Goose Creek Consolidated Independent School District

Horace Mann Junior High

Campus Improvement Plan

2020-2021

Board Approval Date: November 2, 2020
Public Presentation Date: November 2, 2020

Mission Statement

Horace Mann commits to a collaborative culture resulting in student growth and creating life-long learners through a rigorous curriculum and positive relationships.

Vision
"One Vision, One Goal: Student Success!"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The comprehensive needs assessment process was completed during April and May 2020 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined

Student Groups:

- 10.4% African American
- 78.7% Hispanic
- 9.3% White
- 83.7 % Economically Disadvantaged
- 15 % ELL
- 12.4% Special Ed

Other Data Information:

- Approximately 1020 students for the 2019-2020, projected increase to 1020 for the 2020-2021 school year.
- We have a 20% student mobility rate.
- Approximately 94% attendance rate.
- Average class size is 17 students
- 84 staff members (25% African American, 20% Hispanic, 53% White
- Professional Development opportunities for teachers include: ESL Learner Academy, Capturing Kids Heart, Kagan, Instructional Rounds, Visible Learning, RTI, AVID, New ELA TEKS, Calculator, GT training.
- We have a campus social worker that comes twice per week, a campus student support specialist, and a communities in schools representative to help address the social/emotional and attendance needs of the students.

EL students are supported through our sheltered instruction classrooms taught by ESL certified teachers. We also support teachers with ESL paraprofessionals

Demographics Strengths

- 33% of the teachers at Horace Mann have between 11-20 years of experience.
- 14% of the teachers at Horace Mann have over 20 years of experience.
- 30% of the staff has an advanced degree.

Student Learning

Student Learning Summary

The comprehensive needs assessment process was completed during April and May 2020 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined

- 6th Grade Reading is at 54% approaches and 24% meets is an increase from the previous school year, whereas the Masters performance decrease by 2% falling from 9% to 7%.
- 6th Math showed growth in all three categories, one by as much as 10% in some areas resulting in 76% approaches, 38% meets and 14% masters
- 7th Grade Reading improved to 31% meets and 14 % masters but decline in approaches, falling from 68% to 61%.
- 7th Grade Math improved to 32% meets and 10% masters while decreasing in approaches from 68% to 64%
- 7th Grade Writing decreased at all levels, falling from 61% to 55% approaches, 28% to 21% Meets, and 8% to 5% Masters
- 8th Grade Reading improved from 76% to 81% Approaches, from 33% to 43% Meets, and remained the same at 17% Masters
- 8th Grade Math improved from 76% to 83% Approaches, from 36% meets to 45% meets, and from 5% masters to 7% masters
- 8th Grade Social Studies improved to 53% Approaches from 48% but decline in meets to 16% and in masters to 6%.
- 8th Grade Science increased from 71% to 78% approaches, 42 to 50% Meets and 19 to 25% Masters.
- 8th Grade Science led the district with the Special Ed passing rate of 40% which is an increase from last years 33%
- 8th Grade Science placed 2nd in the district in ELL Approaches performance with 59% which is an increase from last year's 36%
- 8th Grade ELL Approaches 2nd in district at 59% which is an increase from last year's 42%
- Unsuccessful students are identified and organized in reteach/ intervention groups within classrooms. Students needing extension activities are also identified and organized to address their academic needs Students are identified using benchmark, CBA, and formative assessment data. Content Instructional specialists provide instruction also as they take an active role in the intervention process

Student Learning Strengths

- 8th grade students overall showed major gains in all tested subjects. 8th Grade Science is our strongest tested subject.
- 6th Grade math in 2019-2020 showed significant gains from 2017-2018 data. No 2020 data available.
- ELs and SPED students are showing significant progress in all 4 core areas in 8th Grade, and improvement in 6th grade ELA and Math.
- Students either showed growth or maintained in 19 out of 27 areas possible (Approaches, Meets, and Masters).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): LEP student population not showing enough STAAR progress or TELPAS progress **Root Cause:** Writing teachers are more comfortable and trained to teach reading. More training is needed on best practices to integrate both skills (reading and writing) simultaneously.

