Goose Creek Consolidated Independent School District

Horace Mann Junior High

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

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!"

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

- Enrollment by grade level: 6th 33.73%, 7th 35.32%, 8th 30.95
- Enrollment by sex: Male 51.19, 48.81%
- Enrollment by ethnicity: Amer. Indian/Alaskan 0.10%, Asian 0.30%, Black/African Amer. 10.71%, Hispanic/Latino 778.87%, White 9.23%, two or more 0.79%
- For the past 2 years, the FIC, Principal and teachers have organized an attendance reach out walk. During the reach out walk, we talk to parents of the effects on student learning when they are absent.

Demographics Strengths

- The enrollment has not changed in the last 3 years. A strength is that family/students/teachers have built a positive relationship with one another.
- Also the campus procedures to track and respond to attendance issues include FIC, home visits, CYS, and attendance contracts.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Develop a plan that will support and improve attendance. **Root Cause**: The current system to address attendance issues is ineffective.

Student Achievement

Student Achievement Summary

- TELPAS - 40%-46% improvement (acceptable to recognized). Lowest in the district, but everyone was close in scores - feeder pattern HMJ received all the lowest scores.
- STAAR Reading - Targeted areas SPED and LEP populations. African American - growth. Female vs male - male scores lower. Eco disadvantaged - maintain equal levels.
- STAAR Math - targeted areas SPED and LEP, African American. Females scored higher than males. Eco disadvantaged - maintain equal levels.

Student Achievement Strengths

- Eco disadvantaged - maintain equal levels.
- TELPAS - 40%-46% improvement (acceptable to recognized)
- Our LEP students scored much higher in mathematics- 67% than STAAR reading 37%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Since the campus was identified as a "Focus School", a targeted school improvement plan will be implemented to improve student assessments. **Root Cause**: Inconsistent classroom instruction and ineffective implementation of training

School Culture and Climate

School Culture and Climate Summary

- Some students feel the school climate is not positive. They often describe it as lame, ghetto, and they are bored. Teachers feel the students' poor opinion could be a reflection of their perception of school and the behaviors they exhibit.
- However, many students are very involved in activities after school and want to be a part of the campus extra-curricular activities. These students' biggest complaint is they are not allowed to participate without parental supervision. Teachers are concerned that there are not enough fine arts activities during the school day (school plays, concerts, etc.). Teachers feel they would be more inclined to attend after school activities, if they were given a jean's pass for that day.
- Counselors, the FIC coordinator, administrators, and student aids are available to familiarize new students with the campus.
- YMAC (Young Men About Change), the Gardening Club, CIS (Communities in Schools), PBIS/Glades (Positive Behavior Intervention System), OLWUES (Bullying Program) are interventions in place to encourage appropriate behavior. However, the Glades was not consistently available all periods throughout the day.
- The staff feels the discipline this year has not been consistently enforced with all three grade levels. Some students are routed through the intervention systems that are in place above, but when behavior has not changed are not receiving appropriate and timely disciplinary consequences. Staff would like to see the administrative team work together to create a universal discipline plan that will be enforced equitably. Staff feels that the emphasis in avoiding students being assigned to an alternative setting has resulted in elevated discipline struggles in the classroom and negatively impacts instruction.
- OLWEUS is the system for bullying, but resources were not readily available (printed) or emphasized by administration. However, teachers feel it was not effective. When it was emphasized the previous years, students thought it was a joke.
- Most students on campus feel safe, except for victims of bullying. Many bullying issues are difficult to resolve or detect, because it is done in secret when there are no adult witnesses.

