2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) __ Elementary _x_ Middle __ High __ K-12 __Charter

Name of Principal <u>Mr. Wayne Massie</u>
<div align="center">(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)</div>

Official School Name <u>Horizon Middle School</u>
<div align="center">(As it should appear in the official records)</div>

School Mailing Address <u>2671 Thornton Road</u>
<div align="center">(If address is P.O. Box, also include street address)</div>

<u>   Ferndale   WA   98248-1769   </u>
City   State   Zip Code+4 (9 digits total)

County <u>Whatcom</u>   State School Code Number*___<u>4554</u>_____

Telephone (__360__) 383-9850   Fax (_360_) 383-9852

Website/URL__<u>ferndale.wednet.edu</u>   E-mail <u>wmassie@ferndale.wednet.edu</u>

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* <u>Dr. Roger Lehnert</u>
<div align="center">(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</div>

District Name <u>Ferndale</u>   Tel. (360) 383-9207

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson _____
<div align="center">(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</div>

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
    - ___7_ Elementary schools
    - ___2_ Middle schools
    - _____ Junior high schools
    - ___3_ High schools
    - _____ Other

    - _____ TOTAL

2. District Per Pupil Expenditure: _____$7,599_____

    Average State Per Pupil Expenditure: _____$7,598_____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

    - [ ]   Urban or large central city
    - [ ]   Suburban school with characteristics typical of an urban area
    - [ ]   Suburban
    - [X]   Small city or town in a rural area
    - [ ]   Rural

4. __6____ Number of years the principal has been in her/his position at this school.

    _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7	77	99	176
K					8	110	107	217
1					9			
2					10			
3					11			
4					12			
5					Other			
6								
				TOTAL STUDENTS IN THE APPLYING SCHOOL →				393

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of   76____% White
   the students in the school: 0____% Black or African American
                                        8____% Hispanic or Latino
                                        4____% Asian/Pacific Islander
                                       12____% American Indian/Alaskan Native
                                     100% Total

   Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: __15__%

   [This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	24
	Number of students who transferred *from* the school after October 1 until the end of the year.	34
(3)	Total of all transferred students [sum of rows (1) and (2)]	58
(4)	Total number of students in the school as of October 1	393
(5)	Total transferred students in row (3) divided by total students in row (4)	.15
(6)	Amount in row (5) multiplied by 100	15

8. Limited English Proficient students in the school: ___.02%
                                                      ___6____Total Number Limited English Proficient

   Number of languages represented: ___3_____
   Specify languages: Spanish, Ukranian, Aguacateco

9. Students eligible for free/reduced-priced meals: ____49____%

   Total number students who qualify: ___191_____

   If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ___13___%

        ___49___Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

    __0_Autism   __0_Orthopedic Impairment
    __1_Deafness   _12_Other Health Impaired
    __0_Deaf-Blindness   _30_Specific Learning Disability
    __1_Emotional Disturbance __2_Speech or Language Impairment
    __1_Hearing Impairment   __0_Traumatic Brain Injury
    __1_Mental Retardation   __0_Visual Impairment Including Blindness
    __1_Multiple Disabilities

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	2	
Classroom teachers	17	10
Special resource teachers/specialists	2	
Paraprofessionals	6	2
Support staff	10	5
Total number	37	17

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: ___18:1___

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	93%	91%	91%	91%	91%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	15%	11%	18%	7%	%
Student dropout rate (middle/high)0	0%	0%	0%	0%	0%
Student drop-off rate (high school)	0%	0%	0%	0%	0%

PART III - SUMMARY

Horizon Middle School is one of two seventh and eighth grade middle schools in the Ferndale School District. The district, located about five miles north of Bellingham, Washington, is bordered on the west by the Strait of Juan de Fuca and is approximately 15 miles south of the Canadian border. The Lummi Indian Reservation is contained within the district boundaries. The Ferndale community is a mixture of rural farmland, industry, and a small city.