Problem Statement 2 (Prioritized): RTI process needs to be more fluid and revisited more often **Root Cause:** RTI teams did not meet often throughout the year but met only after district assessments

School Processes & Programs

School Processes & Programs Summary

The comprehensive needs assessment process was completed during April and May 2020 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

- 6th Grade Math STAAR we are weakest in Reporting Cat 1 (Numerical Representations and Relationships) and the strength is Reporting Cat 3 (Geometry and Measurement)
- 6th Grade Reading- Strength is Reporting Cat 1 (The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres) Weakness is Cat 2 (Understand and analyze literary texts)
- 7th Grade Math- Weakness is Report Cat 3 (Geometry and Measurement) Strength is Cat 4 (Data Analysis and Personal Financial Literacy
- 7th Grade Reading- Weakness is Cat 3 (Understand and analyze informational texts) the Strength is (Understand and Analyze a variety of written texts across reading genres)
- 7th Grade Writing- Weakness is Cat 1 (compose a variety of written texts with a clear, controlling idea, coherent organization, sufficient development; and effective use of language and conventions) Strength is Cat 3- (edit a variety of text)
- 8th Grade Math- Weakness is CAT 3 (geometry and measurement) Strength is CAT 1- (Numerical Representations and Relationships)
- 8th Grade Reading- Weakness is CAT 3 (understand and analyze informational texts) Strength is CAT 1- (Understand and Analyze a variety of written texts across reading genres)
- 8th Grade Science- Weakness is CAT 2 (demonstrate an understanding of force, motion, and energy and their relationships) Strength is CAT 1-(understanding of properties of matter and energy and their interactions)
- 8th Social Studies- Weakness is Cat 1 (students will demonstrate an understanding of issues and events in U.S. History0 Strength is Cat 2- (demonstrate an understanding of geographic and cultural influences on historical issues and events)
- Student Product and Student Academic Talk are identified weaknesses across the campus.
- Content and language objectives are posted for students to view but not always verbally communicated. There is no school improvement monitoring calendar currently in place. Teachers are expected use QUICKWrites and Marking the Text in their classrooms.
- During PLCs some teams are effectively using data for instructional planning, but not all.

School Processes & Programs Strengths

- Students are able to effectively understand and analyze a variety of written texts across reading genres
- Teachers are implementing the district's curriculum with fidelity.
- Cross- Curricular lessons take place between 8th grade science and math classrooms
- Curriculum is aligned with the TEKS
- Teachers are committed to improving student academic achievement
- Implemented the HMJ 5 Question strategies campus wide

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): RTI process needs to be more fluid and revisited more often **Root Cause:** RTI teams did not meet often throughout the year but met only

after district assessments

Perceptions

Perceptions Summary

The comprehensive needs assessment process was completed during April and May 2020 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

For students, the school climate and culture varies depending on which students you ask. If you ask the students who are successful, the answer would be that we have a positive school culture and that they support the campus. If you ask those that are unsuccessful they explain that they do not like the campus at all. The teachers describe the campus as steadily improving each year. Most teachers feel appreciated for their efforts in the classroom. The campus activities provide opportunities for all students to participate in some way. Some students feel that certain teachers are not as involved as they should be. They feel that in some classrooms they are uncomfortable and cannot explain why. Some students have expressed an unwillingness to belong for fear of being made fun of or bullied for participation in activities. Most teachers feel that student behaviors have improved but needs to be consistent across grade levels. Teachers agree that the school celebrates all cultures and they appreciate having a more diverse staff.

