

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Mona Haslem
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Horizon Elementary School
(As it should appear in the official records)

School Mailing Address 1970 South Arabian Way
(If address is P.O. Box, also include street address.)

City Washington State UT Zip Code+4 (9 digits total) 84780-8305

County Utah

Telephone (435) 652-4781 Fax (435) 652-4784

Web site/URL https://hrz.washk12.org E-mail mona.haslem@washk12.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Larry Bergeson E-mail larry.bergeson@washk12.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Washington County School District Tel. (435) 673-3553

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Kelly Blake
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 38 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 8 High schools
 - 1 K-12 schools
- 53 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	37	37	74
1	44	28	72
2	55	48	103
3	51	47	98
4	48	40	88
5	63	54	117
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	298	254	552

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 0.2 % Black or African American
 - 5.9 % Hispanic or Latino
 - 1.5 % Native Hawaiian or Other Pacific Islander
 - 88 % White
 - 2.4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 6%

If the mobility rate is above 15%, please explain:

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	30
(4) Total number of students in the school as of October 1, 2020	545
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Chinese, Japanese, Russian, and Portuguese

English Language Learners (ELL) in the school: 4 %
21 Total number ELL

7. Students eligible for free/reduced-priced meals: 21 %

Total number students who qualify: 114

8. Students receiving special education services with an IEP or 504: 13 %
73 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 conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>3</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>5</u> Developmental Delay | <u>21</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>36</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 15
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	94%	96%	94%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

We desire for each of our students to leave our school with solid intrinsic motivation to construct meaningful lives with success academically, socially, emotionally, and mentally. We want every student to see their future with optimism, knowing they can control their success and outcomes.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

The Washington County School District promotes an atmosphere of trust, respect, and learning, free of bias, prejudice and harassment in all its educational programs, including academics, extracurricular activities and athletic. Each student has the right to learn in an atmosphere free from harassment, discrimination, or retaliation. These policies apply to all students and prohibit discriminatory conduct engaged in by students, staff members, administrators, or third parties.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Our Horizon school community is nestled beneath the red hills of Washington, Utah. Some families have lived here for years and years. Horizon Elementary opened in 2006, and some of these families have seen all their children pass through these halls. We also have many new families that have moved to the area that were looking for a welcoming neighborhood, good friends, and a good school. That is exactly what they found.

We have a high amount of parent involvement and family support of our students. For those students who don't have that support or are in need of some extra help, our parents and community are always anxious to donate time and money, so that all students can succeed. Because we are a Mandarin Chinese dual immersion school, we also have students that don't live in our school boundaries. We work hard to make sure they feel included and know they are an important part of our school community.

Our school motto is Horizon Heroes are respectful, responsible, and resilient. Our goal is to help our students develop strong intrinsic motivation and a growth mindset. We consistently remind our students that they can do hard things and that we are always improving. Our full-time counselor leads our school in teaching students important life skills that will help them reach their full potential socially, emotionally, and academically. Every week she teaches each class about the importance of respect, responsibility, and resilience. Her lessons include inclusion, avoiding addictions, kindness and empathy, communication skills, social skills, building character, making healthy connections, and coping with stress and anxiety.

Academically, we have a school improvement plan that pinpoints essential standards and learning targets for each grade. Each grade level is responsible for developing their school improvement plan and then for using it to guide their instruction. Formative assessments help them to identify those standards and concepts that students do not understand and need to be retaught. Our formative assessments also help us identify which students need early interventions and the specific skill that needs to be improved. Our Acadience reading and math benchmarks, along with consistent progress monitoring, is data that we use to form reading and math intervention groups. In these groups, students set personal goals for themselves and then chart their progress. Our goal is for students to feel in charge of their own learning. We also have students participate in software programs where they can advance at their own pace. These programs include Lexia, ALEKS, and Reflex.