Horizon Middle School opened five years ago in a building designed to promote project-based learning and a feeling of community. The community passed a bond issue to construct this middle school with the intent that a smaller learning community would promote increased learning. Our district moved from one large middle school of over 800 students to two smaller and more personal settings. The Ferndale community continues to be supportive of the schools and our efforts to offer every learner a high quality and well-rounded education. The building design integrates wood from the northwest, rich colors, and an abundance of natural light. The input gathered when planning the building was incorporated to establish a learning environment that is esthetically pleasing while being very practical in the use of space. Each of the four learning clusters in the building has a flexible learning space shared by five classrooms. This space is used for group projects, quiet work time, and individual tutoring as needed. The school library is a focal point for learning and holds an excellent collection of print material and a small computer lab for student use as well as eight computer search stations. Parenting information is available for our patrons there as well. Two computer labs, one with a digital media filming and editing booth, are centers for the use of technology in our school.

Currently, Horizon Middle School serves 386 students split between two grades. Our student population is made up of a variety of socio-economic and ethnic backgrounds. Presently (05-06), 45% of our student population is eligible for free and reduced-priced meals. Native American learners comprise 11.2 percent of the student population and Hispanic learners about 10.3 percent. The core academic subjects are supported by a selection of electives including: band, orchestra, choir, art, digital technology, mechanical drawing/CAD, foreign language, and journalism.

The mission of our school is to be a community-oriented school working with students and parents, to prepare every student to become a well-rounded citizen with the academic tools needed to be a successful learner. Horizon Middle School is dedicated to establishing high academic standards, committed to nurturing positive relationships with and between students, parents, staff and community while focusing upon strategic instruction that is technologically rich, motivating, and concept oriented. A master schedule structured around teaming helps to accomplish the goals of promoting relationships and building a learning community. The primary focus at Horizon is to improve instruction in order to increase student capacity in the area of literacy. We believe that all students will be more successful in every subject area if they have the tools needed to read for comprehension and to write and communicate effectively. Strategic instruction through smarter planning, a focus on proven instructional strategies, and the effective use of student assessment data to plan academic interventions is an ongoing effort. The development of unit and course organizers in each content area that reflect clearly what will be taught by the teacher and what students will learn, helps to ensure that critical content is a focus for instruction.

Building character in students is an important aspect of a positive school climate and a theme for every month is a way to focus on character traits. Themes such as respect, responsibility, goal setting, perseverance, and tolerance are all included in our daily and monthly readings in the character development program. Using the principles of *Love and Logic* in our school-wide discipline program is a common sense way to deal with the daily choices our students make.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Seventh grade students in the State of Washington take the Washington Assessment of Student Learning (WASL) each spring. The WASL focuses on the Essential Academic Learning Requirements (EALRs) that are the state's content standards. This criterion-referenced test, the WASL, is designed to enable learners to demonstrate their knowledge, skills, and understanding in each of the state's content standards of reading, mathematics, writing and science. Test items range from multiple choice and short answer responses, to more extended responses, essays, and problem-solving tasks.

Washington State Schools' assessment results and demographic data are reported on the Washington Superintendent of Public Instruction web site: www.k12.wa.us. Horizon Middle School met the criteria for Adequate Yearly Progress in 2004-05.

WASL scores are reported in two ways so student achievement can be charted and the data measured against a standard. First, raw scores are converted into standard scale scores ranging up to 600. Consistent information about cognitive difficulty is provided in this manner. A standard set at 400 always represents the same level of achievement. Using this scale, growth of student achievement can be charted and observed over time because the standard stays consistent. The second method groups the scale scores below 400 into levels of performance represented as "Level 1" (well below standard) and "Level 2" (below standard), while scale scores 400 and above represent "Level 3" (meets standard) and "Level 4" (well above standard). School performance is reported as the percent of students scoring within each level or the percent of students meeting or exceeding the standard.

Reading scores for Horizon Middle School seventh graders showed that 81.8 percent met the standard on the WASL for 2004-05. This percentage compares to 58.1 percent in 2003-04 and 47.4 percent in 2002-03. Within the group meeting the standard in reading, 68.4 percent of the students in the low- income category met the standard, up from 50 percent in 2003-04. The disaggregated data based on the last three years of testing shows that Native American students have moved from 13.3 percent meeting standard in 2002-03 up to 50 percent in 2004-05. Hispanic students have shown similar gains from 31.3 percent in 2002-03 up to 68.8 percent in 2004-05. The WASL data shows that Horizon Middle School is well on the way to reducing the achievement gap for the three groups mentioned above.