Perceptions Strengths

The relationship between teachers is strong. Teachers describe the campus culture as "steadily improving". We see an interest from parents to chaperone dances and attend functions. All staff is very supportive of each during difficult and joyous occasions. Staff and administrators understand fully what is expected for student safety. Students understand safety policies as well. Teachers believe that policies are proactive in that they promote good behavior amongst students. We are a diverse staff and we celebrate culture differences. Teachers participate in school celebrations and events.

Priority Problem Statements

Problem Statement 1: LEP student population not showing enough STAAR progress or TELPAS progress

Root Cause 1: Writing teachers are more comfortable and trained to teach reading. More training is needed on best practices to integrate both skills (reading and writing) simultaneously.

Problem Statement 1 Areas: Student Achievement - Student Learning

Problem Statement 2: RTI process needs to be more fluid and revisited more often

Root Cause 2: RTI teams did not meet often throughout the year but met only after district assessments

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Horace Mann Junior School will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success

Performance Objective 1: Through rigorous Tier 1 instruction and timely interventions, HMJ students will increase Meets performance as follows: 6th-8th Reading will increase overall by a cumulative percentage of 10% across all 3-grade levels, 6th-8th Grade Math will increase overall by a cumulative percentage of 10% across all 3-grade levels.

> **Evaluation Data Sources:** Common Formative Assessments, CBAs, benchmarks, 2020-2021 STAAR data

> **Summative Evaluation:** None

Strategy	Reviews			
Strategy 1: All teachers will implement the Writing, Collaboration and Reading component of WICOR in classroom instruction: **Strategy's Expected Result/Impact:** Increase in Student Assessment Scores **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Specialists **Title I Schoolwide Elements:** 2.4 **Problem Statements:** Student Achievement 1 - Student Learning 1	**Reviews**			
	Formative			**Summative**
	Nov	Feb	June	June
Strategy 2: All teachers will implement Quickwrites and Turn and Talks at least 3 days a week. **Strategy's Expected Result/Impact:** Increase in Student Assessment Scores **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Specialists **Targeted Support Strategy**	**Reviews**			
	Formative			**Summative**
	Nov	Feb	June	June
Strategy 3: All STAAR tested teachers will implement a data tracker for students to track their own progress **Strategy's Expected Result/Impact:** Increase in Student Assessment Scores, More Student Buy-in **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Specialists **Title I Schoolwide Elements:** 2.5	**Reviews**			
	Formative			**Summative**
	Nov	Feb	June	June

Strategy 4: 4. HMJ will develop and implement a comprehensive intervention program using the intervention classes an in-class model (pull-outs, co-teach, writing clinics etc.) for students failing to meet the Approaching proficiency standards in all STAAR tested areas and for those regressing in levels of achievement.		Reviews		
		Formative		Summative
		Nov	Feb	June	June

Strategy 4: 4. HMJ will develop and implement a comprehensive intervention program using the intervention classes an in-class model (pull-outs, co-teach, writing clinics etc.) for students failing to meet the Approaching proficiency standards in all STAAR tested areas and for those regressing in levels of achievement.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialists
Teachers

Targeted Support Strategy

Problem Statements: Student Learning 2 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 1

	Reviews		
	Formative		Summative
Nov	Feb	June	June

Strategy 5: Conduct coaching sessions with staff to support classroom instruction and have teachers demonstrate learned strategies during PLC. This includes expectations and monitoring of sub groups.

Strategy's Expected Result/Impact: increased student achievement and teacher efficacy

Staff Responsible for Monitoring: Campus Admin, Content Specialists

Funding Sources: Campus Instructional Specialists focused on instructional coaching - Coordination of Local, State, and Federal Funds - Title I Part A - $200,000

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: LEP student population not showing enough STAAR progress or TELPAS progress **Root Cause:** Writing teachers are more comfortable and trained to teach reading. More training is needed on best practices to integrate both skills (reading and writing) simultaneously.
Problem Statement 2: RTI process needs to be more fluid and revisited more often **Root Cause:** RTI teams did not meet often throughout the year but met only after district assessments

School Processes & Programs
Problem Statement 1: RTI process needs to be more fluid and revisited more often **Root Cause:** RTI teams did not meet often throughout the year but met only after district assessments

Goal 1: Horace Mann Junior School will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success

Performance Objective 2: HMJ staff will increase the Special Ed Approaches passing rate for all STAAR tested areas by 5%.