Our school has a skills room, where students can go during the day to finish work if they need help or a quiet place. Sometimes, they just need a place to go, as we call it, "to get your power back." There is a paraprofessional there to help them and to get them back in class as quickly as possible. We also offer before and after school tutoring for students and have had the support of local high schools to help with tutoring.

Horizon Elementary has a strong professional learning community. Grade level teams meet weekly to analyze data and identify students that either need additional support or opportunities for enrichment. These meetings are student centered. This time is not used for planning activities and schedules but is data driven.

To meet the diverse needs of our students, we have implemented different programs to meet these needs. We were one of the first schools in the Washington County School District to offer a Mandarin Chinese dual immersion program. This first group of students are now in high school. This program has been an amazing success in our school. We have watched students progress each year in listening, speaking, reading, and writing, as they learn the language. Our Chinese teachers have shared their culture with the students, helping them to have a better global understanding of the world. Our Chinese teachers have also been a great example to our other teachers of hard work and the use of effective teaching strategies.

In 2018, we became a Utah bronze STEM school. We will be reapplying next year to be a silver designated school. Adding this component to our school has helped us become a better environment for project-based and problem-based learning. It has helped expand the students' perception of how science, technology, math, and engineering are a part of everyday life. Each grade level has a monthly STEM activity. However,

more importantly, STEM becomes a mindset, not just activities. We also have family STEM nights, where community members, Dixie State University, teachers, and families enjoy STEM activities. Our school also offers after school programs. We have choir, music classes such as xylophone and ukulele instruction, robotics, science clubs, and reading clubs.

We are proud to be Horizon Heroes!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

Our philosophy of education at Horizon Elementary is that ALL students can learn. We believe in the importance of student growth and individual goal setting by students. We also believe in helping develop well-rounded students and in giving them opportunities to succeed in many different subject areas.

Our school has a consolidated school improvement plan that we develop every year. Each grade level is responsible for identifying essential standards or guaranteed viable curriculum and then planning learning targets for the year. As a team, they administer common formative assessments in all subjects to identify which standards are being learned, which concepts need to be retaught, and which students need interventions or extensions. These learning targets are identified by grade level teachers in language arts, math, and science. Teams make a professional growth plan goal and reflect every year on the success of their improvement plans. Goals and targets are also identified by the school counselor, school leadership, the reading interventionist, art and physical education specialists, and special education.

Our full time learning coach and reading interventionist are crucial elements in our ability to meet the needs of students and teachers. We also use the funding of our School Land Trust and TSSA to hire paraprofessionals to help with interventions and extensions. We believe in using our resources for people. We also have many parent volunteers, high school students, and student teachers/SEE students from Dixie State University that are instrumental in the education of our students.

Our school was only online from March-May in 2020. However, during those months, our teachers did not lose sight of the learning targets that needed to be met by the end of the year. Through Schoology and Google Meets, they were able to continue meeting the needs of our students.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Horizon Elementary uses the district adopted National Geographic Reach for Reading program as its main curriculum for language arts. This program integrates reading and writing with science and social studies content. Each team creates objectives and learning targets to meet the required state standards. Students are taught in whole group settings for the main standards and small groups for specific reading instruction. Our district uses a tiered approach to reading instruction to meet the needs of all students.

Students are given the Acadience reading assessment at the beginning, middle, and end of year. This is an individual assessment that helps teachers determine how students are progressing on important reading skills. The scores are used to identify students who need additional instructional support and monitoring. Students are then given an individual diagnostic phonemic awareness and phonics assessment to determine specific needs. Using all of this information, teachers collaborate with the reading interventionist to create tier 2 reading groups.

Each grade level has a scheduled WIN (What I Need) time. Every classroom, kindergarten through fifth grade, is included in this WIN instruction. During this time, grade level teachers, special education teachers, the reading interventionist, and paraprofessionals work with student groups. We currently have nine paraprofessionals, plus teachers, that work with students. Groups are kept to a maximum of five students and meet for two weeks. At the end of the two weeks, students are assessed on the specific skill they are learning, and then new groups are created.