School Culture and Climate Strengths

- Our teachers and administrators on campus are concerned and truly care about our students emotionally, educationally, and holistically.
- We have a top notch fine arts department that students thoroughly enjoy.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

As a team, we discussed the following:

- Teachers are state certified for their content areas. It is unknown if paraprofessionals are highly qualified. Training is needed for paraprofessionals in order for them to be more effective in the classroom. Some trainings should include, but not limited to, special education/504 accommodations, modifications, and procedures, classroom management, and school procedures.
- We suggest a survey of the teachers to see what types of professional development (PD) is needed. There needs to be cooperative leaning strategies with different levels offered. Classroom management also needs to be offered. More walk-throughs are needed for teachers within their first three years. A listing of upcoming professional development offered within or outside the district needs to be available on a monthly basis. Teachers would like to go above the mandated PD in order to grow. We could also use a leadership training academy for teachers aspiring to pursue leadership roles. This academy would also need to have room for a practicum where the skills being taught in the academy can be practiced. At the beginning of the year, staff development about administrative procedures (documentation, disciplinary actions, etc.) to clarify why certain decisions are made.
- Currently, teacher strengths are being shared through PLCs, but it is not effective. Suggestions are:
- Have teachers paired together to observe each other during their conference period with walk-through forms to provide feedback. Pairings could be based upon placing weak teachers with strong teachers.
- Cross-curricular lessons to integrate topics among the disciplines.

Staff Quality, Recruitment, and Retention Strengths

The strengths we have identified are:

- Cohesiveness amongst some of the departments
- Strong vertical alignment
- Awesome custodial staff

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

No information was provided for this area.

Curriculum, Instruction, and Assessment Strengths

No information was provided for this area.

Family and Community Involvement

Family and Community Involvement Summary

The campus focuses on home/school connection to educate and engage parents by making phone calls, home visits and inviting them to Academic Family Nights. The parents and community are offered academic family nights and ESL classes to help them support their student's learning. Parents perceive that the school is effective by informing us in parent surveys. The teacher's expectations for parental involvement are that they support consequences given for discipline, encourage students to complete their work, provide school supplies, respond to phone calls, attend conferences and ARDs. The school's communication is effective when communicating via technology such as school billboard, website, parent portal, and school messenger as well send material in English and Spanish. The district recruits community partnerships such as Partners in Education, Harris County Community Youth Services, Houston Food Bank (Backpack Buddy), Love Network, and Communities in School. The campus makes it easy for parents and community to be heard and be part of solutions by inviting them to review and make changes to the Parent Compact Policy.

Family and Community Involvement Strengths

The district has staff such as the Family Involvement Coordinator and Community Youth Service Specialist that serve as liaisons between the school and community that make visits to home and place of employment when student needs arise and need to be addressed. Parents are provided with academic and social services resources to ensure student's academic success. The school hosts academic family nights to empower parents to be able to help their students at home.

School Context and Organization

School Context and Organization Summary

How do teachers have a voice in decision making and school practices?

- Thorough various committees (ILT, ILC, PBIS, Behavior Committee, AVID site team, etc.)

What programs are available before school?

- Content-area tutorials, elective practices, YMAC mentoring group, and various student clubs.

After school?

- Elective practices, rehearsals, UIL, performances, games, and concerts.

Does the master schedule maximize the amount of time spent in instruction?

- Yes

Is instruction protected from unnecessary interruptions?

- No

School Context and Organization Strengths

- Students at Horace Mann have a lot of opportunities to participate in organizations and receive tutoring in core and elective areas.
- Teachers have access to a wide-variety of technology; such as Promethean boards, iPads, laptops, etc.
- The new end of day dismissal procedure has decreased congestion in the hall and diminished the number of after-school incidents.
- Teachers are effective in communicating important information to parents.
- Teachers are given many opportunities for professional development.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Instructional time needs to be protected from disruptions. **Root Cause**: Effective instruction is impacted by the schedule, tardies, and poor communication.

