment data over time. As data is tracked, New Horizon staff members have been able to see how various programs and pertinent school decisions have impacted student achievement.

AIMS




Grade 4 AIMS Reading
% Meets/Exceeds
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
71%
76%
75%
64%
59%
2007
2008
2009
2010
2011
Year

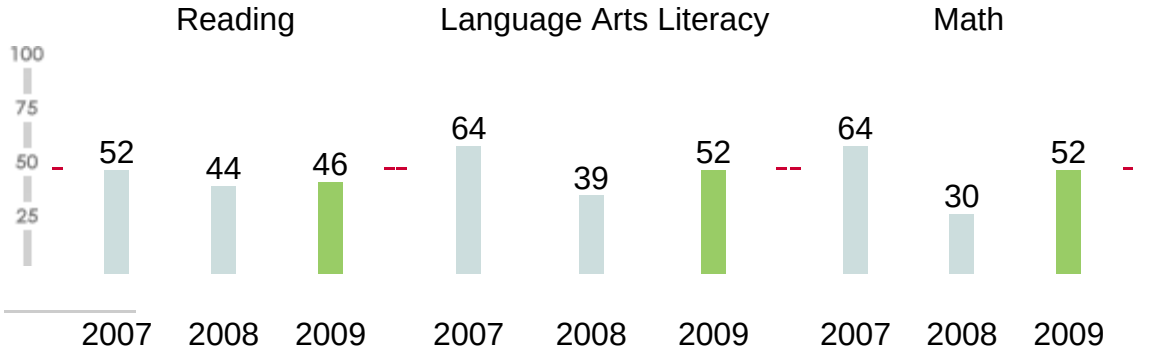

Grade 5 AIMS Reading
% Meets/Exceeds
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
80%
56%
77%
68%
87%
2007
2008
2009
2010
2011
Year


Grade 6 AIMS Reading
% Meets/Exceeds
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
72%
66%
70%
73%
75%
2007
2008
2009
2010
2011
Year

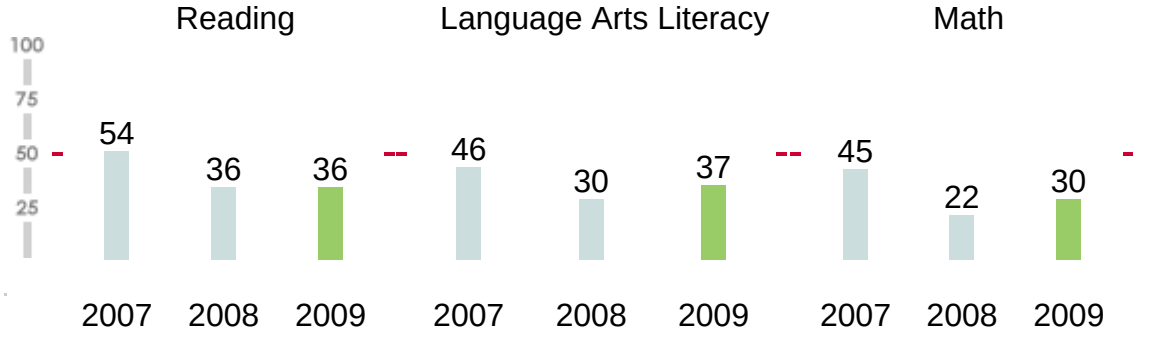
Terra Nova

Scale: National percentile rank (50 is the national average)