Evaluation Data Sources: 2018-2019 STAAR Data, 2020-2021 CBA/Benchmark Data

Summative Evaluation: None

Strategy 1: SPED teachers/inclusion teachers will develop a follow-up plan to meet with teachers during designated grading intervals (progress reports or report cards) in order to address IEPs and accommodations/modifications with teachers who need additional assistance in implementation. The SPED department will meet to assess the status of IEPs and accommodations/modifications at HMJ. The SPED teacher will check in with general ed. teacher at every progress report, regardless of grade in class.	Reviews			
	Formative			**Summative**
	Nov	**Feb**	**June**	**June**
Strategy's Expected Result/Impact: Increase in SpEd student performance **Staff Responsible for Monitoring:** Case Manager, Campus Admin, General Ed teacher				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Horace Mann Junior School will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 1: Increase STAAR meets performance for all student sub-populations by at least 5%

Evaluation Data Sources: STAAR reports

Summative Evaluation: None

Strategy 1: PLCs will be conducted weekly to discuss student learning objectives, student learning strategies, and data to ensure strong Tier 1 Instruction.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase in Student Assessment Scores	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal Assistant Principals				
Title I Schoolwide Elements: 2.4				

Strategy 2: Interventions will take place within blocked ELA/MATH classrooms. This will be ongoing throughout the school year, beginning the 1st 6 weeks of instruction.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase in Student Assessment Scores	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal				
Targeted Support Strategy				
Problem Statements: Student Learning 2 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: RTI process needs to be more fluid and revisited more often **Root Cause:** RTI teams did not meet often throughout the year but met only after district assessments

School Processes & Programs
Problem Statement 1: RTI process needs to be more fluid and revisited more often **Root Cause:** RTI teams did not meet often throughout the year but met only after district assessments

Goal 2: Horace Mann Junior School will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 2: Consistently utilize instructional strategies and technology applications that promote motivation, critical thinking and differentiated instruction for all students in the classroom.

    Evaluation Data Sources: Lesson plans and walk throughs

    Summative Evaluation: None

	Reviews			
Strategy 1: Schedule ELs in heterogeneous classrooms with ESL certified teachers so to focus on delivering targeted instruction				
Strategy's Expected Result/Impact: Increase in ELs exiting the program	**Formative**			**Summative**
Staff Responsible for Monitoring: Counselor, Teachers, Assistant Principal, Principal	Nov	Feb	June	June
Strategy 2: Resource ELA students will be schedule in a reading elective course	**Reviews**			
Strategy's Expected Result/Impact: Close reading gaps and increase the number of students improving towards grade level reading.	**Formative**			**Summative**
Staff Responsible for Monitoring: Counselor, Teachers, Assistant Principal, Principal	Nov	Feb	June	June
Strategy 3: HMJ will continue to implement structures in order to actively monitor classroom instruction and student progress by following a scheduled walk through program requiring at least five observations each week, but will strive for 10 each week.	**Reviews**			
Strategy's Expected Result/Impact: identified trends in delivery of instruction, more accurate and relevant feedback given to teachers, increase in student achievement	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Admin	Nov	Feb	June	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Horace Mann Junior School will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 3: Utilize regular academic assessments (formative & summative) to analyze student performance, make decisions about overall instructional programs (including curriculum deficiencies), and provide input on how to improve instruction and assessments in the tested curriculum.