Phonics and phonemic awareness reading groups use materials created by the 95% Group. This program provides targeted research-based structured literacy instruction that is explicit, systematic, sequential, and cumulative. Some students have mastered these basic skills but still struggle with reading. These students

work in groups that focus on fluency, accuracy, and comprehension. We use district created fluency binders and higher level questioning for these groups.

Teachers use Acadience progress monitoring to determine if students are making progress toward their reading goals and mastering curriculum objectives and state standards. Students are progress monitored weekly, biweekly, or monthly, depending on their overall Acadience needs indicator. After the middle of the year assessment, we look at student growth to determine if individuals are making at least adequate progress according to Acadience data. We use this information to change classroom or individual instruction.

During the year, teachers meet with students to set individual short term (6-week) reading goals focusing on one skill. Students are progress monitored weekly on this reading goal and track their own progress to measure growth. We see that students are motivated when they are charting their own progress.

If students are not making adequate progress, they are referred to the Teacher Assistance Team (TAT). The team considers student data, plus teacher information and observations to determine next steps. This could include referral for special education testing and/or tier 3 instruction. Tier 3 instructional materials are provided by the special education team and include 95% Group materials for more specific instruction.

1c. Mathematics curriculum content, instruction, and assessment:

Horizon Elementary uses the Utah State Math Standards to determine essential concepts and learning targets. In following Utah's dual immersion program, our first, second, and third grade Mandarin Chinese dual immersion classes receive their main math instruction in the target language. The English partner teachers collaborate with the target language teacher on math standards and learning targets, so they can support this learning in English. In fourth and fifth grade, the main math instruction is in English, with additional practice in their Mandarin Chinese classroom. Students receive instruction in operations and algebraic thinking, number operations in base 10, number and operations in fractions, measurement, data, and geometry.

Students are given the Acadience math assessment at the beginning, middle, and end of year. This assessment helps teachers determine how students are progressing on basic grade level math skills. These scores are used to identify students who need additional instructional support and monitoring.

Our school uses two math software programs to assist students in learning important math standards and in improving basic fact fluency. ALEKS personalized math software, purchased through the Utah STEM Action Center, is used by students in third, fourth, and fifth grade. Teachers can assign specific topics, and students are also assessed and then progress at their own pace. This allows students to fill in the gaps of concepts they have not learned. At the same time, it allows high achieving students to move forward and learn concepts that are taught in higher grade levels. We also have students first through fifth grade participate in the REFLEX math software program. This software helps teach them basic fact fluency which we think is very important for students to be successful in math.

Math interventions are based on essential standards. Data from Acadience math assessments, software programs, grade level common formative assessments, and RISE benchmarks is used to create intervention math groups. These small groups are taught by teachers and paraprofessionals. This data also helps teachers know which concepts need to be retaught to the entire class.

We have challenged teachers to increase the higher depth of knowledge questions in their math instruction and to include more hands-on and problem-solving activities in their instruction. Our learning coach consistently observes math instruction in classrooms and then gives teachers valuable feedback on teaching strategies and the use of manipulatives.

Parent volunteers and high school students have been invaluable in working one-on-one with students in reviewing math facts and in reteaching math operations. All students, but especially those students who struggle in focusing, benefit greatly from one-on-one instruction and in the positive connection with others who are there to help them learn. Before and after school tutoring has also been very beneficial to those

students who need that extra support and instruction.

Sometimes students just decide that they “are not good at math.” Changing this mindset and helping them see progress is the key to positive change. It is so important that our students leave elementary school with confidence, and even excitement, of learning math.

1d. Science curriculum content, instruction, and assessment:

The Utah Science with Engineering Education Science is the basis of our science curriculum. The standards outline essential concepts and skills to be mastered at each grade level. Our goal is to make our science instruction as problem based or project based as possible. We also integrate reading, writing, math, and social science in our science instruction.