The trends reported for math results over the last five years show that Horizon Middle School has shown an increase of 32.7 percent in the number of students meeting standard. In 2004-05, 62.4 percent met the standard while in 2003-04, 44.3 percent met the math standard on the seventh grade WASL. The state percentage for all students meeting standard in 2004-05 was 50.8 percent. The percentage of Native American students scoring at Level 3 and 4 has increased by 25.6 percent in five years, and changed positively by 14.4 percent between 2003-04 and 2004-05 alone. Hispanic students have shown even greater gains. The data shows that Hispanic students scoring at Level 3 or 4 has increased by 36.7 percent in five years. A 25 percent increase is noted between 2003-04 and 2004-05 for this subgroup.

Efforts at Horizon Middle School have focused on moving a higher percentage of students into the "Met Standard" categories at Level 3 and Level 4 each year. The low income, Native American and Hispanic subgroups are areas of emphasis at our school in each of the tested content areas of reading, math, writing, and science.

2. Using Assessment Results:

Assessment data from the WASL is used to plan instruction on a school-wide basis in the content areas of

reading, math, writing and science. Staff members study the data in order for our school to identify strengths and weaknesses that show in the sub-set and item analysis breakdowns provided by the state. Trends over time and areas of need are then taken into account when developing the school improvement plans required by the district and the state. Teachers are also able to identify areas of weakness and strength in their own classes so they are able to make instructional decisions about areas to emphasize or to instruct in a different manner.

Learning Improvement Days and other professional development times are used at our school to analyze assessment data for the whole school and for individual students and classes. When students move into our school as seventh graders, teachers are able to analyze data from the WASL tests these students took as 4th graders and then plan for instruction that will meet the needs of the students and fill in any achievement gaps the data might identify. Data of past students who take the grade 10 WASL is used to measure our effectiveness over time when compared to these same students who were tested as 7th graders. Measures of Academic Progress (MAP), another computer-based assessment used in our schools, provide teachers with data that helps to identify areas of strength and weakness as well as being a fair predictor for WASL success. The MAP data shows student academic growth over time since students take this assessment yearly and in many grades twice a year.

At the building level, assessment data is useful to place students into classes where more support personnel may be assigned. Individual learner data is used to identify students that may need in-depth instruction in reading or math to meet learning goals. This data is particularly useful when developing interventions for students as required by the State of Washington. The continuous process of data analysis provides information that allows the building leadership and teachers to make instructional decisions in a timely manner.

3. Communicating Assessment Results:

Each parent/guardian and student receives individual assessment results for the WASL. The results break down the tests into sub-sets and an explanation of the test and what it means is included with the results. A direct mailing to the home is the usual means of communication, but some parents receive the results directly at school during parent meetings or at student/parent/teacher conferences. School results are published in the local newspapers and in district publications, the school newsletter as well on the school website. An annual school performance report is prepared and distributed to the community. This report includes funding information, building facility improvements, staffing breakdowns, mission/vision statements and assessment data. An explanation of the WASL data is explained to students by the counselor and or administrators, frequently by teachers during conferences, at student staffing for services, and when developing goals and interventions.

Horizon Middle School reports student progress every six weeks with this information being sent home. Individual teachers send progress reports home as frequently as weekly to keep parents and students informed. Report cards are mailed home twice yearly, since Horizon is on a semester system. Parent/teacher/student conferences are scheduled each fall and spring. Since our school moved to a teaming schedule many individual parent conferences are arranged on an as-needed basis with the entire team present. Every teacher has a phone and computer, including an email address, that is an important means of communication between staff and parents/guardians. Parents are provided with all the phone numbers and email addresses of every teacher through the newsletter and on the school website.

4. Sharing Success:

Horizon Middle School uses a great amount of collaboration with the other schools in the district to share successes and strategies. Administrators in our district participate in administrative study group meetings

each month to share instructional strategies, professional development activities, and building data. Teachers from Horizon and our feeder elementary schools collaborate on curriculum articulation and discuss essential learning that students must have when transitioning to middle school from elementary. Transition activities between Horizon and Ferndale High School are also scheduled to help eighth grade students, including a focus on career exploration and the development of a plan for study at the high school level that is based upon identified interests and academic work accomplished at the middle school level. Western Washington University also collaborates with Horizon by scheduling classes in our building for college students who are going into the teaching profession. Literacy is the focus of study for these college students, so they gain valuable experience as they work in classrooms with our teachers and students on a regular basis focusing on literacy instruction.

