

Executive Summary

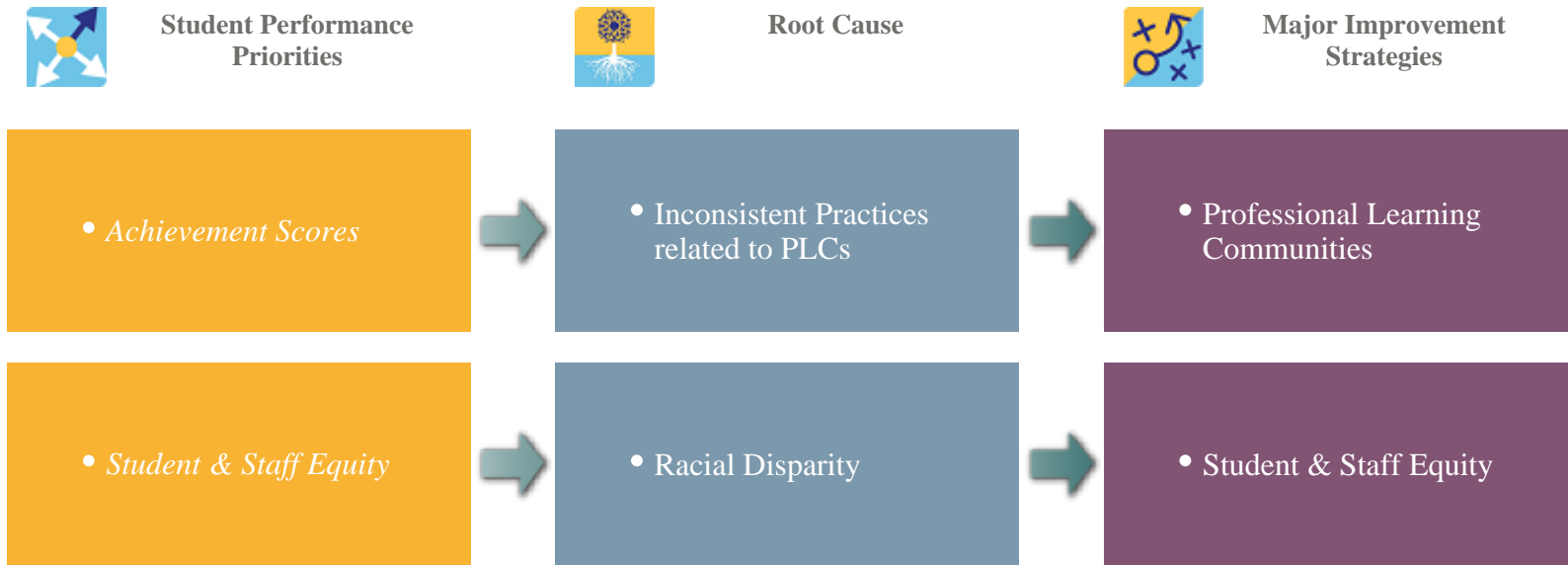
School Information

School Name	Grades Served	Phone
Horizon Middle School		7208866100
District Name	Principal	Website
Cherry Creek 5	BRAD WEINHOLD	

Description

Horizon Community Middle School (HCMS) is located in Aurora, Colorado. The attendance boundaries for HCMS include four (4) local feeder elementary schools and one local feeder high school. Serving over 700 students in grades 6-8, HCMS educators design and lead instruction following the Colorado Academic Standards. Courses in core subjects (Mathematics, Language Arts, Science, and Social Studies) are complemented with courses in multiple elective areas. Students are able to participate in numerous athletic and activity opportunities. HCMS celebrates the diversity and identities of each student. For the 2024-2025 school year, the approximate racial demographics of students at HCMS are as follows: Central/North/South American Indian or Alaskan Native:

Relationship of UIP Elements



Student Performance Priorities

Student Performance Priority Summary

As measured on the CMAS assessment, student achievement and growth significantly improved from 2023 to 2024.

Math

On the 2023 CMAS Assessment, 9.5% of students met college or career readiness benchmarks.

On the 2024 CMAS Assessment, 13.4% of students met college or career readiness benchmarks.