As a designated STEM school, we provide students many opportunities for hands-on inquiry and learning. For example, third grade students make barometers and rain gauges when studying weather. Our second grade students make geodes out of egg shells as the "attention getter" for the unit on rocks. The fourth and fifth grade students use the scientific method in their many problem- and project-based activities. I enjoy watching students as they make hypotheses and analyze data, and I am always amazed at their inquiring minds and curiosity.

In younger grades, students are assessed by their participation and reflection of the science activities and instruction. In the upper grades, students are given short common formative assessments, write reflections in their journals, research concepts and present Powerpoints, and do collaborative small group experiments and hands-on activities. They use these assessments to help them know what concepts need to be retaught.

A highlight of our school year is always our family STEM nights. We missed having these nights during the pandemic but are glad to be enjoying them again. Community members, Dixie State University STEM students, high school students, and faculty provide 15-20 STEM activities for families to attend, learn, and participate. One of this year's favorite sessions was presented by Stephen Wade Auto. They brought a Dodge charger and taught the students about engines. We also have after school science clubs, a robotics club, and our yearly science and engineering fair. All these activities help our students love science and motivate them to learn more.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

The Utah standards of social studies are the basis of our social studies curriculum. Grade level teams meet together to create their scope and sequence for the school year. Reading and writing are integrated into the social studies curriculum.

Students are given opportunities to work together on projects. These projects help students learn to collaborate, to research, and to listen to the perspectives of others. They learn to compare and contrast historical events and learn about different cultures and environments. Presentation of these projects to their class also gives students an opportunity to develop their oral communication skills.

Every grade level does activities to enhance the learning of the social studies standards. These activities help promote a better understanding of our country's and state's history. One of our fourth grade's favorite social studies activities is the Wax Museum. They research a member of their family or someone who helped settle Utah. They dress up as that person and talk to parents and other students as if they are that person. Our third grade students share powerpoints on indigenous tribes. Mapmaking is enjoyed by many grade levels. Field trips are limited, but guests from all over Utah come and participate in social studies activities with the students. Our fourth and fifth grade students also participate in the geography bee every year.

Teachers also share songs and activities on Schoology. This was especially helpful for students during online instruction. It was a fun way for them to learn content and to interact with other students.

In our social studies curriculum, students also learn the importance of being a good citizen and contributing

member of their community. Community members, men and women who have served in the Armed Forces, and our police and fire department have been a great resource for our school.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Horizon Elementary is able to offer many non-core subjects for our students. These include Mandarin Chinese, technology/keyboarding, library, physical education, art, and character education.

We are a Mandarin Chinese dual immersion school. Students have the opportunity to register for dual immersion when they begin first grade. Students attend their target language class half of the day, and their English class the other half of the day. We currently have 239 students enrolled in our dual immersion program, which is 43% of our total enrollment. The dual immersion program continues through 12th grade. When our school went online March-May 2020, our Chinese teachers met virtually every day with their students for an hour. This was crucial in helping students to progress in their language acquisition. Mandarin Matrix, a reading software program, was also available for students.

Students, kindergarten through fifth grade, have the opportunity to attend the computer lab once a week for 30 minutes with a computer lab aide. She teaches them keyboarding skills, internet safety, and various computer and software programs. She is also available in the computer lab 30 minutes every day before school to help students.

Students, kindergarten through fifth grade, also have the opportunity to attend the library for 30 minutes weekly. The media center aide shares books with the students and helps them be aware of resources that are available in the library. She makes reading fun for all students and inspires them to read more.

Physical education class is enjoyed by every grade level every week for 40 minutes. A certified physical education teacher and two paraprofessionals instruct each grade level in exercises, activities, and games. Students learn good sportsmanship and the importance of the inclusion of everyone. They also learn the importance of a healthy lifestyle which includes exercise and eating healthy foods.