    Evaluation Data Sources: Data talk Reports (Triad Meeting reports)

    Summative Evaluation: None

Strategy	Reviews			
Strategy 1: Teachers will use regular common formative assessments(every 2-3 weeks.) and common summative assessments (CBAs, Benchmarks, and common assessments 2-3 per semester) to determine student weaknesses and deficiencies in curriculum and teacher instruction. The resulting data will be utilized to drive instructional practices and adapt curriculum to student needs.		**Formative**		**Summative**
	Nov	**Feb**	**June**	**June**
Strategy's Expected Result/Impact: Increased alignment to the TEKS, increased student success on all summative assessments **Staff Responsible for Monitoring:** Content Specialists, Teachers, Assistant Principal, Principal				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Horace Mann Junior School, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: HMJS will implement plans that provide readiness opportunities and increase achievement of students that are at-risk of dropping out of school.

    Evaluation Data Sources: Student Data Reports

    Summative Evaluation: None

Strategy 1: Analyze data from the CBAs and Benchmarks to develop plans for student growth and revisit plans for reteach and extension of learning	Reviews			
Strategy's Expected Result/Impact: Increase in Student Assessment Scores	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators	Nov	Feb	June	June
Title I Schoolwide Elements: 2.6				

Strategy 2: Schedule students in need of intervention within the school day to receive extra support in the content area students are currently at-risk of failing	Reviews			
Strategy's Expected Result/Impact: Increase in Student Assessment Scores	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administrators	Nov	Feb	June	June
Funding Sources: Payroll costs for tutoring and supplemental intervention materials - Coordination of Local and State Funds - SCE Funds - $8,000				

Strategy 3: Promote student attendance with incentives each 6 weeks	Reviews			
Strategy's Expected Result/Impact: improved attendance	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal Counselor	Nov	Feb	June	June

Strategy 4: Provide workshops and family nights for students and parents emphasizing the importance of higher education	Reviews			
Strategy's Expected Result/Impact: Parents and students become more aware of post secondary options for their child	**Formative**			**Summative**
Staff Responsible for Monitoring: CS3, Counselors, Campus Admin.	Nov	Feb	June	June

Strategy 5: CIS, Social Workers, Counselors, Teachers, and Assistant Principals will work together to develop a system of contacting parents, and documenting students who fall into the "chronically absent" category (excessive absences) missing 5 days of school, unexcused.. Home visits will be conducted by campus staff to locate students who fall into interventions.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase in attendance rate Decrease in failure rate. Decrease in the number of students requiring attendance recovery	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal, CS3 Counselor, Assistant Principal, Teachers, Communities In School, Social Worker				
Targeted Support Strategy				
Problem Statements: Student Learning 2 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 1				
Strategy 6: Provide student success supports to identified students that are struggling with attendance, academics, and/or behavior.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Improved student success with attendance, academics, and/or behavior	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal Campus Student Success Specialist				
Title I Schoolwide Elements: 2.6				
Funding Sources: Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I Part A - $65,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: RTI process needs to be more fluid and revisited more often **Root Cause:** RTI teams did not meet often throughout the year but met only after district assessments

School Processes & Programs
Problem Statement 1: RTI process needs to be more fluid and revisited more often **Root Cause:** RTI teams did not meet often throughout the year but met only after district assessments

Goal 4: Horace Mann Junior School will provide and maintain a safe, positive learning environment.

Performance Objective 1: Faculty, students, and staff will maintain current Positive Behavior Interventions and Supports which address classroom and campus management and discipline issues in a positive an systemic manner.

    Evaluation Data Sources: Attendance Reports and Review 360 Reports, Data from Focus Groups

    Summative Evaluation: None

Strategy 1: Identify and recognize students for attendance, student progress and good citizenship each 6 weeks grading period	Reviews			
Strategy's Expected Result/Impact: Improved student behavior and attendance	Formative			Summative
Staff Responsible for Monitoring: Teachers, Assistant Principal, Counselors, CS3 Principal	Nov	Feb	June	June

Strategy 2: Implement campus anti-bullying program led by student leaders	Reviews			
Strategy's Expected Result/Impact: Improved student behavior and promote safe learning environment	Formative			Summative
Staff Responsible for Monitoring: Campus Administrators, counselors, CS3, teachers	Nov	Feb	June	June