On the 2023 CMAS Assessment, 39 was the median growth percentile.

On the 2024 CMAS Assessment, 55 was the median growth percentile.

English Language Arts

On the 2023 CMAS Assessment, 22.6% of students met college or career readiness benchmarks.

On the 2024 CMAS Assessment, 26.1% of students met college or career readiness benchmarks.

On the 2023 CMAS Assessment, 38 was the median growth percentile.

On the 2024 CMAS Assessment, 45 was the median growth percentile.

Achievement gains from 2023 to 2024 were 3.9% in math and 3.5% in English Language Arts. Our goal will be to increase at least 5% in each area in 2025.

While gaps in racial disparity have decreased, we will continue to deepen our Student and Staff Equity plan.

Student Performance Priority: Achievement Scores

Student Performance Priority Category	
What group(s) is this Student Performance Priority focused on? (Choose all that apply)	What grade(s) is this Student Performance Priority focused on? (Choose all that apply)
All Student Population	All Grades Served
What is the current performance of this Student Performance Priority?	
On the 2024 CMAS Assessment, 13.4% percent of students met college or career readiness benchmarks in math. 26.1% of students met college or career readiness benchmarks in English	

Language Arts.

**What is the end of 2025-26 school year (2 year) measure and target?**

On the 2026 CMAS Assessment, at least 23.4% of students will meet college or career readiness benchmarks in math. At least 36.1% of students will meet college or career readiness benchmarks in English Language Arts.

**What is the end of 2024-25 school year (1 year) measure and target?**

On the 2025 CMAS Assessment, at least 18.4% of students will meet college or career readiness benchmarks in math. At least 31.1% of students will meet college or career readiness benchmarks in English Language Arts.

**Interim Measure and Target?**

Star Assessment

**Measurement Dates**

**Student Performance Priority: Student & Staff Equity**

**Student Performance Priority Category**

**What group(s) is this Student Performance Priority focused on? (Choose all that apply)**

All Student Population

**What grade(s) is this Student Performance Priority focused on? (Choose all that apply)**

All Grades Served

**Root Cause Analysis**



**Achievement Scores**



**Inconsistent Practices related to PLCs**

**Provide a short description of this Root Cause**

While we have implemented best practices of highly effective PLCs in some areas, we need to increase our consistency and fidelity. In our four core academic areas of instruction, we have 12 total PLCs. For the 2024-2025 school year, each of our 12 PLCs will function in the following ways: Our PLC work will begin with the creation of norms and goal setting for each PLC. Next, PLCs will identify priority standards which will be vertically aligned and directly connected to both the Star and CMAS assessments (specifically, subclaims). Internal assessment plans will be made which will be aligned to the priority standards. Timely assessment data analysis will inform intervention and extension efforts. Historically, data analysis and related response (PLC questions 3 and 4) have been our biggest inconsistencies. Thus, we will intentionally focus efforts in this area.

**Root Cause Category**

**Provide a rationale for how this Root Causes was selected and verified.**

In order to continue to improve as a school, we need to ensure that highly effective PLC work occurs system wide. Our full-time Instructional Coach, our Department Coordinators, and administrative liaisons in each core academic area have agreed to the practices above. We believe that this consistency and fidelity will provide increased opportunities to learn from each other and to celebrate PLC successes more frequently. Student achievement will be positively impacted as a result.



**Student & Staff Equity**



**Racial Disparity**

**Provide a short description of this Root Cause**

While gaps in racial disparity have decreased, we will continue to deepen our Student and Staff Equity plan.

**Root Cause Category**

**Provide a rationale for how this Root Causes was selected and verified.**

For the past few years, we have engaged in deep conversations with our students and staff related to equity. We will continue to expand this work in 2024-2025. Student Equity groups will meet approximately monthly, and staff members will join Student Equity meetings four times. We believe that this increased communication and collaboration with students and staff will improve relationships and increase opportunities for student voice to be elevated. Teachers will work with equity partners to observe each other’s instruction and provide instructional feedback through the lenses of race and gender.