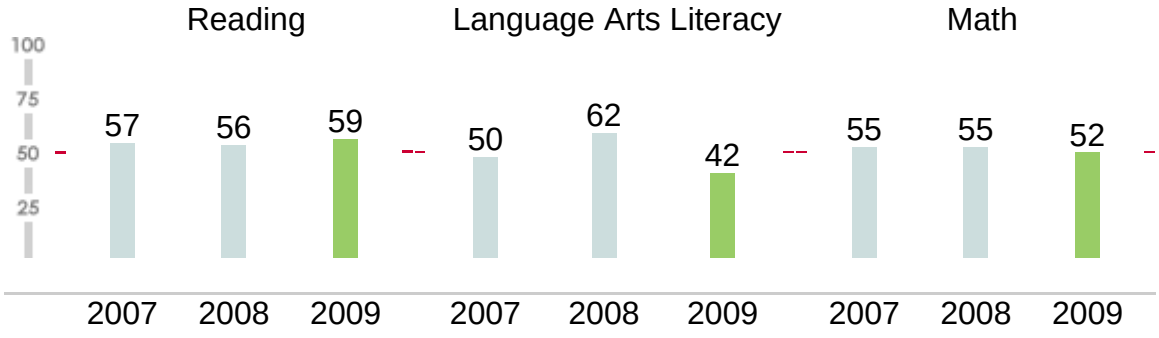
Grade 2



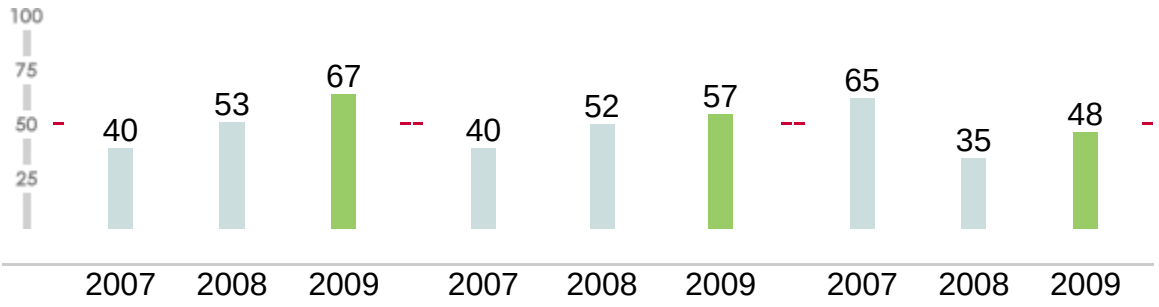
Grade 3



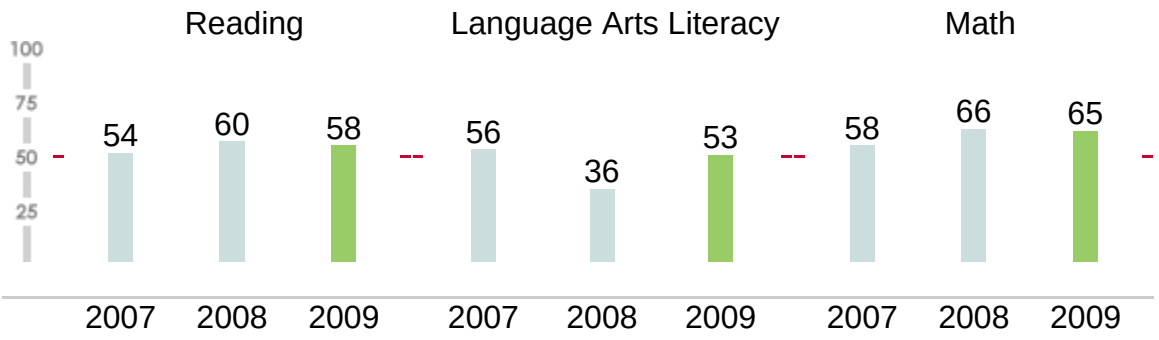
Grade 4



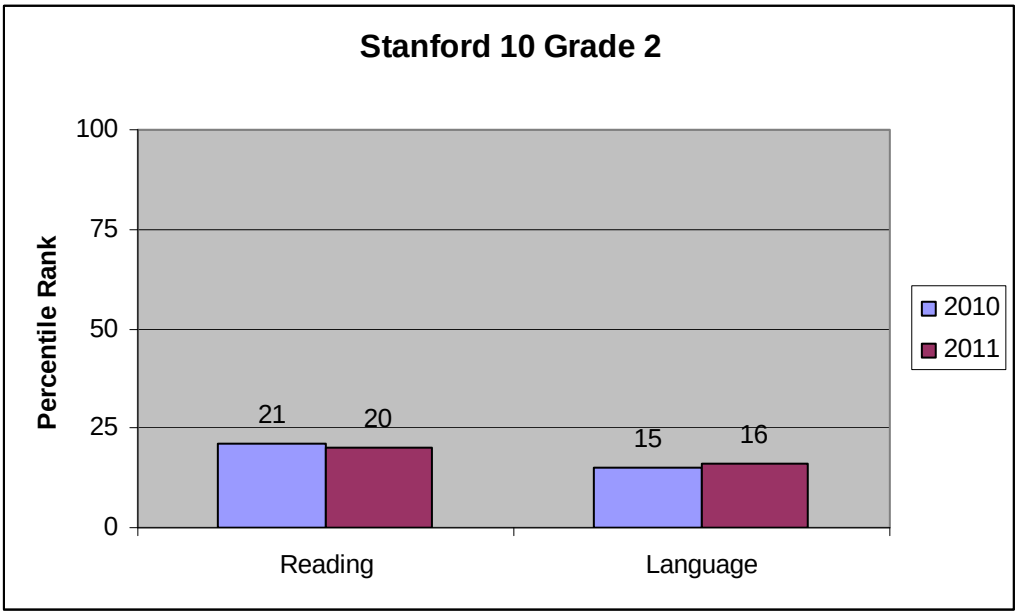
Grade 5



Grade 6

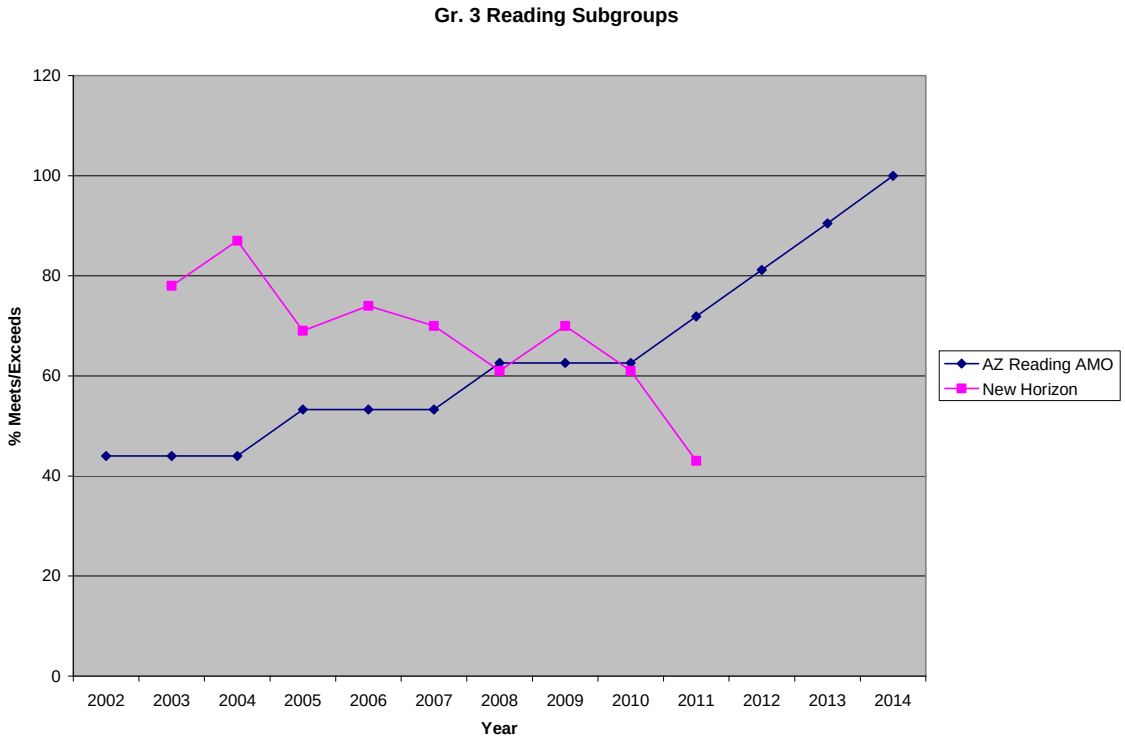


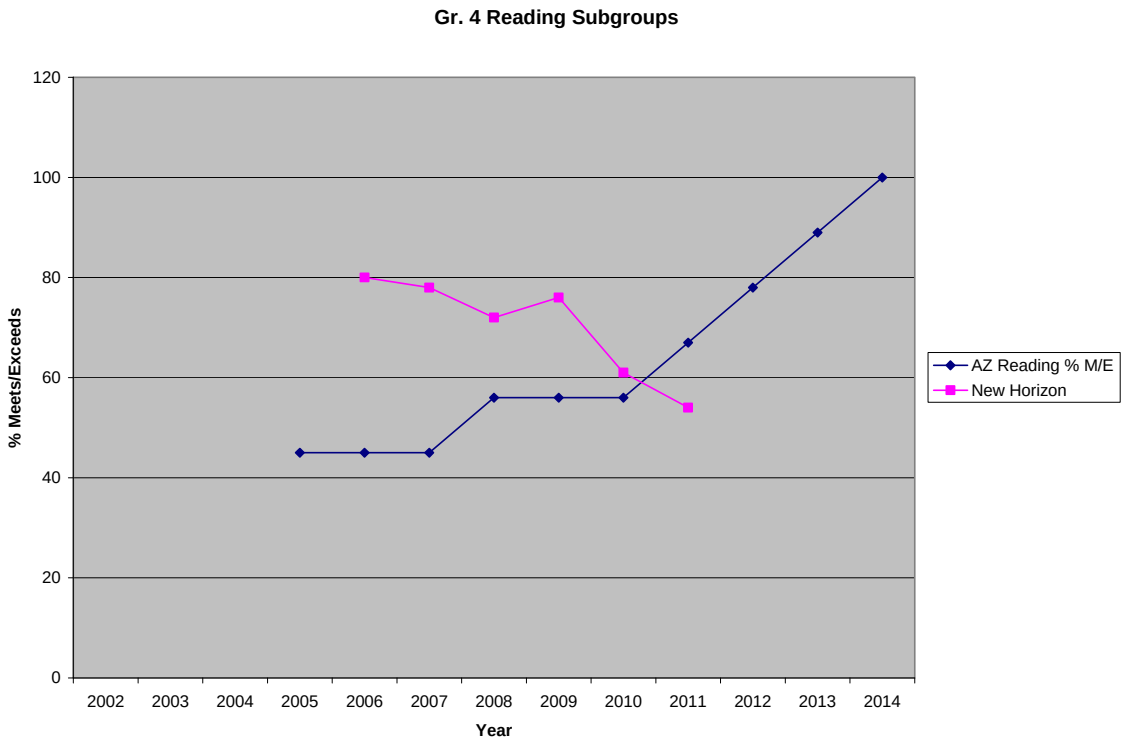
Stanford 10

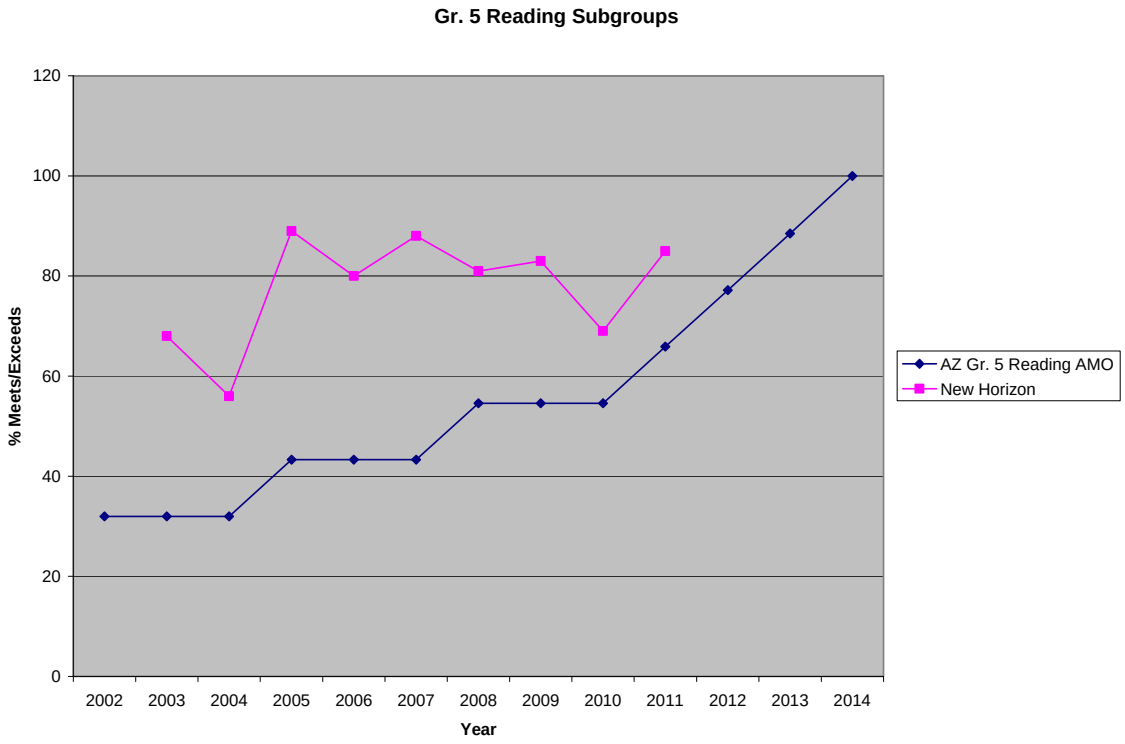


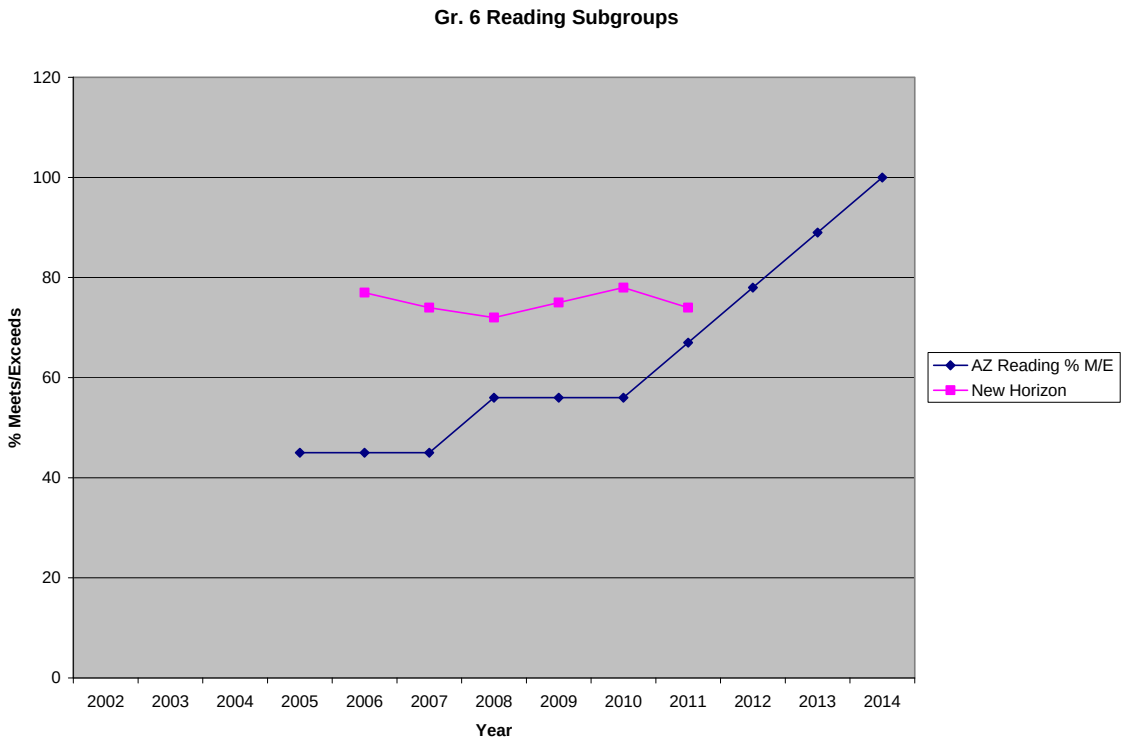
Adequate Yearly Progress

The following graphs show New Horizon's progress toward meeting adequate yearly progress, as indicated by the pink line. The blue line indicates the state's reading goal.


Gr. 3 Reading Subgroups
% Meets/Exceeds
120
100
80
60
40
20
0
2002
2003
2004
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014
Year
AZ Reading AMO
New Horizon


Gr. 4 Reading Subgroups
% Meets/Exceeds
120
100
80
60
40
20
0
2002
2003
2004
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014
Year
AZ Reading % M/E
New Horizon





AYP/AZ LEARNS Status Summary

School	Year	AYP	SI Status	AZ LEARNS	Title III
New Horizon	2003	Yes		Small School	
	2004	No (Percent Tested)	Warning	Performing	
	2005	Yes		Performing Plus	

	2006	Yes		Performing Plus	
	2007	No (Percent Tested)	Warning	Performing	
	2008	Yes		Performing	
	2009	Yes		Performing Plus	
	2010	Yes		Performing	
	2011	Yes		Not available	
LEA	2003	Yes			
	2004	No (Percent Tested)	Warning		
	2005	Yes			
	2006	Yes			No (Reclassified)
	2007	No (Percent Tested)	Warning		Yes
	2008	Yes			Yes
	2009	Yes			No (Reclassified)/Warning
	2010	Yes			No (Reclassified)/ SI

Findings

Over the last five years, New Horizon's assessment results seem to be fairly consistent over the various assessment instruments used. Reading data from the AIMS, Stanford 10, and Terra Nova assessments indicates a weakness in reading scores at the lower grades 2 – 4. The fifth and sixth grades have slowly increased the percent of students that are meeting and exceeding the standards on the AIMS test. The findings from these results are given below:

2nd Grade: Results from the Terra Nova assessment from 2007 – 2009 indicate a drop from the 52nd percentile to the 46th percentile. Accordingly, the Stanford 10 assessment in 2010 and 2011 show a drop from the 21st percentile to the 20th percentile. This is a concern for New Horizon staff members.

Several factors may have affected the scores on these assessments. First, there is a large percentage of ELL students in the second grade. Approximately 1/3 of the 2nd grade students are English language learners. Most of these students were at the basic or intermediate level at the beginning of the year. By the end of the year, all have tested at the intermediate level. Although there has been a significant increase in their understanding of the English language, it seems that these students may not have mastered the academic language needed to successfully take the Stanford 10 assessment. In addition to this language barrier, there was a change in teachers in the middle of the year. As a result, students may not have received consistently high level of instruction in reading.

3rd Grade: The AIMS test shows a consistent decline in scores over the last five years from 67% meeting and exceeding the standards in 2007 to 50% meeting and exceeding the standards in 2011. Terra Nova results from 2007 to 2009 mirror these results with a decline from the 54th percentile to the 36th percentile.