Sharing learning and working with other schools utilizing such strategies as the Content Literacy Continuum (CLC) has been an ongoing mission of Horizon Middle School. We have participated jointly in workshops for the CLC and other trainings that have provided cooperative learning opportunities for our teachers. An example was a workshop on teaming facilitated by Kathy Hunt-Ullock that was attended by staff members from Clearview High School. Another example was a Native American Forum organized by Horizon that was open to school board members, tribal members and educators from the entire school district. This forum featured experts on Native American learning and literacy from Western Washington University and Antioch University focusing on strategies and techniques to decrease the achievement gap.

Members from the Horizon staff have presented our professional development plan and key strategies at Gates Foundation Meetings, Association of Washington School Principals' Summer Workshop, and to other groups at Western Washington University and within the Ferndale School District. The opportunity for in-depth discussions around powerful teaching and learning along with the occasion to work with other educators in our district and throughout the state is a professional responsibility and a tremendous chance to share ideas and learn from others.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:**

All students attending Horizon Middle School are enrolled in a program that includes the core academic subjects of language arts, mathematics, social studies and science. Each of these subjects is a whole-year class. All students participate in one semester of physical education/health. Eighth graders have one semester in a computer/technology class. Seventh grade students are all scheduled into a reading strategy class for one quarter and a study skills/support class for one quarter. These seventh graders then take one semester of physical education/health. Every student at Horizon is offered an elective class chosen from many offerings. These choices include: orchestra, band, choir, art, mechanical drawing/CAD, creative arts, publications, digital technology, and creative writing. Our courses are aligned with the state Essential Academic Learning Requirements and Grade Level Expectations. Twelve percent of our students take accelerated classes in language arts, social studies, science and math. Entry into these classes is determined by a variety of assessments and input from teacher recommendations.

Science: Our science curriculum focuses on learning scientific principles through lab work, design of experiments, observation and by conducting investigations and then analyzing data and drawing conclusions from the information. The seventh grade curriculum is earth science-based focusing on an in-depth study of the forces of nature and the results of those studies. Grade eight has a focus on physical and mechanical science. Horizon Middle School takes part in the NCOSP – North Cascades and Olympic Science Partnership. The grant and the activity promote high quality science instruction to state standards.

Social Studies: Seventh graders study the ancient world and civilizations. The five themes of geography are emphasized at grade seven and these concepts are embedded in grade eight also. Students gain an appreciation of and are able to compare the development of civilization and societies with our present world. The eighth grade curriculum is U. S. History and covers the exploration of the Western Hemisphere and the development of the United States through the Civil War.

Foreign Language: Spanish at eighth grade is offered as a whole-year course and students earn a high school credit for this class. A foreign language elective featuring an introduction to Japanese, German, Spanish and Lummi Language (local Native American dialect) is offered to students also.

Arts: Students are offered full year courses in orchestra, band and choir at both grade levels. Over a fourth of the student body participates in music programs at our school. A large number of students participate in contests in the region as a large group or solo or in an ensemble. Art classes afford students the opportunity to work in a variety of media and to learn the basics of art and art history. Students work with pencil, charcoal, pastels, oils and clay/pottery.

Physical education and health: The goal to develop life-long habits and to choose healthy lifestyles through physical activity, while becoming informed about drugs/alcohol, nutrition, mental and emotional health, safety and decision making, is an integral part of this program. The components of physical fitness instruction include an emphasis on cardiovascular activity, strength, flexibility, and personal development while setting personal goals. The curriculum aligns with the state EALRs and grade level expectations.

Technology and Publications: Technology is treated as a tool for use now and in the future. Our goal is to expose students to as many varieties of technology as possible while ensuring they are able to apply their learning to real-life situations such as a multi-media project using children's literature to expose preschool and kindergarten children to books. Eighth grade students take a computer class focusing on word processing and the use of a variety of application software. Technology is integrated into content studies at grade seven through collaboration with the technology teacher while all subject area teachers use technology to enhance instruction and encourage students to use appropriate media tools. Digital technology and publications both emphasize the use of digital and technical tools to publish a school newspaper as well as to develop and use numerous applications to complete video and digital media projects for the school and the community.