We have been a part of the Beverly Taylor Sorenson Arts program for over 10 years. We have enjoyed music and art instruction from certified teachers. Currently, our students, kindergarten through fifth grade, attend art class weekly for 30 minutes. She collaborates with teachers to incorporate core standards in her lessons.

Our full-time counselor teaches a character education lesson to every class every week for 30 minutes. Her lessons have become a crucial element of our well-rounded curriculum. She addresses all areas of their lives—physical, social, mental, and emotional. Her instruction is not only applicable while they are in elementary school but are lessons that will help them throughout their lives. She teaches them the importance of their emotional IQ as well as an intellectual IQ. Her lessons help them in the classroom, in their friendships, and in their family relationships. While our school did online teaching in the spring of 2020, she shared a video with every family every week to help them deal with the challenges they were facing because of the pandemic.

These non-core subjects are important in accomplishing our school vision. We want students to be intrinsically motivated to succeed in all areas of their lives and to see their future with optimism.

3. Academic Supports

3a. Students performing below grade level:

We have multiple interventions for those students who are below grade level in reading. Our Acadience reading data is used to identify students who need additional instructional support and monitoring. Tier 2 reading groups are then formed. These reading groups are kept to a maximum of five students and are assessed every two weeks. Progress monitoring data is then used to create new groups according to the specific needs of the students. Before and after school tutoring also helps these students to master reading skills. Parent volunteers read with students and focus on their fluency, accuracy, and retell.

Math interventions are also available for students that are below grade level. Tier 1 and Tier 2 small groups are taught by teachers and paraprofessionals. Parent volunteers and high school volunteers work one-on-one with students on basic fact fluency.

RISE benchmarks are also used by teachers to identify students who are below grade level in reading, math, and science. These benchmarks help teachers assess students' knowledge and the gaps they have in their learning. They are then able to review benchmarks and help students understand the concepts and any misconceptions they may have.

Teaching students test-taking skills can also help them test to the best of their ability. Many of these students know the information but are unable to show their knowledge on the test. Teaching them to have the computer read the math and science assessment questions to them can take away the pressure of not being able to read the question. Those students with anxiety can also get multiple breaks and be taught calming strategies that will help them test.

Helping our below grade level students develop an intrinsic motivation to do well is also important for us to do. As they gain confidence, their growth will increase, and they will get closer to proficiency.

3b. Students performing above grade level:

Horizon provides many learning opportunities and extensions for high-achieving students. Our goal is to help students continually progress and to feel challenged. Our ALEKS and Lexia software programs provide students the opportunity to continue learning concepts that are above their grade level. Students can continue to secondary grade level math concepts in ALEKS. When students complete the fifth grade Lexia lessons, they can advance to Lexia Power Up.

Students that are performing above grade level are progress monitored in reading every month. This gives us data to chart their fluency, accuracy, and comprehension. If they are falling behind in one area, it gives us the opportunity to provide instruction to help increase that area. Our leveled library provides books to kindergarten through second grade students on their reading level. They are able to advance as quickly as possible.

Tier 1 reading groups in classrooms provide high performing students an opportunity to read and discuss books. A variety of genres are read by students which helps prepare them for upper grades. They typically read at a faster pace but need the challenge of deeper comprehension. Higher depth of knowledge questions can be addressed. Junior Great Books are a good source of reading for them.

As a STEM school, we take every opportunity to challenge our high-performing students with problem and project based learning in science and math. These projects help pique their interest and curiosity. After school science and robotic clubs are an option. We also make sure all parents are aware of the STEM workshops, activities, and classes that are offered to elementary students at Dixie State University.

It is important to Horizon to provide extensions and enrichments for our high-performing students. Our goal is to challenge them, not to give them more busy work.

3c. Special education:

Understanding the individual needs of each child is, indeed, the motto of our special education department. They are dedicated to the task of knowing each child and their families. We have experienced teachers in mild/moderate, life skills, and speech. They are true advocates for the students and families.