The factors involved with this group of students are multiple. First, the 2009-2010 school year was the first time that New Horizon introduced a multi-grade class for ELL students. 1st and 2nd graders were combined in one class in order to fulfill the mandates set out by the Arizona Dept of Education. Second, this

cohort of students has had some behavioral issues with several of its students. As a result, classroom management problems have occurred. Finally, because this class has been challenging, there have been some teacher assignment changes and the students have had several teachers over the last three years.

4th Grade: AIMS test results indicate a slight decline of students meeting or exceeding the standards over the last 5 years from 71% to 59%. Terra Nova results from 2007 – 2009 indicate that these students fell into the average range from th 57th percentile in 2007 to th 59th percentile in 2009.

5th Grade: The 5th grade AIMS results show an increase in reading from 80% to 87% over the last five years. The Terra Nova results mirror these findings indicating that this group was in the 40th percentile in 2007 and increased to the 67th percentile in 2009.

There has been a real focus on reading in 5th grade using the MacMillan curriculum and supplementing with the Avenues materials. The focus has been on vocabulary and comprehension. In addition, paraprofessionals have been utilized in the 5th grade classroom to give additional support to struggling students. Students and teachers have been more accountable for teaching and learning. It is felt by the staff that this focus on reading has made a difference in the assessment results.

6th Grade: The AIMS test results have been fairly consistent over the last five years at the 6th grade level. The percent of students that meet or exceed the standards in reading have increased slightly from 72% in 2007 to 75% in 2011. Terra Nova results mirror these findings as the group went from the 54th to the 58th percentile between 2007 and 2009.

This group of students showed a high level of self motivation and self direction. They display appropriate behaviors in the classroom and have a high level of parent involvement.

AYP results mirror the AIMS scores and have been tracked since 2002. However, New Horizon School for the Performing Arts has not been identified for School Improvement. Each year the school has been able to meet the annual measurable objectives.

Overall, there is a concern regarding New Horizon reading achievement, especially at the lower grades. However, as these students in the lower grades move up, it is likely that the assessment results will drop accordingly.

Link between findings and plan

Based on findings from the needs assessment, reading achievement is a high priority in the action plan. Steps to address student achievement in reading include providing high quality curriculum that is aligned and mapped to the standards, integrating core subjects with reading so that reading will be taught

throughout the school day, analyzing reading assessment data in order to inform and guide instruction and ensuring teachers are adequately supported through professional development opportunities and coaching/mentoring.