Library: The library is an inviting center for learning in the building and all students are given the opportunity to attend the library at least weekly. A wide variety of print and non-print resources is available, including on-line databases. Every class and teacher has opportunities to work with the librarian and to use these resources to develop team-taught research projects/units. Eight computer search stations and a networked ten-station computer lab is available for student use in Horizon's library as well.

2. English:

Horizon's language arts/English curriculum places an emphasis on development of learners who can write, read, and communicate effectively. The Six Trait Writing process and Step Up to Writing are two writing methods used throughout the building to help students organize their writing. Students write in different genres and styles to become more proficient in these areas. Research skills are taught and applied through written research projects at each grade level. Oral presentations are an important part of the language arts curriculum and provide students with an opportunity to develop their verbal skills.

Reading and the interpretation of literature is another element of the curriculum. Comprehension of fiction and non-fiction text is an extremely important skill and is an integral part of the curriculum at both grades.

Our efforts to improve literacy have been a focus for five years. All seventh grade students are enrolled in a reading strategy class. The *Readers' Handbook* is one resource used in this class that is structured to ensure that students apply their learning in all other content area courses. We believe for a student to truly

understand a strategy, he/she must use that strategy in a meaningful way. The skills and strategies students learn are also taught to all staff members through collaborative training and by our reading specialist who helps them develop lessons and units that encourage students to apply the strategies in the classroom setting. Training at our school with the Content Literacy Continuum, developed by the University of Kansas to specifically address the literacy needs of the lower quartile of students, has been an emphasis. A few strategies are introduced to teachers each year and they are expected to use them in their own classrooms. This approach ensures a consistency across the content areas and from grade to grade. The strategies become more useful for students as they use them more frequently.

3.   Mathematics:

The mathematics curriculum is supported by our school's literacy improvement model. An essential part of mathematical understanding is for students to gain an understanding of the essential vocabulary that students must know to be successful in this subject area. Strategies taught in the school-wide model are used to improve students' understanding of math through focused reading of instructions, breaking down questions so the necessary parts are emphasized and then solved and explained verbally and in writing. LINCs is one vocabulary strategy that is used to improve vocabulary. This strategy, developed by the University of Kansas, is one of the instructional skills that is an element of the Content Literacy Continuum adopted by our school district.

Ensuring that students become mathematical thinkers who can interpret data, use and understand graphics, evaluate information and then solve and explain problems is essential. The curriculum includes the areas of algebraic sense, geometric sense, probability and statistics, measurement, and problem solving as examples. Relating math to real-life applications is an emphasis and helps students to make connections and to use their own life experiences to learn the concepts. One section of high school algebra is offered for eighth grade students who have tested into this program. An advanced seventh grade class is also available for students. Regardless of the math section students are enrolled in, the ability to communicate their learning in writing and orally is a consistent part of the math program. Project based learning, individually and in groups, is one other method that helps students make connections to real-world applications. The use of small groups helps to build cooperative skills that are essential to the world of work as students move into adulthood.

Compass math is a computer-based program used at Horizon as an intervention to improve students' basic math skills. Students can access this program through an after-school tutoring program or during a specific study class during the school day. As skills improve, this program advances the student's level of rigor.

4.   Instructional Methods:

Horizon Middle School teachers use a variety of approaches for instruction and depending upon the expected outcome, the approach will change. Use of a Strategic Instruction Model is important throughout the building. Teachers are expected to tell students what they will learn, why they will learn it, what activities will accomplish the learning, how it will relate to a real-life application, and the method of assessment. Critical concepts in all subject areas have been identified and these relate directly to the state EALRs and GLEs. All students are expected to understand the critical concepts, while others will naturally move toward greater understanding of more advanced concepts and extensions as learning increases.