Technology

Technology Summary

- Technology Expectations - More hands on technology available 2 to 3 days a week. We need more campus visits from technology coordinator on a district level.
- We would like better support using LanSchool. It currently cannot block users from the internet without plug-ins installed.
- How is Technology Used? - Think Through Math, and Big Brains during advisory by teachers. Kahoot is used for review. IStation on IPADS. Research for papers. Fine Arts uses technology for individual and classroom practices.
- Available Technology - 1 to 1 ipads for ELA and Social Studies.
- Technology is available for use before school in the library. Parents can use a computer in the office. Software available for students at home they can use for Tech Apps and Fine Arts.
- Technology Training - Through eduphoria technology courses are available for many technology items.
- Technology Upgrades -No tentative plans that we are aware of. Every core teacher was suppose to have technology available in every classroom via a tech bond.
- Barriers to Technology - Computer literacy and time to learn it.
- We need IPAD carts for math and science. 1 to 1 ratio
- We also need the district to purchase music software that can not be fully implemented.

Technology Strengths

- Available Technology - 1 to 1 ipads for ELA and Social Studies.
- Technology is available for use before school in the library. Parents can use a computer in the office. Software available for students at home they can use for Tech Apps and Fine Arts.
- Technology Training - Through eduphoria technology courses are available for many technology items.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS 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 Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Highly qualified staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- 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: Increase ELA scores for all students including special education and LEP population

      Evaluation Data Source(s) 1: Common Formative Assessments, CBAs, benchmarks

      Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Critical Success Factors CSF 1 1) Increase the use of technology, dictionary and thesaurus skills in Language Arts classrooms		Principal, Assistant Principal, Teachers	Increase in Student Assessment Scores			
Critical Success Factors CSF 1 2) ELA teachers will be instructed to use more interactive learning including interactive notebooks, foldables and cooperative learning strategies to enhance reading skills	2	Teachers, Principal, Assistant Principal	Increase in Student Assessment Scores			
Critical Success Factors CSF 2 3) Share data from CBAs and Benchmarks with ELA teachers to discuss student growth and revisit plans for reteach; CIS will determine the weakest objectives for each student and plan for reteach accordingly	9	Teachers, Principal, Assistant Principal	Increase in Student Assessment Scores			
Critical Success Factors CSF 1 4) Increase the use of Promethean Software, Clickers, and iPads		Principal, Assistant Principals	Increase in Student Assessment Scores			
Critical Success Factors CSF 1 5) Inventory all dictionaries and thesauruses on campus to provide 1:1 ratio for reading testing		Teachers, Campus Administrators	Increase in Student Assessment Scores			

Critical Success Factors CSF 1 CSF 2 6) PLCs will be conducted weekly to discuss lesson plans, student learning strategies, data etc.		Principal, Assistant Principals	Increase in Student Assessment Scores			
✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue						

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: Increase math scores for all students including the special education and LEP population

Evaluation Data Source(s) 2: Math scores will increase by 5% with both sub-populations on STAAR exam

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Critical Success Factors CSF 1 1) Math teachers will be instructed to use more interactive learning including interactive notebooks, foldables and cooperative learning strategies to enhance math skills		Teachers, Principal, Assistant Principal	Increase in Student Assessment Scores			
Critical Success Factors CSF 2 2) Share data from CBAs, Common Assessments, and Benchmarks with Math teachers to discuss student growth and revisit plans for reteach; CIS will determine the weakest objectives for each student and plan for reteach accordingly		Teachers, Principal, Assistant Principal	Increase in Student Assessment Scores			
✔ = Accomplished ◗ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue						

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 3: Increase science scores for all students including special education and LEP population

    Evaluation Data Source(s) 3: Student Assessment Reports

    Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Critical Success Factors CSF 1 1) 60%lab/40%instruction (lecture) More hands-on activities that compliment science instruction		Teachers, Campus Instructional Specialists	Increase in Student Assessment Scores			
Critical Success Factors CSF 1 2) Include more Promethean Board, Laptops, and Clickers as an instructional tool to deliver science lessons to reach all learning styles		Teachers, Campus Instructional Specialists, Campus Administrators	Increase in Student Assessment Scores			
Critical Success Factors CSF 2 3) CIS will analyze data to determine the weakest objectives for students at-risk of failing science and plan for reteach accordingly	8	Teachers, Campus Instructional Specialists, Campus Administrators	Increase in Student Assessment Scores			
Critical Success Factors CSF 1 4) Science teachers will be instructed to use more interactive learning including interactive notebooks, foldables and cooperative learning strategies to enhance understanding		Teachers, Principal, Assistant Principal	Increase in Student Assessment Scores			
Critical Success Factors CSF 1 CSF 2 5) CIS will facilitate PLCs weekly to discuss lesson plans, student learning strategies, data etc.		Principal, Assistant Principals	Increase in Student Assessment Scores			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