In the area of curriculum, the first step will be to align all reading curriculum with the new Common Core ELA standards. Current reading curriculum will be evaluated to determine if there are gaps and new materials will be purchased to better meet the needs of students and teachers. In the area of instruction, teachers will be expected to integrate science and social studies content into reading instruction. In addition, teachers will prepare their students for the AIMS test in order to ensure success.

In the area of monitoring and documenting student proficiency, it was felt that past data analysis has been weak in that assessment data has not been disaggregated to the concept level. It is felt that this information will better inform teachers as to student needs.

Finally, each of these areas will be supported through high quality professional development. Professional development will focus on classroom management, reading curriculum and data analysis in the first year. The Common Core ELA standards will be the focus for the next year. And as teachers are trained, they will be supported by Academic and Instruction Specialists and held accountable for teaching and learning.

Math

Improving Student Achievement

Curriculum

New Horizon has purchased the MacMillan Math curriculum. Each year New Horizon staff members evaluate the math curriculum in order to determine its effectiveness in teaching students the Arizona Academic Standards. Efforts to align and map the curriculum to the Arizona Academic Standards began in the spring of 2007. Staff went through an intensive time of analyzing each performance objective and ensuring that the math curriculum adequately covered each one. If it was determined that a performance objective was missing or not covered adequately, teachers found supplemental materials to add to the curriculum. Once the alignment was completed, the curriculum map was created. The map indicates when during the school year each performance objective will be covered. It includes information on when they are introduced to the class, practiced and assessed. Teachers took into account the Scope and Sequence of the curriculum, scaffolding and the time needed to adequately cover subjects within the timeframe of the school calendar. The math alignment documents and maps were updated in the summer of 2009 using the new 2008 math standards.

In addition to the core curriculum used, New Horizon also utilizes supplemental math materials in order to ensure students have a variety of ways in which to master the reading standards. These include:

Program	Targeted Grades	Date Adopted	Targeted area of improvement
STAR Math	K-6	Fall 2006	Comprehension and student motivation
Study Island	K-6	Fall 2010	Comprehension, vocabulary & grammar

During the 2009-2010 school year, New Horizon implemented an RTI program in order to meet the needs of struggling students. Many of these supplemental materials are utilized to ensure struggling students are able to show academic improvement. A more detailed description of the RTI program is included in the next section regarding instruction.

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TIER I ~ Primary Intervention: All students receive scientifically researched based classroom instruction using validated practices including 90 minutes of the language arts. Tier I is the core, research-based, reading program implemented in the uninterrupted, 90 minute reading block with the teacher using multi-tiered differentiated instruction.

Students identified in the lowest 10% and/or referred to the School Intervention Team for RRI receive and additional 30 minutes three times per week of general educational instruction in small groups by the classroom teacher for intervention based on the needs identified by the Team. Student progress is monitored weekly by the teacher with the data collected and considered when the School Intervention Team meets.

After approximately nine weeks of interventions at Tier I the School Intervention Team meets to review progress with the parent. If progress has been made, the team may consider continuing Tier I interventions until adequate gains are met and the student no longer needs interventions. If there has been no progress o limited progress, the School Intervention Team and parent consider the child for more intensive Tier II Interventions. The team may also consider the need for other support staff and services such as screening and request assistance as appropriate.

TIER II ~ Secondary Interventions: Students in Tier II continue Tier I interventions three times per week from the classroom teacher. In additions, the RTI Coordinator or other trained personnel will begin providing thirty minutes of additional small group, more specific instruction at least twice a week based on interventions determined from the data collection. The classroom teacher continues monitoring progress weekly. After approximately nine weeks the School Intervention Team again review the student progress and determines and appropriate plan for the child.

The student may be removed from RTI when adequate progress is determined, moved to Tier I for less intensive interventions, stay with both Tier I and Tier II, or move to Tier III for more intensive or frequent intervention including possible Special Education Services. The Schools Special Education Consultant is involved in the meetings when considering a referral for special education eligibility to help the team with assessment determination.

TIER III ~ Tertiary Interventions and Special Education: Students in Tier III continue to receive services of Tier I balanced daily instruction plus classroom interventions. Tier II and Tier III can be combined for one intensive intervention strategy or Tier III may increase the frequency, duration, or type of intervention. Students in Tier III are progress interventions, the school Intervention Team meets to consider the data. A referral for an evaluation to consider eligibility for special education services will be made if adequate progress in not evident. The special education personnel will meet with the School Intervention Team and parent to help determine assessment needs if applicable.

Monitoring and documenting student proficiency

New Horizon School for the Performing Arts has implemented a comprehensive plan for monitoring and documenting student proficiency in reading. Both formative and summative assessments are utilized in order to determine student proficiency toward the standards. Teachers and paraprofessionals monitor test scores in order to determine if students have mastered the standards.

Per ADE guidelines, New Horizon participates in administering the AIMS and Stanford 10 assessments. Students in grades 3-6 take the AIMS test and 2nd grade students take the Stanford 10. These scores are used at the state level to determine how well New Horizon students are doing academically in both the AYP determinations as well as AZ LEARNS. Each year, teachers are given the results and are trained in disaggregating and analyzing the data from their classrooms.

In addition to these state-mandated tests, New Horizon has created and subsequently updated quarterly math assessments that are aligned to the Arizona Academic Standards. This update occurred during the spring of 2010. These assessments are given quarterly and the data is used to differentiate and guide instruction.

Assessment	Grade	Timeframe
STAR Math	K-6	
Study Island	K-6	

Teachers are constantly engaged in formative assessment as they utilize curriculum in instruction. End of chapter tests, quizzes and anecdotal information is constantly evaluated in order for teachers to adjust instruction. Other assessments taken from supplemental math materials, such as STAR Math and Study Island are given on a frequent basis and analyzed in order to determine mastery of the standards.

Each Spring, the Continuous Improvement committee, made up of administrators, teachers, paraprofessionals, administrative staff and parents come together to compile information for a needs assessment, analyze the data, set goals and create/update action steps for the Continuous Improvement plan. The Continuous Improvement Plan is implemented and updated on a regular basis.

Developing and implementing a professional development plan

Professional development is an essential component of New Horizon School for the Performing Arts. Teachers and paraprofessionals must be supported in an environment where they are encouraged to learn and try out new skills. The goal is for each teacher to be successful in increasing student achievement in every classroom. As a result, students will be excelling in every subject, teachers and paraprofessionals will work as a team and will be effective teachers and leaders.

New Horizon has implemented a comprehensive professional development plan since opening its doors in 1996. However, this plan was formally written into a Professional Development Plan in 2010. The plan consists of four areas of focus, including: Recruiting highly qualified teachers, Teacher support and evaluation, Teacher Induction Program, and On-going high quality professional development. Each area of focus includes the strategy that will be used as well as action steps that are implemented to ensure high quality professional development for teachers and paraprofessionals.

New Horizon is committed to employing highly qualified teachers and the action steps under this area of focus are implemented to ensure that there is clear communication as to expectations of new applicants, evaluations of applications and cross checking with the Department of Education.

In the area of teacher support and evaluation, New Horizon has appointed a Curriculum/Instruction Specialist in order to ensure that current teachers are supported through frequent observation, mentoring, coaching and modeling.

The teacher induction program that occurs each year before school starts is conducted in order to ensure understanding of all expectations, procedures, programs and curriculum by all staff members. Action steps in this area focus on utilizing current data gleaned from the needs assessment in order to drive the agenda, utilizing outside education experts and giving seasoned teachers the opportunity to teach/facilitate workshops.

Throughout the school year, teachers are required to attend high quality professional development. These meetings are conducted based on current data regarding academic and programmatic needs, determination of current workshops and conference compatibility with school needs and evaluations of professional development effectiveness on student academic achievement.

Data analysis

Analyzing student achievement data

Each year, New Horizon staff members engage in a needs assessment process. Multiple forms of data are analyzed including student achievement data, demographic data, survey results, and information regarding the school's culture and climate, as listed below:

<u>Demographic data</u>
Student-Teacher Ratio
Teacher Qualifications
Student Ethnicity
Percentages of students eligible for free/reduced lunch and English language learners
Home languages of English language learners
Attendance rate
Extracurricular activities

Services for special populations: Special Education, English language learners
School Improvement Status

Assessment data
AIMS
Stanford 10
Adequate Yearly Progress (AYP)
Measure of Academic Progress (MAP)
AZ LEARNS

Survey/Inventory Results
NSCD Standards Assessment Inventory
Parent Surveys – Title I, RTI, etc.