Science and mathematics instruction uses an inquiry-based approach where students investigate through laboratory experiences, observe, record critical data and then draw conclusions and explain why the information is important. Cooperative learning groups are used in all subject areas and this strategy is

important for sharing learning and experiences as well as for taking part in the various roles in the group process. Project based learning is a method used throughout our building in all content areas. Through the project approach, students are able to demonstrate their learning in a performance-based manner from oral presentations and simulations or technology demonstrations to written work or a community service application. Teams of teachers work to develop integrated curriculum so students can apply their learning across the content areas and connect information from subject to subject. In many cases a large project will have elements of math, science, language arts and social studies.

An inclusive special education model enables our learning support teachers to work in classrooms in a team teaching atmosphere. This model allows staff to use differentiated instruction to a greater degree while meeting student needs at the level they are capable of achieving. Data about student achievement is used to plan instruction. Assessment is done continually to provide the ongoing information necessary to plan effective instruction.

5.   Professional Development:

The staff of Horizon Middle School has worked hard to develop a professional learning community where learning is valued for everyone on a continuous basis. The cornerstone of our professional development has been a building-based and job-embedded model where strategies are introduced to staff, practiced, and then applied to instruction in the classroom. After teachers have used the strategy in the classroom, follow-up includes discussion in small groups or as a whole staff to discuss and provide feedback about the application phase of the strategy. A literacy support teacher provides ongoing professional development and supports learning by working with staff to develop sample lessons using new training, providing feedback following teaching of these lessons and then assessing the effectiveness and ongoing use of training. The time needed to accomplish this professional development comes from Learning Improvement Days provided by the state, seven late arrival days built into the school district calendar and one staff meeting each month devoted to curriculum and instruction. We have changed the way we do business at the building level to provide more time for professional development.

A literacy focus has been consistent for five years since literacy and understanding in all content areas is necessary for student success. Our building leadership team, and especially our reading specialist, has provided facilitation of our professional development efforts. Training is accomplished during Content Literacy Continuum (CLC) sessions provided by the district and the building. Developing experts on staff allows secondary buildings to provide ongoing support for staff learning and builds consistency needed between grade levels. Staff members have also been trained in Differentiated Instruction, literacy strategies based upon *Reading for Understanding* through West Ed, Anita Archer training in classroom management and literacy and through various trainings as part of our Gates Grant in past years. Staff members who receive specific training are expected to, in turn, train the rest of the staff. All outside training must meet building goals and the needs of our students. Other types of professional development include study groups and Critical Friends Groups. Administrators participate in study groups at the district level to share information and to receive training in a variety of areas.

CRITERION-REFERENCED ASSESSMENT

Subject: Reading   Grade: 7 Test: Washington Assessment of Student Learning (WASL)

Edition/Publication Year: NA   Publisher: Riverside

	2004-2005	2003-2004	2003-2003	2001-2002	2000-2001
Testing Month: April					
SCHOOL SCORES					
% Exempted	0.0	0.0	0.0	0.0	0.0
% Not Tested	1.1	0.9	2.6	1.0	1.4
% at Level 1	100	100	100	100	100
% at Level 2	95.1	87.4	84.4	89.7	85.6
% at Level 3	81.8	58.1	47.4	43.1	40.0
% at Level 4	51.4	31.5	18.2	11.3	21.4
Number of Students Tested	179	220	187	202	212
Percent of Total Students Tested	98.9	99.1	97.4	99	98.6
Number of Students Alternatively Assessed	0.0	0.0	0.0	10.1	NA
Percent of Students Alternatively Assessed	0.0	0.0	0.0	5.0	NA
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged			Data not	available on	state website
% Exempted	0.0	0.0	NA	NA	NA
% Not Tested	0.0	1.3	NA	NA	NA
% at Level 1	100	100	NA	NA	NA
% at Level 2	92.1	87.2	NA	NA	NA
% at Level 3	68.4	50.0	NA	NA	NA
% at Level 4	39.5	21.8	NA	NA	NA
Number of Students Tested	76	77			
2. American Indian					
% Exempted	0.0	0.0	0.0	0.0	0.0
% Not Tested	0.0	2.9	3.3	3.1	6.1
% at Level 1	100	100	100	100	100
% at Level 2	80	80	60	81.3	63.6
% at Level 3	50	31.4	13.3	18.8	9.1
% at Level 4	35	11.4	3.3	3.1	6.1
Number of Students Tested	20	34	29	31	31
3. Hispanic					
% Exempted	0.0	0.0	0.0	0.0	0.0
% Not Tested	6.3	0.0	6.3	7.1	0.0
% at Level 1	100	100	100	100	100
% at Level 2	87.6	81.3	68.5	71.4	60.0
% at Level 3	68.8	43.8	31.3	14.3	20.0
% at Level 4	31.3	18.8	6.3	7.1	6.7
Number of Students Tested	15	16	15	13	15
4. Special Education					
% Exempted	0.0	0.0	0.0	0.0	0.0
% Not Tested	5.0	5.3	6.5	4.5	11.5
% at Level 1	100	100	100	100	100
% at Level 2	65	42.1	45.2	59.0	53.8
% at Level 3	25	7.9	9.7	4.5	3.8
% at Level 4	10.0	2.6	0.0	0.0	3.8
Number of Students Tested	19	36	29	21	23
STATE SCORES					
% Not Tested	38.9	2.1	2.4	2.3	2.9
% at Level 1	100	100	100	100	100
% at Level 2	91.0	89.7	84.3	84.5	81.5
% at Level 3	69.0	60.4	47.9	44.6	39.8
% at Level 4	38.9	29.5	19.3	14.2	16.8

