Horizon

Strategic Alignment	Initiative/Goal Statement	Measures (Fixed)	Monitoring Expectations (Fixed)	Evidence (Flexed)	Timeline	Process Owner(s)	Baseline Data	GOAL	NOVEMBER	MARCH	EOY/JUNE
Experiences: Rigorous and Coherent Teaching	Increase student achievement outcomes by planning for and implementing data-driven rigorous and coherent teaching using collaborative processes as elementary professional learning communities (PLCs)	Growth on 1-2 site-selected SPASD priority areas of the PLC Continuum HZ PLC Continuum Two areas of focus for 2023-24: -Using School Improvement Goals to Drive Team Goals -Clarifying what students must learn	Evidence of planning small group instruction in Professional Learning Teams: *inclusive of learning specialists (ML, SE, SS, etc) *using data to identify student needs *alignment of instructional routines to meet student needs in literacy and numeracy. 100% of our sites are operating in initiating or higher in each area of the PLC Continuum.	PLT Notes	Fall/Spring	Horizon Leadership Team	HZ PLC Continuum We are in implementing (August 2023).	Move into sustaining.	We are in developing for 'using school improvement goals to drive team goals and implementing for 'Clarifying what students must learn'	We are in developing/sustaining for 'using school improvement goals to drive team goals' and developing for 'Clarifying what students must learn'	We are in developing/sustaining for 'using school improvement goals to drive team goals' and developing for 'Clarifying what students must learn'
	Increase literacy achievement through universal phonics and phonemic awareness and handwriting instruction	% increase on Fastbridge (Early Reading & CBMReading)	Evidence of universal phonics, phonemic awareness and handwriting instruction consistently present in all K-2 grade classrooms with **all** K-2 educators using adopted instructional resources. All grade levels apply essential grade level standards in collaborative planning of instruction.	FASTbridge Results in Reading Schedules with all literacy components included and followed by K-2 teachers Early Literacy Composite- Fall 2023 CBM Reading- Fall 2023 PLT Notes	Fall/Spring	Horizon Leadership Team	K-1 63% 2nd 58%	K-1 70% 2nd 69%	K-1 63% (Fall/September) 2nd 58%	K-1 58% (midyear/January) 2nd 60%	K-1 66% (improved by 3%) and SGP was 74%! 2nd 62% (improved by 4%)
	Increase numeracy achievement by deepening the implementation of Advanced Math Recovery (AVMR) strategies in small group instruction	% increase on Fastbridge measure (Early Math & aMath)	Evidence of planning small group instruction in Professional Learning Teams: *inclusive of learning specialists (ML, SE, SS, etc) *using data to identify student needs *alignment of instructional routines to AVMR strategies to meet students' needs	FASTbridge Results in Math: Early Math Composite- Fall 2023aMath- Fall 2023 PLT Notes	Fall/Spring	Horizon Leadership Team	K-1 83% 2nd-5th 72%	K-1 80%+ 2nd-5th 76%	K-1 83% 2nd-5th 72%	K-1 76% 2nd-5th 75%	K-1: 77% 2nd-5th 77%
Environment: Culture of Care	Create and maintain a culture of care by implementing Responsive Classroom strategies in all elementary sites.	% increase on site-selected SEL indicator(s) on SEL/Climate Survey	Evidence of planning for site-selected SEL competency Evidence of completed Second Step Lessons	During the Fall SEL survey, 62% of 3rd-5th graders at Horizon rated the item "I set goals for myself" with a response of "often/almost always." By Spring, we expect this to increase to 68% of 3rd-5th graders rating favorably on this item from the self-concept domain. Results- visual.	Fall/Spring	Horizon Leadership Team	62% of 3rd-5th gr. agree that they set goals for themselves.	Increase 6% by spring to 68%	62% of 3rd-5th gr. agree that they set goals for themselves.	64% of 3rd-5th gr. agree that they set goals for themselves.	72% of 3rd-5th gr. agree that they set goals for themselves
		% increase on site-selected indicators of Culture of Care on RC Assessment	Evidence of planning to incorporate RC site-selected practices Evidence of implementation of site-selected RC practices Evidence of completed RJ walkthrough*	Morning Meeting Plans to make progress: -Bring back and reshare RC morning meeting resources -Spend time during PD/Staff meeting- share out ideas in these two areas -Incorporate these strategies into our 100 day plans RC Pre-Assessment Fall 2023	Fall/Spring	Horizon Leadership Team	Avg. score of 3.00 on RC Pre-Assessment (Morning Meeting section: MM4, MM14 and MM15)	Avg. score of 3.65 on RC Self Assessment (morning meeting section: MM4, MM14, MM15) in the spring: this is a 13% increase (from 60% to 73% on a scale of 5)		MidYear Check In on Morning Meetings completed in February 2024: Avg score on MM4: increase from 2.9 to 3.9; MM14 increase from 2.9 to 3.3; MM15 increase from 3.3 to 3.5	Avg. score of 3.9 on RC self assessment (morning meeting section: MM4, MM14 and MM15)
Equity: Disrupting Inequity	Disrupt inequities by implementing site-based initiatives to address equity-focused Theories of Action through the 100 day plans (integration of PoP into goals):	Horizon Problem of Practice: FASTbridge results: 70% of our students who are black, hispanic or two or more races will make good or great growth (SGP of 35 or higher) from fall to spring on the universal fastbridge screener (aReading for 2nd-5th and early literacy composite for K-1). Baseline: 59% during 22-23 school year. or 40% of students who are black, hispanic or two or more races will make great growth (SGP of 65 or higher). Baseline: 29% during 22-23 school year.	Evidence of identified and completed strategic actions in SP100 plans to disrupt identified inequity data point	See Fall, Winter, and Spring 100 Day Plan tabs on this spreadsheet.	Spring/Spring	Horizon Leadership Team	59% of students in these groups had an SGP of 35 or higher in '22-'23 school year; 29% had an SGP of 65 or higher	70% of students who are black, hispanic or two or more races will have an SGP of 35 or higher; 40% will have an SGP of 65 or greater (aReading 2nd-5th or Early literacy composite for K-1)	NA	57% of students in these groups had an SGP of 35 or higher; 34% had an SGP of 65 or higher	77% of students in these groups had an SGP of 35th %ile or higher; 40% had an SGP of 65th %ile or higher
Exceptional Staff	Create an environment of engagement and inclusion for employees by: --Execution of Stay Interviews (fixed) --Utilization of a district solution focused on staff-to-staff recognition tied to our strategic priorities (fixed)	Completion of stay interviews as evidenced by data collected and reported to Human Resources.	Documentation of completed stay interviews. .	Stay Interview documentation	Fall/Spring	Michelle Kelly and Kelley Goplen				Stay interviews complete as of January 2024.	Stay interviews complete as of January 2024.