Reports
Standards & Rubrics for School Improvement
AZ SAFE data
HQT Position Input System data

Fiscal Information
Maintenance & Operation Budget
Federal Entitlement Grants
Other sources of funding

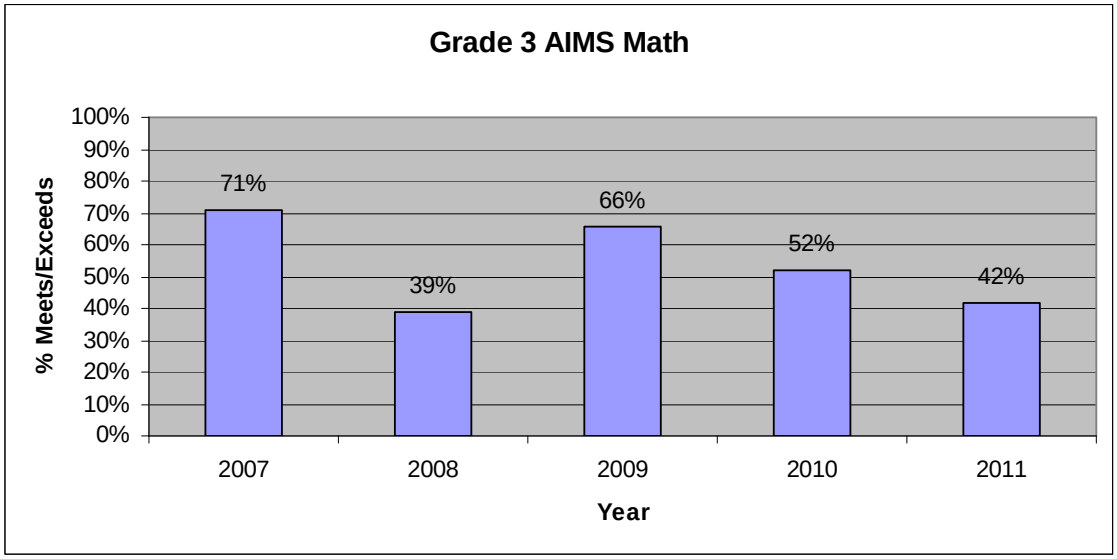
In the fall of 2009, a consultant was hired to train teachers and paraprofessionals in the area of data analysis. Specifically, the consultant taught the staff how to examine AIMS data at the student level in order to glean information that would guide instruction. The staff that was trained has continued to use these skills on an annual basis.

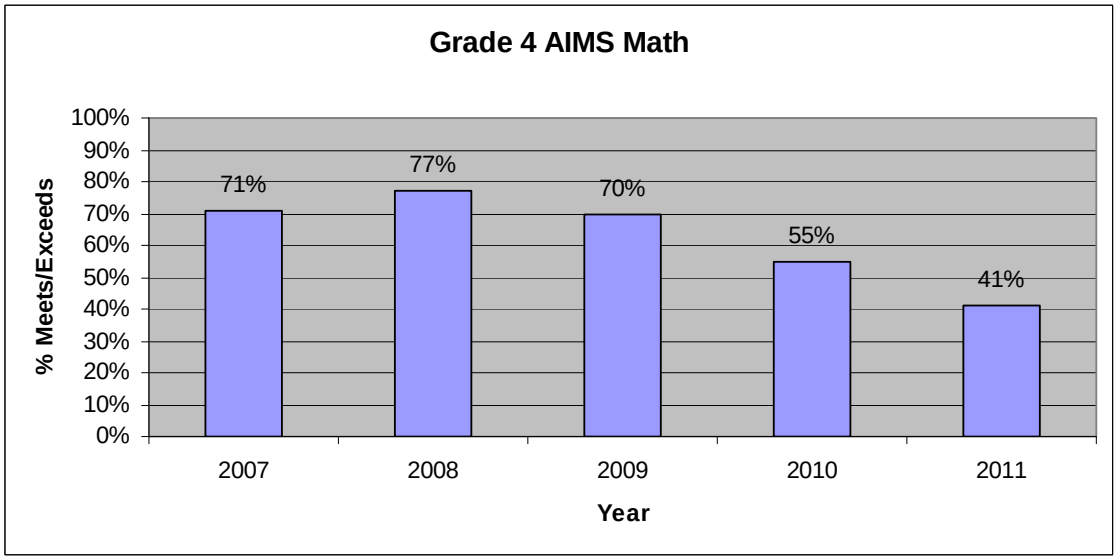
On a more informal level, teachers and staff are in an ongoing process of analyzing student achievement data in the classroom. Each teacher looks at student level data from the MacMillan Reading curriculum quizzes and exams. Multiple forms of data are analyzed from supplemental reading programs, such as Study Island, Read Naturally and Accelerated Reading. This type of informal data analysis happens on a weekly basis.

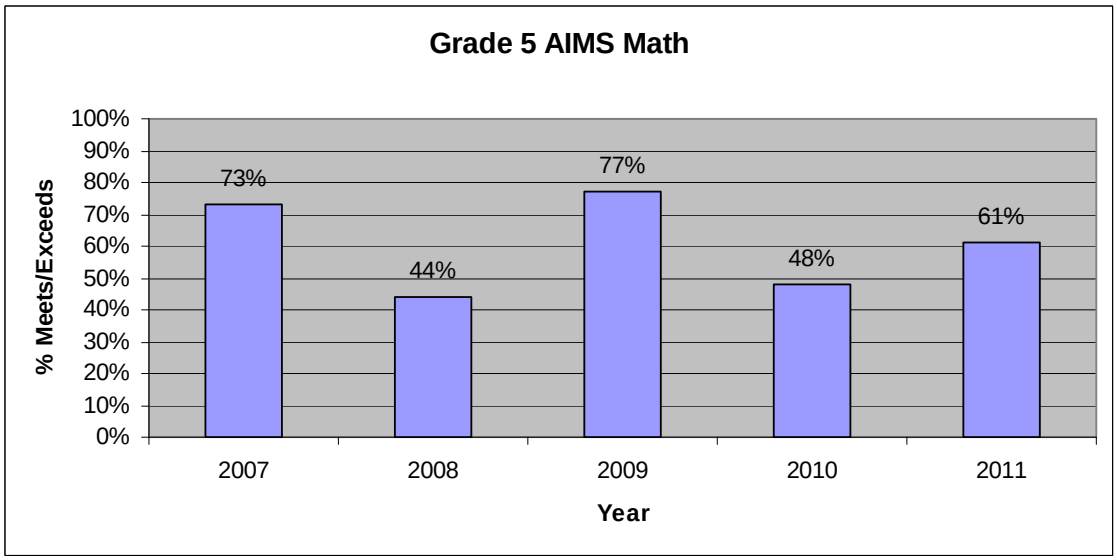
Title I student data is tracked using Title I folders. The following information is collected and utilized on a weekly basis: daily student tracking log, quarterly test scores, parent permission slips and student improvement plans. All of this data is scrutinized by both teachers and paraprofessionals in order to differentiate instruction and target areas needing improvement.

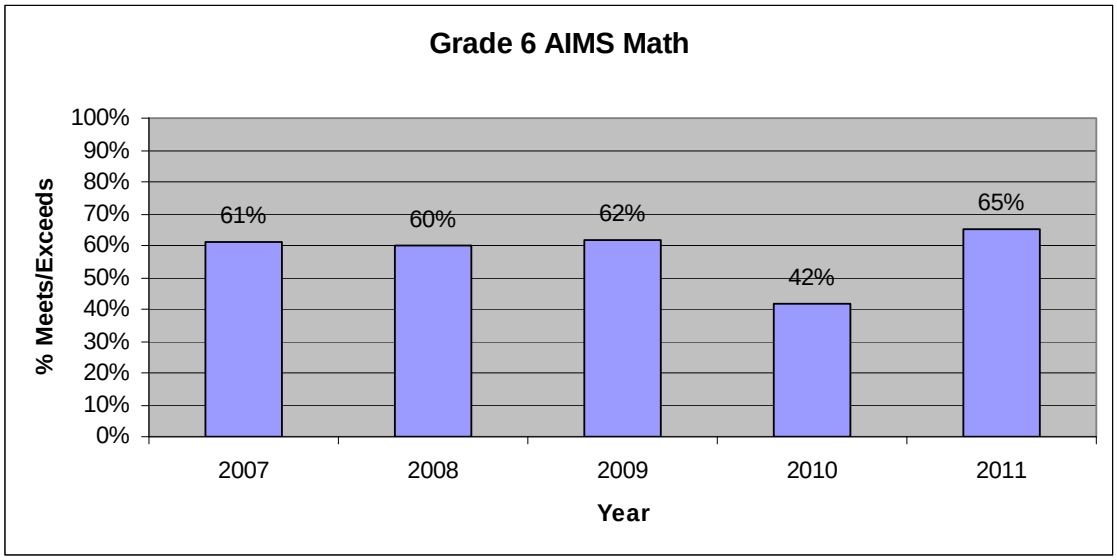
Assessment Data

The following tables and charts track student assessment data over time. As data is tracked, New Horizon staff members have been able to see how various programs and pertinent school decisions have impacted student achievement.