Our special education department works closely with our reading interventionist and classroom teachers. That is the key to the growth of our special education students. During the intervention time of a grade level, the special education teacher is also working with students in that grade level. She and the other paraprofessionals are able to focus on a specific skill the group of students need. She also provides a quiet place for testing for those students who have trouble focusing in their classroom. Our mild/moderate special education teacher also tutors students before and after school. She builds strong relationships with her students' parents, so they are unified in helping the students succeed. During online learning, she instructed her students through Google Meets.

Our speech teacher started a new program with many of her students four years ago. It is the 5 Minute Kids program. She or one of her paraprofessionals meets with individual students right outside their classroom for 5-7 minutes a day, three days a week. They work on specific speech articulation goals. The students make tremendous progress, and they don't miss class time. She collaborates with teachers, so that students never miss whole group instruction. During online instruction, she met virtually one-on-one with students throughout the district.

Our life skills teacher is deeply respected by parents and teachers. Her goal is to help her students be in their regular classrooms with their peers. She addresses all of their IEP (Individual Education Plan) goals while providing interaction with peers.

3d. English Language Learners, if a special program or intervention is offered:

We do not have a special program for ELL students. They receive one-on-one support from an ELL paraprofessional when needed and participate in our school-wide intervention program. They also have access to the Imagine Learning software program.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Student engagement and intrinsic motivation are key to a positive and happy school climate. At Horizon Elementary, we teach our students the importance of hard work and doing their best. We set high expectations, avoid extrinsic rewards, and help our students be motivated to perform for personal satisfaction and feelings of self worth. Good behavior is the norm. We have a positive school wide classroom management system that helps students keep engaged, so they do not stop the learning of everyone in the classroom.

Our classroom management is a positive approach. Our students know that we are there to help them, not punish them. If a student is disrupting the class, the teacher just gives them a quiet warning. If they continue, they go to the “think” chair in the class until they are ready to go back to their regular seat. If they are still disruptive, they go to our skills room, where a paraprofessional talks with them and helps them “get their power back.” As soon as they are ready, they go back to their classroom. If they are still having difficulty in class, the teacher makes a parent contact. This management has been very effective and has increased student engagement in our classrooms.

The use of effective Tier 1 strategies is important for student engagement. Students must know what the teacher is wanting them to know by the end of the lesson. Teachers scaffold their instruction to I-do, we-do, and you-do. Assessing students’ background knowledge and then constantly reviewing also has helped with long-term retention. Higher Level 3 and 4 depth of knowledge questions also help the students to stay focused.

Students also need to be involved. We use white boards, choral responses, Kagan strategies such as think-pair-share, Dyad reading, and many hands-on cooperative activities. Teachers are urged to have perky pacing and multiple repetitions to keep the students involved. Immediate specific feedback also helps student engagement. We challenge students to set goals for themselves. We try to acknowledge when we see students doing their best and reaching for higher academic personal goals.

We teach our students good strategies to help them have positive social/emotional engagement. Our full-time counselor teaches students weekly in a character education class. She helps them learn to be resilient and make healthy connections with others. These healthy connections help strengthen a positive school climate and culture.

2. Engaging Families and Community:

We are fortunate to have family and community support at our school. This support produces unity between the school, families, and community. This unity is transferred to the students who then feel that we are all there to support and help them learn and grow.

Our families are the crucial key that makes our school a happy, inviting environment. Parent volunteers help in classrooms and make copies for teachers. We have 94% attendance at our parent/teacher conferences. Our community council and PTA are always planning ways to support us. The teachers often comment how much the PTA supports them with resources and acts of appreciation. Our PTA also plans family events for the school–family lunch days, fun runs, Scholastic book fairs, and movie nights.