Strategy 3: HMJ administrative staff will review discipline data each six weeks grading period to identify trends in student behavior, as well as develop interventions to address the needs of those students who are identified as being habitual violators of campus and district behavioral expectations.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Decrease in number of discipline referrals	Nov	Feb	June	June
Staff Responsible for Monitoring: Campus Admin				

Strategy 4: Integrate the GREAT Program (drug awareness and discipline program) into the 6th/7th grade social studies curriculum curriculum.	Reviews			
Strategy's Expected Result/Impact: Less discipline referrals	Formative			Summative
Staff Responsible for Monitoring: Teachers, Campus Administration	Nov	Feb	June	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: Horace Mann Junior School will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Recruit and retain highly effective personnel.

    Evaluation Data Sources: Campus Staffing Reports

    Summative Evaluation: None

	Reviews			
Strategy 1: Plan to attend job fairs in advance and recruit early from pool of highly effective teachers in core academic subject areas.		**Formative**		**Summative**
Strategy's Expected Result/Impact: 100% highly effective staff hired	Nov	Feb	June	June
Staff Responsible for Monitoring: Campus Administrators				
Strategy 2: 3) Implement New Teacher trainings throughout the academic school year.		**Reviews**		
Strategy's Expected Result/Impact: Increase teacher retention		**Formative**		**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principals, Lead Teacher Mentor	Nov	Feb	June	June
Strategy 3: Implement more opportunities for staff recognitions and incentives		**Reviews**		
Strategy's Expected Result/Impact: Increase and maintain staff morale		**Formative**		**Summative**
Staff Responsible for Monitoring: Campus Administration	Nov	Feb	June	June

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 5: Horace Mann Junior School will recruit, develop, and retain highly effective personnel.

Performance Objective 2: Ensure that 100% of the teachers receive high-quality professional development each year.

    Evaluation Data Sources: Training Reports and Observations

    Summative Evaluation: None

	Reviews			
Strategy 1: Content Instructional Specialists will conduct coaching sessions to support classroom instruction.				
Strategy's Expected Result/Impact: Proficiency in delivery of instruction	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialists	Nov	Feb	June	June
Strategy 2: Teachers will demonstrate learned best practices and teaching strategies during PLCs	**Reviews**			
Strategy's Expected Result/Impact: Proficiency in delivery of instruction	**Formative**			**Summative**
Higher Student Achievement **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Specialists Teachers	Nov	Feb	June	June
Strategy 3: Through the Rebuild Texas Initiative, parents, students, and staff will be offered training on mental health awareness and mentorship programs	**Reviews**			
Strategy's Expected Result/Impact: None	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administration, CS3, Counselors, Social Worker	Nov	Feb	June	June
Strategy 4: Teachers attend content level professional development as a team	**Reviews**			
Strategy's Expected Result/Impact: Increase in teacher efficacy classroom instruction, increase in student achievement	**Formative**			**Summative**
Staff Responsible for Monitoring: Content Specialists, Campus Admin.	Nov	Feb	June	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 6: Horace Mann Junior School will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Ensure that 100% of Horace Mann parents and guardians are aware of the academic, attendance and conduct expectations of the school and are knowledgeable of the events that are held in the school to support these expectations.

Evaluation Data Sources: Parent data reports and surveys

Summative Evaluation: None

Strategy 1: The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.	Reviews		
	Formative		Summative
Strategy's Expected Result/Impact: Increase in parent participation	Nov	Feb June	June
Staff Responsible for Monitoring: Principal CSSS			
Title I Schoolwide Elements: 3.1			

Strategy 2: The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.	Reviews		
	Formative		Summative
Strategy's Expected Result/Impact: Increase in parent involvement	Nov	Feb June	June
Staff Responsible for Monitoring: Principal, CS3			
Title I Schoolwide Elements: 3.2			
Funding Sources: Supplies for academic parent engagement campus training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - $500, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A - $4,000			