Grade 3 AIMS Math
% Meets/Exceeds
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
71%
39%
66%
52%
42%
2007
2008
2009
2010
2011
Year


Grade 4 AIMS Math
% Meets/Exceeds
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
71%
77%
70%
55%
41%
2007
2008
2009
2010
2011
Year

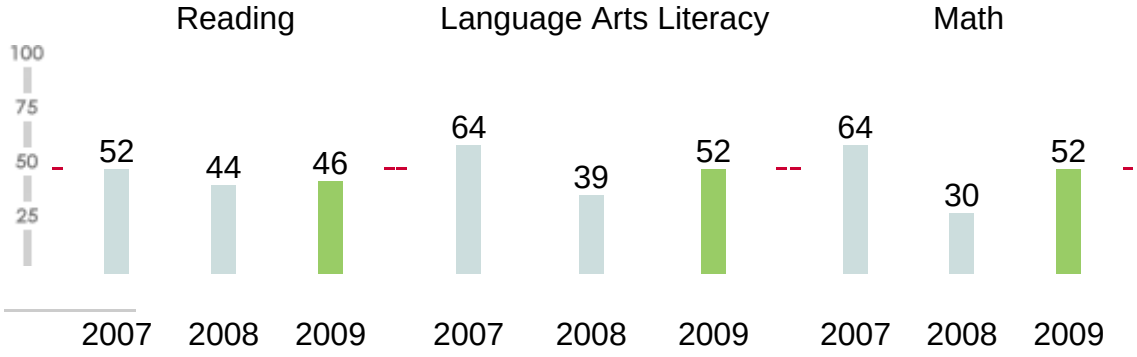

Grade 5 AIMS Math
% Meets/Exceeds
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
73%
44%
77%
48%
61%
2007
2008
2009
2010
2011
Year



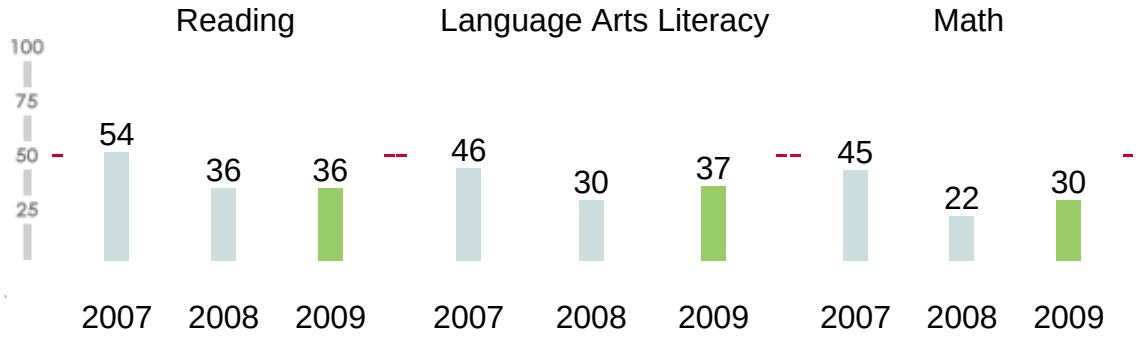
Terra Nova

Scale: National percentile rank (50 is the national average)