**Major Improvement Strategies**



**Professional Learning Communities**

**Major Improvement Strategy Category**

**Please write a description/overview of the Major Improvement Strategy.**

With agreed upon practices for each of our 12 PLCs in place, monitoring of our plan will be essential. We will meet as an administrative team on a weekly basis, and PLC progress and updates will be discussed regularly. Additionally, our Instructional Leadership Team meets approximately each month. PLCs will be discussed in this venue as well. Our Instructional Coach will attend PLC meetings on a regular basis and will provide coaching related to our plans. Exemplary work will be shared, and successes will be celebrated schoolwide. Further, we will develop systems of accountability to ensure that PLCs are implementing schoolwide literacy efforts (Reading - Disciplinary Literacy; Writing - Claim, Evidence, and Reasoning).

**What Root Causes does this Major Improvement Strategy address?**

- Inconsistent Practices related to PLCs

**Describe the evidence/research that supports this Major Improvement Strategy.**

Participation in Professional Learning Communities is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs are a common and proven practice to promote teacher collaboration that increases student achievement. Teachers at Horizon Community Middle School have found that collaboration within departments, grade-levels, and multi-disciplinary content areas improves the quality of students' learning experiences.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see?

Highly Effective PLCs

Date

01 / 06 / 2025

Implementation Milestone

Each PLC will implement highly effective PLC practices. Our instructional coach, department coordinators, and administrative liaisons will meet regularly to discuss progress.

Who will monitor this strategy?

Instructional Coach, Department Coordinators, Administrative Liaisons



Action Plan

Action Step

PLC Norms & Goal Setting

PLC Priority Standards

PLC Assessment

PLC Data Analysis

Responsible Party

Instructional Coach, PLCs

Instructional Coach, PLCs, Department Coordinators

Instructional Coach, PLCs

Instructional Coach, PLCs

Start Date

08 / 05 / 2024

08 / 05 / 2024

08 / 05 / 2024

08 / 05 / 2024

End Date

05 / 19 / 2025

05 / 19 / 2025

05 / 19 / 2025

05 / 19 / 2025



Student & Staff Equity

Major Improvement Strategy Category

Please write a description/overview of the Major Improvement Strategy.

For the past few years, we have engaged in deep conversations with our students and staff related to equity. We will continue to expand this work in 2024-2025. Student Equity groups will meet approximately monthly, and staff members will join Student Equity meetings four times throughout the school year. We believe that this increased communication and collaboration with students and staff will improve relationships and increase opportunities for student voice to be elevated. Teachers will work with equity partners to observe each other’s instruction and provide instructional feedback through the lenses of race and gender.

What Root Causes does this Major Improvement Strategy address?

- Racial Disparity

Describe the evidence/research that supports this Major Improvement Strategy.

We believe that discussing challenging topics is a critical step in improving as a school and society. This includes discussing race, racism, and equity. We have found that our students are very interested in engaging in these conversations, and they have asked for additional opportunities to engage with our staff. Additionally, our staff members have shared that hearing and learning from students’ perspective is very valuable. Further, our teachers have expressed interest in receiving feedback on their instructional practices related to equity. While this has traditionally occurred through the teacher evaluation process, we believe that the additional opportunity for peer feedback will result in more sustained reflection and instructional improvement.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



Implementation



Implementation 1

What improvement do you expect to see?		Implementation Milestones	
		Date	Implementation Milestone
Increased Communication & Collaboration			
Who will monitor this strategy?		05 / 19 / 2025	Teachers and students will collaborate more frequently regarding equity at HCMS.
Grade-level Administrators			



Action Plan

Action Step	Responsible Party	Start Date	End Date
Student Equity Meetings	Grade-level Administrators	08 / 05 / 2024	05 / 19 / 2025

Assurances & Requirements

Requirement	Meets expectations for	Agreement
The Unified Improvement Plan is the result of thorough data analysis. - Data was analyzed from both local and state sources. - Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. - Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	ALL	I agree
The plan was developed in partnership with a variety of stakeholders, includingschool staff and theSchool Accountability Commitee (SAC).	ALL	I agree
Theschool will involve stakeholders -- at a minimum theSAC -- in progress monitoring the implementation of the plan throughout the school year.	ALL	<input checked="" type="checkbox"/> I agree