The school organizes family nights such as choir performances, art nights, and STEM nights. Our STEM nights are supported by local businesses, Dixie State University students, and local high school students. All these community members engage students in a variety of STEM activities. These STEM nights are so much fun for everyone, but they also help students see how their STEM learning is applied in everyday life. Local businesses also donate supplies to our school such as backpacks, school supplies, and clothes.

Dixie State University is a great partner to our school. Besides offering activities and workshops for our

students, we benefit from having their education interns and student teachers in our school. They are a huge asset to our faculty in helping us meet the academic needs of our students.

Our school families support our community in “giving back” by participating in Coins for Kids, in donating to the Utah Food Bank, and giving time and resources to help with community events like the upcoming Ironman competition. We participate in community service days which unites the school, families, and students.

3. Creating Professional Culture:

We value our teachers and other professional staff for their hard work and dedication to the students at Horizon Elementary. Trust is the most important element of a positive, healthy professional culture. Teachers need to feel free to share their opinions and ideas. They need to feel like their voice is heard and that they matter. It is our goal to have a collaborative, transparent environment where this trust abounds.

The Washington School District has been very instrumental in helping teachers feel valued. They have scheduled extra planning days for teachers. These days are after breaks and holidays. Teachers can leave school for the break and not worry about coming to school and planning during that break. They have expressed so much appreciation for these planning days. ESSR funds have also provided teachers with summer days to plan curriculum and earn extra money. New teachers are provided with substitutes, so they are able to visit classrooms and learn from their peers,

The Utah State Standards for Teaching have also helped our teachers focus on the practices that are most important. They are continually self evaluating, setting goals, and gathering evidence of their educator effectiveness. They feel an equal part of their yearly evaluation and know their perspective matters.

We treat our teachers as professionals. They use swivel cameras to record and evaluate their teaching, knowing that it will not be watched by anyone else unless they want to share it. Teams create their own school improvement plans, identify the most essential standards, set learning targets, plan common formative assessments, and analyze their data. Each team has PLC (professional learning community) time during their students’ physical education class to discuss these standards as a team and identify those students who need interventions and those who need extensions. This is a positive, bonding time for them to discuss concerns and successes with each other.

We also value their time and make sure faculty meetings and professional development are well planned and do not interfere with their planning time. Emails are used to share information instead of taking extra time in a faculty meeting. STEM nights are planned by a STEM team, but each team is trusted to plan their own monthly STEM activity that is tied to their standards.

Of utmost importance, we find every opportunity to express gratitude to them for all the extra time they invest in their teaching and all the things they do above and beyond for their students and our school.

4. School Leadership:

As the leadership team of Horizon Elementary, our visionary leadership goal is to collaborate with faculty and parents to implement a student-centered vision that promotes academic success and the social/emotional well-being of every student. We want to provide collaborative leadership to ensure implementation of highly effective instruction that is aligned with the Utah Core Standards. We also want to create and maintain a culture that promotes collaborative and continuous growth of all educators.

Our school leadership team consists of the principal, learning coach, the reading interventionist, the full-time counselor, our special education coordinator, and team leaders. Open communication is vital to the success of our team. Together we hope to set goals for our school that we can measure and that will help our student growth and proficiency increase.

The principal’s role at Horizon is to lead the team and be a true facilitator of learning. She trusts the

expertise of her team and knows they each have distinct strengths and abilities. The students are her main focus—being with them in the classroom, in the lunchroom, on the playground, or while they are coming and leaving the school.

Our learning coach mentors the new teachers and is a resource for teaching strategies for all teachers. She visits every class at least twice a week. She has been a secondary math teacher, so she provides extensive resources and strategies for teachers to help with their math instruction. She is in charge of our high ability testing and in helping plan extensions for these students. She monitors all the reading and math data, so she is aware of where coaching is needed.

Our reading interventionist is in charge of the reading program at Horizon. She teaches and progress monitors students, leads in the formation of intervention groups every two weeks, organizes the schedules of paraprofessionals and their progress monitoring, trains the paraprofessionals, and analyzes the data to monitor growth or lack of growth by individual students.