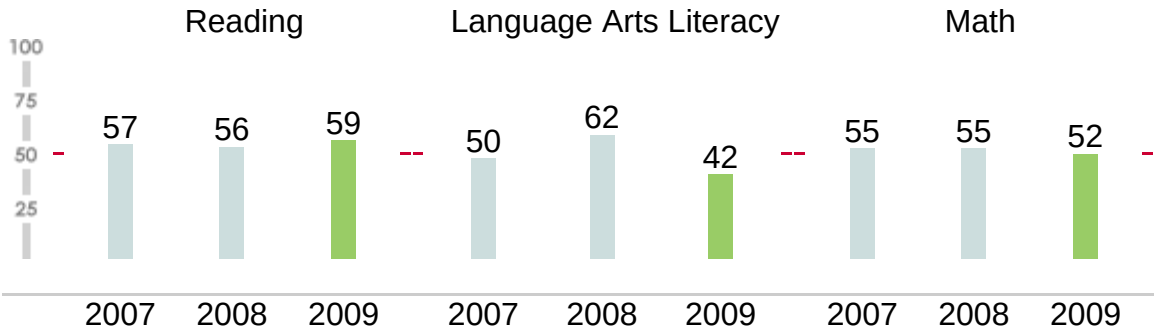
Grade 2



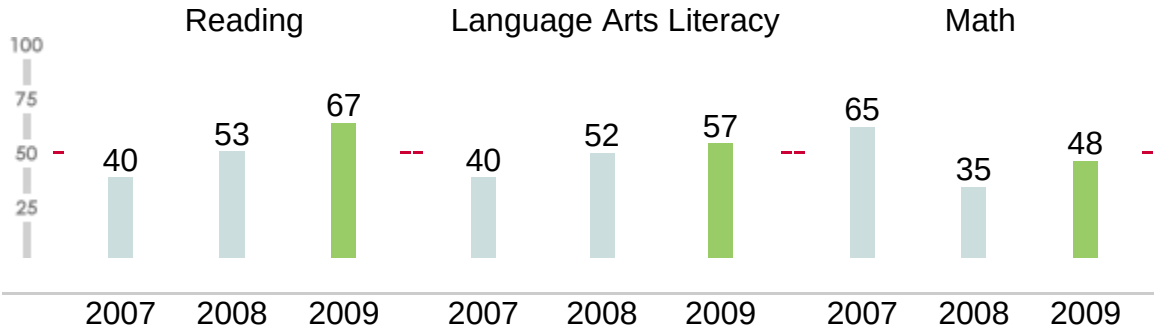
Grade 3



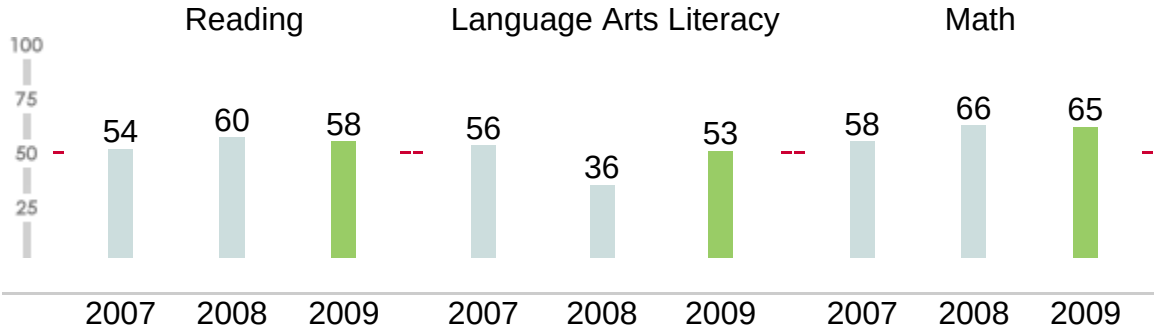
Grade 4



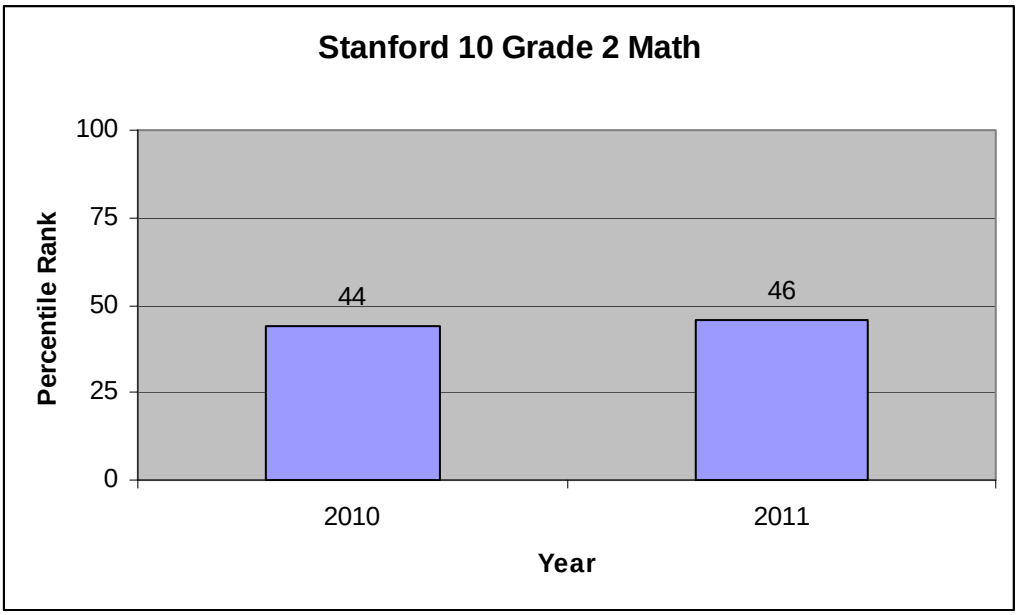
Grade 5



Grade 6

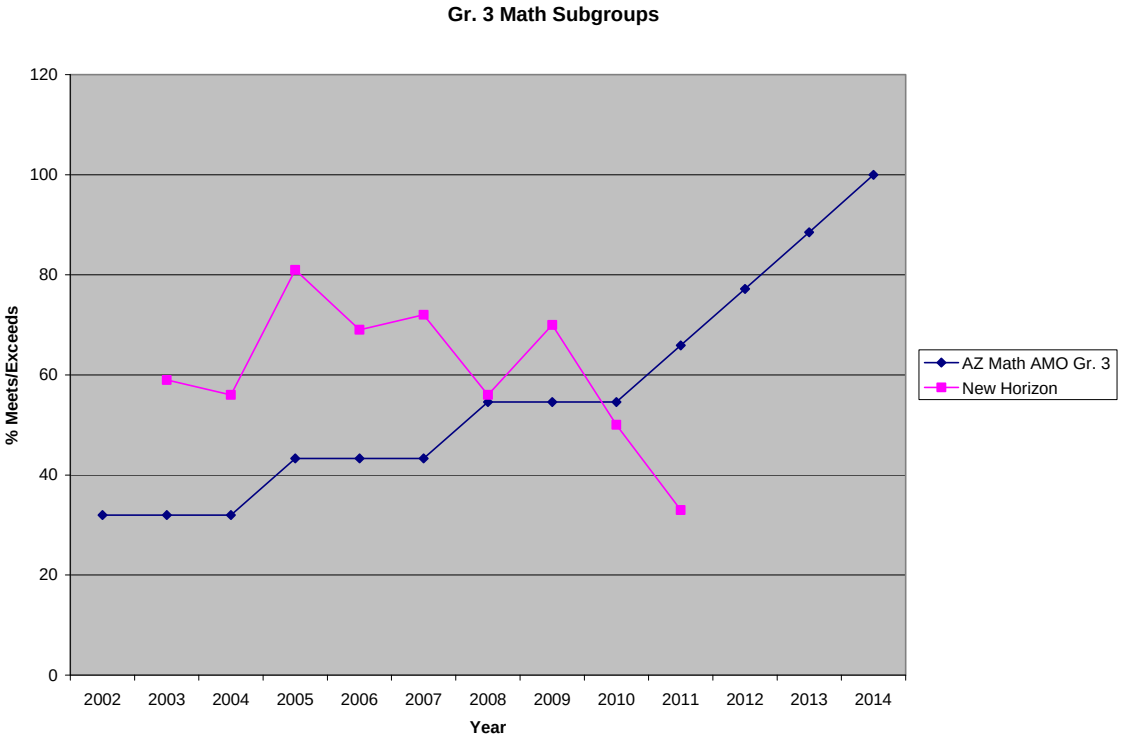


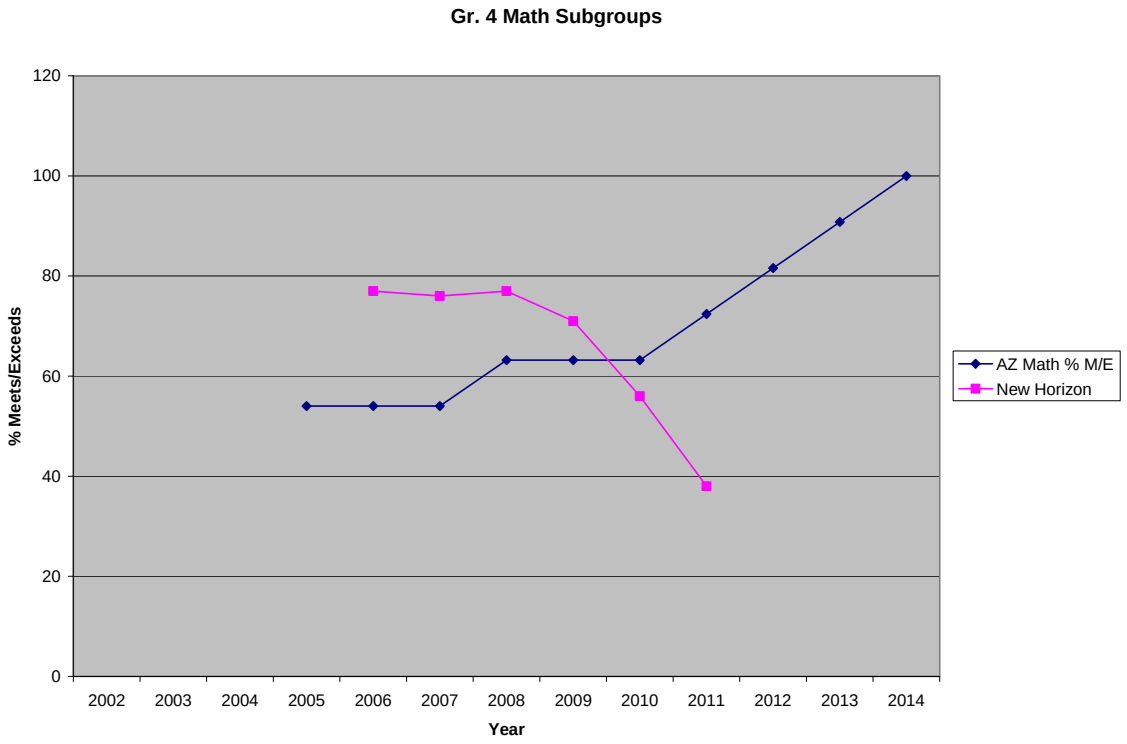
Stanford 10

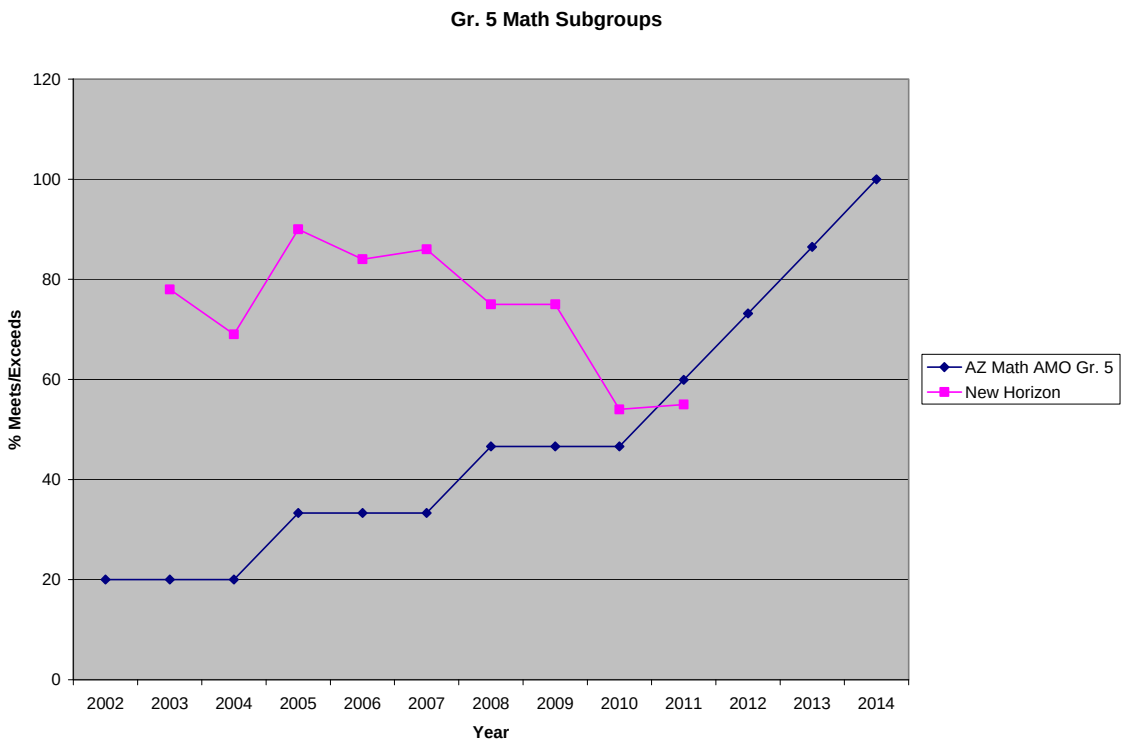


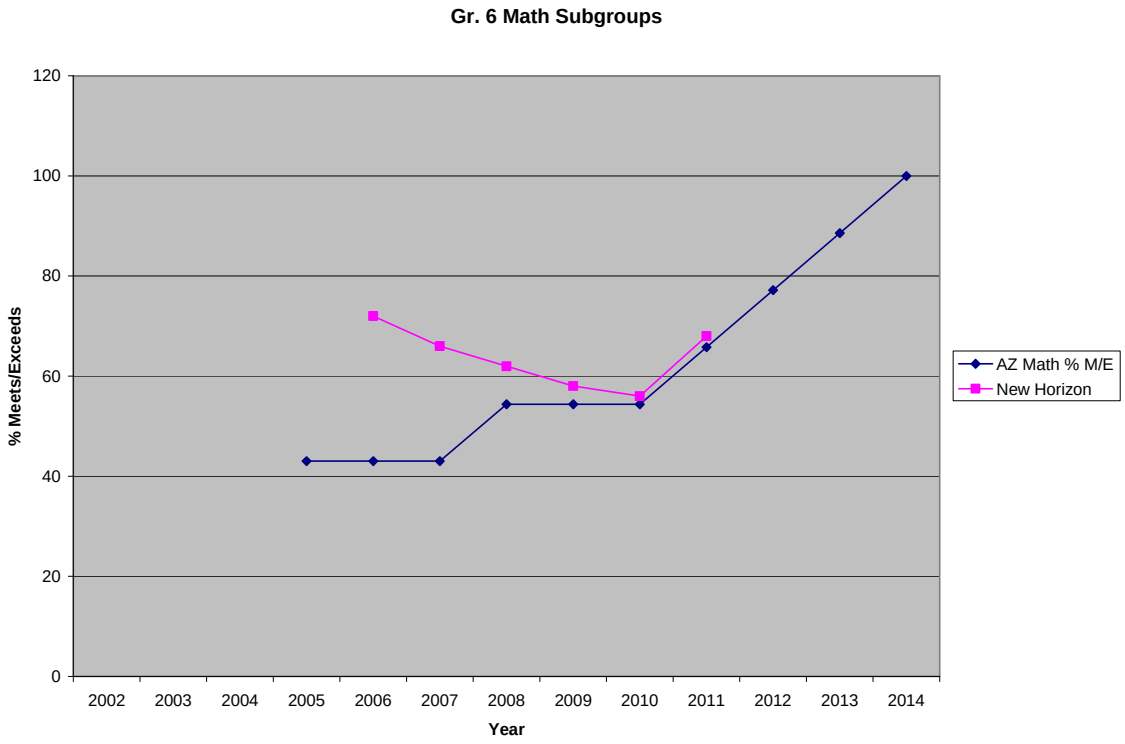
Adequate Yearly Progress

The following graphs show New Horizon's progress toward meeting adequate yearly progress, as indicated by the pink line. The blue line indicates the state's reading goal.




Gr. 4 Math Subgroups
% Meets/Exceeds
120
100
80
60
40
20
0
2002
2003
2004
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014
Year
AZ Math % M/E
New Horizon


Gr. 5 Math Subgroups
% Meets/Exceeds
120
100
80
60
40
20
0
2002
2003
2004
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014
Year
AZ Math AMO Gr. 5
New Horizon



Findings

Over the last five years, New Horizon's assessment results seem to be fairly consistent over the various assessment instruments used. Math data from the AIMS, Stanford 10, and Terra Nova assessments indicates a weakness in math scores in grades 3 – 4. The percent of students that are meeting and exceeding the standards on the AIMS test in the 5th and 6th grades has stayed fairly consistent. The findings from these results are given below:

2nd Grade: Results from the Terra Nova assessment from 2007 – 2009 indicate a drop from the 64nd percentile to the 52nd percentile. In contrast, the Stanford 10 assessment indicates a slight increase from the 44th to the 46th percentile. These scores seem to indicate that New Horizon students fit right with the average.

Although the 2nd grade has a high number of ELL students, the language barrier doesn't seem to be a factor for the math assessment.

3rd Grade: The AIMS test shows a consistent decline in scores over the last five years from 71% meeting and exceeding the standards in 2007 to 42% meeting and exceeding the standards in 2011. Terra Nova results from 2007 to 2009 mirror these results with a decline from the 45th percentile to the 30th percentile.

It would seem that the factors that effected reading scores also effect the math scores. Behavioral issues, classroom management and changing teacher assignments seem to have made a difference in math scores.

4th Grade: AIMS test results indicate a decline of students meeting or exceeding the standards over the last 5 years from 71% to 41%. Terra Nova results from 2007 – 2009 indicate that these students fell into the average range from th 55th percentile in 2007 to the 52nd percentile in 2009.

Due to teacher error and a lack of oversight, much of the math material wasn't covered during the 2009-2010 school year. Student scores reflect this.

5th Grade: The 5th grade AIMS results show an slight decrease in math from 73% to 61% over the last five years. The Terra Nova results mirror these findings indicating that this group was in the 65th percentile in 2007 and increased to the 48th percentile in 2009.