CRITERION-REFERENCED ASSESSMENT

Subject: Math   Grade: 7   Test: Washington Assessment of Student Learning (WASL)

Edition/Publication Year: N/A   Publisher: Riverside

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month: April					
SCHOOL SCORES					
% Exempted	0.0	0.0	0.0	0.0	0.0
% Not Tested	1.1	0.9	2.1	0.0	0.0
% at Level 1	100	100	100	100	100
% at Level 2	82.4	66.1	55.2	53.7	42.0
% at Level 3	62.5	44.4	35.1	31.5	29.7
% at Level 4	35.4	18.6	17.5	12.8	15.1
Number of Students Tested	179	219	190	203	212
Percent of Total Students Tested	98.9	99.1	97.9	100	100
Number of Students Alternatively Assessed	0.0	0.0	0.0	9	NA
Percent of Students Alternatively Assessed	0.0	0.0	0.0	4.6	NA
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged			Data not	available on	state website
% Exempted	0.0	0.0	NA	NA	NA
% Not Tested	0.0	1.3	NA	NA	NA
% at Level 1	100	100	NA	NA	NA
% at Level 2	68.4	60.2	NA	NA	NA
% at Level 3	42.1	33.3	NA	NA	NA
% at Level 4	21.1	7.7	NA	NA	NA
Number of Students Tested	76	77			
2. American Indian					
% Exempted	0.0	0.0	0.0	0.0	0.0
% Not Tested	0.0	0.0	3.2	0.0	0.0
% at Level 1	100	100	100	100	100
% at Level 2	55	32.4	29.0	33.4	12.5
% at Level 3	35.0	20.6	16.1	16.7	9.4
% at Level 4	15	5.9	6.5	6.7	3.1
Number of Students Tested	20	34	30	30	32
3. Hispanic					
% Exempted	0.0	0.0	0.0	0.0	0.0
% Not Tested	6.3	0.0	6.3	0.0	0.0
% at Level 1	100	100	100	100	100
% at Level 2	68.8	50	6.3	26.6	20.0
% at Level 3	50	25	6.3	13.3	13.3
% at Level 4	18.8	12.5	0.0	6.7	0.0
Number of Students Tested	15	16	15	15	15
4. Special Education					
% Exempted	0.0	0.0	0.0	0.0	0.0
% Not Tested	5.0	2.6	3.2	0.0	0.0
% at Level 1	100	100	100	100	100
% at Level 2	25	13.2	16.1	13.0	12.5
% at Level 3	5.0	5.3	3.2	4.3	4.2
% at Level 4	0.0	0.0	0.0	0.0	0.0
Number of Students Tested	19	37	30	23	24
STATE SCORES					
% Not Tested	1.7	1.9	2.2	2.3	2.7
% at Level 1	100	100	100	100	100
% at Level 2	71.0	73.5	55.9	47.5	44.1
% at Level 3	50.8	46.4	36.8	30.4	27.4
% at Level 4	24.0	19.3	19.2	13.2	13.1