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 4: Increase social studies scores for all students including special education and LEP population

Evaluation Data Source(s) 4: Student Assessment Reports

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Critical Success Factors CSF 1 CSF 2 1) PLCs will be conducted weekly to discuss lesson plans, student learning strategies, data etc.		Principal, Assistant Principals	Increase in Student Assessment Scores			
Critical Success Factors CSF 1 2) Social studies teachers will be instructed to use more interactive learning including interactive notebooks, foldables and cooperative learning strategies to enhance instruction		Principal, Assistant Principal	Increase in Student Assessment Scores			
Critical Success Factors CSF 1 3) Increase the use of Promethean Software, Clickers, and Laptops		Principal, Assistant Principal	Increase in Student Assessment Scores			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

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 5: Horace Mann physical education program will improve the performance of students in non-academic areas.

Evaluation Data Source(s) 5: Student Assessment Reports

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Practice Fitness Scores		Teachers	Increase in fitness scores			
2) Include vocabulary word bank in lesson plans		Teachers	Increase in Student Assessment Scores			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

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 6: Horace Mann teachers will use the WICOR model to deliver instruction.

    Evaluation Data Source(s) 6: Student Assessment Reports

    Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Critical Success Factors CSF 1 1) Teachers will implement WICOR in classroom instruction-AVID Strategy: Writing, Inquiry, Collaboration, Organization, Reading to learn		Principal, Assistant Principals, Teachers	Increase in Student Assessment Scores			
✔ = Accomplished ◓ = Considerable ◑ = Some Progress ⬤ = No Progress ✘ = Discontinue						

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

Performance Objective 1: Increase students' score on all STAAR tests.

Evaluation Data Source(s) 1: STAAR reports

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Plan meetings along with agendas to address implementation of new strategies to help increase student performance by: ordering supplies, observing teachers, making power points for teachers, look at data to align curriculum, model lessons, pull bubble students prior to STAAR, and have weekly grade level meetings to plan lessons for the next week.	1	Principal, Assistant Principal	Increase in Student Assessment Scores			
2) Schedule students in need of tutorials within the school day to receive extra support in the content area students are currently at-risk of failing	3	Campus Administrators	Increase in Student Assessment Scores			
	Funding Sources: Coordination of Local and State Funds - $20,000.00					
✔ = Accomplished ◕ = Considerable ◑ = Some Progress ● = No Progress ✘ = 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: Increase the number of students taking the SAT through identification based on standardized test scores and recommendation by identifying the students and provide permission letters to take the SAT.

Evaluation Data Source(s) 1: Participation reports

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Identifying the students and provide permission letters to take the SAT.		Counselor	Increase in Student Assessment Scores			
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = 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 2: Encourage and promote students identified/recommend to complete application forms for the Duke Talent Search by promoting the Duke Talent Search over announcements in the morning and during lunch.

    Evaluation Data Source(s) 2: Duke participation and score reports

    Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Promote the Duke Talent Search over announcements in the morning and during lunch.		Counselor	Duke applications completed			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = 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 3: Counselors will create an intervention plan and meet with students who have failed previously failed a grade, state assessment, or are classified by the state as at-risk by conducting collaborative meetings to create a plan to meet with students.

Evaluation Data Source(s) 3: Student Data Reports

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Encourage and support students to attend the SAT workshop		Principal; Assistant Principal, Counselor	Explorer test completed			
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = 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 4: Horace Mann has created different club organizations in an effort to involve more students in the school community and also have a sense of belonging to the school by ensuring all clubs are of high interest to students.