There has been a real focus on math in 5th grade utilizing small groups and AIMS prep. In addition, paraprofessionals have been utilized in the 5th grade classroom to give additional support to struggling students. Students and teachers have been held accountable for teaching and learning.

6th Grade: The AIMS test results have been fairly consistent over the last five years at the 6th grade level. The percent of students that meet or exceed the standards in reading have increased slightly from 61% in 2007 to 65% in 2011. Terra Nova results mirror these findings as the group went from the 58th to the 65th percentile between 2007 and 2009.

This group of students showed a high level of self motivation and self direction. They display appropriate behaviors in the classroom and have a high level of parent involvement.

AYP results mirror the AIMS scores and have been tracked since 2002. However, New Horizon School for the Performing Arts has not been identified for School Improvement. Each year the school has been able to meet the annual measurable objectives.

Overall, there is a concern regarding New Horizon math achievement in the 3rd and 4th grades. However, as these students in the lower grades move up, it is likely that the assessment results will drop accordingly.

Link between findings and plan

Based on findings from the needs assessment, math achievement is a high priority in the action plan. Steps to address student achievement in math include providing high quality curriculum that is aligned and mapped to the standards, focusing the after-school tutoring on math instruction, analyzing math assessment data in order to inform and guide instruction and ensuring teachers are adequately supported through professional development opportunities and coaching/mentoring.

In the area of curriculum, the first step will be to align all math curriculum with the new Common Core Math standards. Current math curriculum will be evaluated to determine if there are gaps and new materials will be purchased to better meet the needs of students and teachers. In the area of instruction, struggling students will be given support during the after-school tutoring program. In addition, teachers will prepare their students for the AIMS test in order to ensure success.

In the area of monitoring and documenting student proficiency, it was felt that past data analysis has been weak in that assessment data has not been disaggregated to the concept level. It is felt that this information will better inform teachers as to student needs. Assessment data will be collected and reviewed on a weekly basis.

Finally, each of these areas will be supported through high quality professional development. Professional development will focus on classroom management, math curriculum and data analysis in the first year. The Common Core Math standards will be the focus for the next year. And as teachers are trained, they will be supported by the Academic and Instruction Specialists and held accountable for teaching and learning.