		School Perceptions Staff Survey results surrounding the question: "All things considered the district is a good place to work."	Evidence of school staff utilizing the peer-to-peer recognition tool	Evidence of school staff utilizing the peer-to-peer recognition tool	Spring/Spring		97.3% agreed "All things considered the district is a good place to work." in the spring of 2023	The percent of employees who answer "agree" or "strongly agree" with the Employee Engagement survey question "All things considered the District is a good place to work" will continue to increase each year until 80% is reached.	97.3% agreed "All things considered the district is a good place to work." in the spring of 2023		84.2% agreed "All things considered the district is a good place to work." in the spring of 2024
Communications and Community Engagement	Create a culture of engagement and inclusion through parent/caregiver communication by implementing the "updated" School Communication Playbook (fixed) Classroom communication to parents/caregivers	School Perception Parent/Caregiver Survey Question: I am satisfied with the communication that comes from the school.	Weekly communication from teachers to families and regular communication from the school to families.	Fall Data Chart (September 2023) 10.4.23 Rounding Form Horizon Family Engagement Plan	Fall/Spring	Michelle Kelly	72/73 or 99% are satisfied or very satisfied with the communication that comes from the school. in the fall of 2023.	80% or higher are satisfied or very satisfied	72/73 or 99% are satisfied or very satisfied with the communication the comes from the school. in the fall of 2023.		97% said, "My student's school provides timely and meaningful communication."
		Process: Execution of the School Communication Playbook	Weekly communication from teachers to families and regular communication from the school to families.		Fall/Spring	Michelle Kelly	72/73 or 99% are satisfied or very satisfied with the communication the comes from the school. in the fall of 2023.	80% or higher are satisfied or very satisfied	72/73 or 99% are satisfied or very satisfied with the communication the comes from the school. in the fall of 2023.		97% said, "My student's school provides timely and meaningful communication."
	Create a culture of parent/caregiver engagement and inclusion by collaboratively developing a site-based Family Engagement and Inclusion Plan	School Perception Parent/Caregiver Survey Question: "I feel I belong as a part of the school community."	Collaboratively completed and implemented site-based Family Engagement and Inclusion Plan		Fall/Spring	Michelle Kelly	Spring 2023: 86% agreed "I feel I belong as a part of the school community."	90% or higher agree or strongly agree with the satement: "I feel I belong as part of the school community"			Spring 2024: 91% agreed "I feel I belong as a part of the school community."
	Create a culture of engagement and inclusion through equity and excellence for continuous improvement by implementing the SPASD SCO Equity Model at elementary.	Equitable staff appreciation/Measure TBD once determined by SCO PLC.	SCO Monthly Budget	September - breakfast October - lunch during conferences November - donut delivery December - Taco Bar Lunch January - continental breakfast February - Burrachos Lunch during conferences March - April - May -	Fall to Spring	Michelle Kelly and SCO Board	NA	Horizon SCO Goal is to show appreciation with food for our staff each month		SCO is participating in this in alignment with the district PLC.	SCO is participating in this in alignment with the district PLC.
Operational Excellence	Ensure operational excellence through building awareness through participation in collaborative data analysis for equity in budgeting through a focus on identified spending categories (fixed): field trips, teacher assigned consumable spending, staffing	Participation of leaders from each building in collaborative data analysis sessions throughout the year. (Identification of key inequities to be addressed through collaborative planning in 2024-25.)	Horizon and all SPASD Elementary Student Experiences		Fall to Spring	Michelle Kelly	NA	NA	Initial data has been collected on field trips and first meeting with building leaders occurred on 11/30.	Participated in LC discussion and completed survey work onn 1/25/24.	Leaders participated in review of data, identifying equity concerns, and new guidelines and an action plan have been created
	Ensure operational excellence through the maintenance of safe and secure school environments and a common understanding of school safety: Execution of an ongoing training plan to refresh staff understanding of school safety protocols (fixed/flexed) Implementation of Raptor Emergency Management software in conjunction with training on active threat / reunification plan (fixed)	School Perceptions Student Survey results surrounding the question: "I feel safe at my school." Completion of full implementation of Raptor Emergency Management software	Follow our monthly safety drills.	Horizon Safety and Security Drill Log 2023-2024 Completed	Fall to Spring	Michelle Kelly	94% stated often or almost always "I am safe at school."	Goal: Maintain or increase 94% say "I am safe at school."		Horizon Safety & Security Drill is up to date.	98.2% "I am safe at school." Horizon Safety & Security Drill is up to date.