Evaluation Data Source(s) 4: Club Data Reports

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Ensure all clubs are high interest to students.		Campus Administrators	Increase in club participation			
✓ = Accomplished ⬤ = Considerable ⬤ = Some Progress ⬤ = No Progress ✗ = 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 5: Strategy of organization campus wide in an effort to instill good study habits by teaching students organize their courses by having an assignment page and Cornell note pages to take notes by ensuring each student will have a binder with tabs for each course with an assignment sheet and Cornell notes. Each teacher will model how to take effective notes and how good notes and organization lead to good study habits.

Evaluation Data Source(s) 5: Binder Reviews

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Each student will have a binder with tabs for each course with an assignment sheet and Cornell notes. Each teacher will model how to take effective notes and how good notes and organization lead to good study habits.		Principal; Assistant Principal	All students have binders			

✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue

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

Performance Objective 1: Promote incentives to students for attendance, student progress and good citizenship.

Evaluation Data Source(s) 1: Attendance Reports and surveys

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Identify students eligible for attendance, student progress and good citizenship by communicating to students all the incentives available to motivate students and create a safe, positive learning environment		Teachers, Principal	Improved student behavior			
2) Raise the attendance rate to 95% for students to be eligible for any field trips, fun activities or any other privileges by communicating the new change to the parent via Horace Mann Newsletter and hold beginning of the year assemblies with each grade level and review expectations for behavior and attendance.		Principal, Assistant Principal	Improved attendance			
3) Implement district-wide anti-bullying program campus wide to instill good citizenship among the school community by enrolling each student in advisory class which will model and discuss appropriate behavior in school to prevent bullying		Campus Administrators	Improved student behavior			
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = 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 Source(s) 1: Campus Staffing Reports

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Plan to attend job fairs in advance and recruit early from pool of highly effective teachers in core academic subject areas, personal referrals; more detailed job descriptions.		Campus Administrators	100% highly effective staff hired			
2) Review applicant pool prior to interviewing potential candidates in order to select only highly effective teachers from the applicant pool.		Principal	100% highly effective staff hired			
3) 3) Incorporate content area teachers in the interview process in order to ensure that campus content area needs are addressed in the hiring process.		Campus Administrators	Teachers will be included during the interview process.			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = 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 Source(s) 2: Training Reports and Observations

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Providing pertinent staff development that is specific to each content area based on campus need.	4	Principal, Assistant Principal	Administrative Observations Completed			
2) To ensure that low-income and minority students are not taught at higher rates than other student groups by inexperienced teachers, Individuals scheduling must ensure equity among all students when preparing student schedules.		Principal	Schedules reflect equity			
✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue						

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

Performance Objective 3: Retain Highly Qualified teachers.

Evaluation Data Source(s) 3: Audit Reports

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide information to teachers regarding certification opportunities to encourage and solicit them to add subject area certifications.	5	Campus Administrators	Increase in additional teacher certificates attained			
2) Prepare a list of unfilled assignments to assure that all assignments and reassignments are filled with Highly Qualified Staff.		Principal	100% highly effective staff hired			
3) 3) Implement a Buddy System for new to the campus teachers.		Principal	Increase teacher retention			
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue						

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

Performance Objective 4: Insure that Pre AP teachers have completed all GATE training.

    Evaluation Data Source(s) 4: Staffing Reports

    Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Promote teacher awareness of the required GATE training to encourage all teachers to attend and increase the number of teachers certified to teach Pre AP		Principal	Teacher certifications attained			
2) During master scheduling, principal will insure teachers are certified to teach Pre AP classes with a yearly updated roster of GATE trained teachers.		Principal	100% Teacher GATE certifications			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = 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 Source(s) 1: Parent data reports and surveys