The team leaders represent the opinion, needs, and concerns of their team. They lead their grade level teams in their PLC meetings. Team leaders work together to help vertically align the curriculum and to plan school activities.

Our Horizon Elementary school leadership team works together to make sure they are meeting the needs of all students and their parents. They are the representatives of the vision and mission of the school in our community.

5. Culturally Responsive Teaching and Learning:

Even though Horizon Elementary is not a school of culturally diverse backgrounds, students still come with differing backgrounds but similar needs. They all need to know that school is a welcoming, safe place. They need to feel included, and they want to make friends.

Since the pandemic, we have had many families move into our area from other states. These families are adapting to a new community, new neighbors, new jobs, and new schools. At Horizon Elementary, our faculty and parents work hard to help these families feel included. At school, we welcome them with open arms and try to answer any of their questions. Our secretaries often have the responsibility of being the first representatives of our school. They realize how important first impressions can be. The principal and counselor also try to greet the new families when they first come into the school.

We are aware of any families that speak a different language than English in their homes. If parents do not know English, we make sure we always have someone to help translate in parent/teacher meetings, IEP meetings, or if they just come into the school with questions.

Many of our students have the biggest challenge when their parents divorce, or there is a death of one of the parents. They are unsure of how that will affect their lives and their friendships. We work closely with the families to help the children cope with their feelings and to give support to the family in any way we can.

Because we are a Mandarin Chinese dual immersion school, we do have five teachers from China. We also have a Chinese intern. We help them with their transition to living in the United States. Moving from China and adapting to a quiet life in St. George, Utah, can be a huge undertaking. Finding a place to live, getting a car or figuring out transportation, and completing all the paperwork to start their job are areas where we have been able to assist these Chinese teachers. We always have families that host our Chinese interns. It is a wonderful experience for these families as well as the intern.

Teaching kindness and inclusion are vital to a school's success. We know that the best way to teach is by example. Horizon Elementary strives to be a good example of acceptance and sincere caring of everyone.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that has been the most instrumental in our school's success is building intrinsic motivation in our students. We want our students to perform for personal satisfaction and feelings of self worth, not for an external reward or to avoid punishment.

Horizon Elementary is a no rewards school, at least not monetary-extrinsic rewards. Research shows giving rewards in exchange for good behavior is a mistake. "Do this and get that" can improve behavior in the short term, but there are no long-term benefits. For lasting behavior change, we strive to nurture intrinsic motivation. Rewards are used in most schools, because they give immediate response to what is wanted. Rewards can be easy and make us feel like we are succeeding. However, there is no benefit to long-term learning and self management. At Horizon Elementary we set high expectations, avoid extrinsic rewarding, and focus on helping our students develop intrinsic motivation to become lifelong learners and good citizens.

Research shows that we often praise students too often and too publicly. We also praise them for things any student should be doing. This lowers the value of true praise. As the bar of excellence drops lower and lower, it stops the drive for students to push themselves. They stop improving, because they don't need to improve. They will still get praise and even sometimes be rewarded for hardly any effort.

At Horizon Elementary, we refrain from giving praise for what is expected and instead watch for true accomplishment. We are watching for accomplishment that involves hard work and mental toughness. When praising students, we make sure it is deserved. It can be different for every child.

We also try to make our praise subtle—a gesture, a nod of approval, happy eye contact, a smile, a thumbs up, a fist bump, or maybe one or two words such as, "Great job." Sometimes our praise may be a short note to the student. We try to avoid false praise, but we always try to acknowledge hard work and achievement. Of course, there are times when we celebrate successes as a class or a school.

With practice, we are succeeding at giving praise at the appropriate times for true authentic accomplishment. We have seen how this has helped our Horizon Elementary students' intrinsic motivation thrive. It has also developed healthy, happy attitudes in our students and teachers.