Strategy 3: To promote parental awareness and increase parental involvement, the campus will establish informative and meaningful communication with parents throughout the year by 6th grade orientation, open house; family nights focusing on Math, Science, ELA and Social Studies; conferences; the school newsletter; the school website; Student Support Team and STAAR Talks	Reviews		
	Formative		Summative
Strategy's Expected Result/Impact: Increase in parent involvement	Nov	Feb June	June
Staff Responsible for Monitoring: Principal			

Strategy 4: Provide volunteer training and recognition activities for parents and community members to increase opportunities to volunteer. Use Principal's newsletter and school website to keep parents informed about upcoming volunteer opportunities	Reviews		
	Formative		Summative
Strategy's Expected Result/Impact: Increase in parent involvement	Nov	Feb June	June
Staff Responsible for Monitoring: Principal			

Strategy 5: Establish communication between the school, and SNC Lavalin (Partner in Education) to plan school wide events in an effort to promote positive communication between school and community	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase in community and parent involvement **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**June**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 7: Horace Mann Junior School will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Improve student achievement in technology skills and promote student college and career readiness.

Evaluation Data Sources: Student Data Reports

Summative Evaluation: None

Strategy 1: Model the use of technology in order to promote integration into the general curriculum across all subjects.		Reviews		
Strategy's Expected Result/Impact: Increase in student achievement		Formative		Summative
Staff Responsible for Monitoring: Principal		Nov	Feb	June	June

Strategy 2: Increase the use of Promethean Software, Clickers, and iPads		Reviews		
Strategy's Expected Result/Impact: Increase in Student Assessment Scores		Formative		Summative
Staff Responsible for Monitoring: Principal Assistant Principals		Nov	Feb	June	June

Strategy 3: Include more Promethean Board, Laptops, and Clickers as an instructional tool to deliver science lessons to reach all learning styles		Reviews		
Strategy's Expected Result/Impact: Increase in Student Assessment Scores		Formative		Summative
Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators		Nov	Feb	June	June

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 7: Horace Mann Junior School will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 2: Improve student and teacher use of technology, especially for LEP students as practice for online testing . All ESL classroom teachers schedule routine computer lab times for students to practice for TELPAS.

    Targeted or ESF High Priority

    Evaluation Data Sources: Computer Lab Schedule, Practice TELPAS scores, Observation Data

    Summative Evaluation: None

Strategy 1: Ongoing training for teachers to incorporate Ipads in ELA instruction.	Reviews			
Strategy's Expected Result/Impact: Increased student engagement	Formative			Summative
Staff Responsible for Monitoring: Campus Administrators	Nov	Feb	June	June

Strategy 2: Ongoing training for Social Studies teachers to incorporate laptops in the classroom for assessments and individual lessons.	Reviews			
Strategy's Expected Result/Impact: Increased student engagement	Formative			Summative
Staff Responsible for Monitoring: Campus Administrator	Nov	Feb	June	June

Strategy 3: Ongoing training for all content based teachers in using clickers in the classroom to improve student performance and student engagement.	Reviews			
Strategy's Expected Result/Impact: Increased student engagement	Formative			Summative
Staff Responsible for Monitoring: Campus Administrator	Nov	Feb	June	June

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Campus Funding Summary

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Coordination of Local, State, and Federal Funds					
1	1	5	Campus Instructional Specialists focused on instructional coaching	Title I Part A	$200,000.00
3	1	6	Campus Student Success Specialist to support student success components	Title I Part A	$65,000.00
6	1	2	Supplies for academic parent engagement campus training sessions	Title I, Part A Funds	$500.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I Part A	$4,000.00
				Sub-Total	$269,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Payroll costs for tutoring and supplemental intervention materials	SCE Funds	$8,000.00
				Sub-Total	$8,000.00
				Grand Total	$277,500.00