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) 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	6, 10	Principal	Increase in parent involvement			
2) Establish communication between the school, PTSO, and SNC Lavalin (Partner in Education) to plan school wide events in an effort to promote positive communication between school and community		Principal	Increase in community and parent involvement			
3) Plan and implement 6th grade orientation for incoming sixth graders and their parents before the start of the school year for a successful transition by sending out a notice by mail from the principal and or the district inviting all parents to participate		Principal	Increase in parent involvement			
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		Principal	Increase in parent involvement			
5) Increase parent knowledge of student academic achievement and conduct two family nights yearly, in which parents will be invited in an effort to improve student conduct by increasing parent involvement and student academic achievement	6, 7	Principal	Increase in parent involvement			
6) Increase parent knowledge of LEP students by planning and implementing a quarterly parent meeting to discuss TELPAS		Principal, Assistant Principals	Increase in parent involvement			

7) Establish a plan during Student Support Team to implement intervention strategies to promote and increase student academic achievement, attendance, and positive behavior. This plan will assist and provide parents with resources through parent conferences, phone calls and home visits		Campus Administrators	Increase in parent involvement		
8) Develop and implement a basic computer literacy training class for parents that may need help so they may possess the necessary skills to preform simple tasks such as register their children online		Principal	Increase in parent involvement		
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = 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 Source(s) 1: Student Data Reports

    Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Ensure all incoming 6th graders are enrolled in computer literacy to increase skills in word processing, data base, spreadsheet and multimedia applications.		Principal, Teachers	Increase in student achievement			
2) Model the use of technology in order to promote integration into the general curriculum across all subjects.		Principal	Increase in student achievement			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = 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 in the classroom.

Evaluation Data Source(s) 2: Lesson Plans and Observation Data

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Ongoing training for teachers to incorporate Ipads in ELA instruction.		Campus Administrators	Increased student engagement			
2) Ongoing training for Social Studies teachers to incorporate laptops in the classroom for assessments and individual lessons.		Campus Administrator	Increased student engagement			
3) Ongoing training for all content based teachers in using clickers in the classroom to improve student performance and student engagement.		Campus Administrator	Increased student engagement,			
✔ = Accomplished ◖ = Considerable ◖ = Some Progress ● = No Progress ✖ = Discontinue						

Instructional Leadership Team

Committee Role	Name	Position
Administrator	Erica Tran	Principal
Administrator	Ernest Brooks	Assistant Principal
Administrator	Martha Gonzalez	Assistant Principal
Administrator	Areasha Hebert	Student Success Admin
Classroom Teacher	Ami Liggett	teacher
Classroom Teacher	Leslie Cogdell	Teacher
Classroom Teacher	Melanie Eastman	Teacher
Classroom Teacher	Kimberly Kelley	Teacher
Non-classroom Professional	Melanie Workman	Math Specialist
Non-classroom Professional	Amy Woodard	ELA specialist
Non-classroom Professional	Susan Dagley	Science Specialist
District-level Professional	Precious Reimenonq	Director of counseling

Campus Funding Summary

Coordination of Local and State Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	Payroll costs for tutoring and supplemental intervention materials	SCE Funds	$20,000.00
				Sub-Total	$20,000.00
				Grand Total	$20,000.00

Addendums

Campus Program Evaluation
for
Gifted and Talented-Program Intent "21"

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	All teachers who have GT students enrolled in their classes are GT certified
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	• Ensure to have enrichment activities for these students • Less than 20% of our GT students are commended
Indicate the Root Cause for each identified need:	• Need to provide some time during advisory or other time to that GT students can also get extra assistance to get them to commended performance

Campus Program Evaluation
for
Career and Technology-Program Intent "22"

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	Since the STEM program/lab was introduced, the students are able to explore different components of 14 different modules
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	• Need more materials for the lab • Program can best be applied if students could see a realistic replica of each module - For example, flight simulation - maybe visit a small plane and see the components inside an actual plane.
Indicate the Root Cause for each identified need:	• more involvement of the community - partner in education may be a way to make more connections

Campus Program Evaluation
for
Bilingual/ESL-Program Intent "25"

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	LEP students performed above the state in math and Science (8th grade) Over 50% of our LEP students made progress last year
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	• Continue using the Journeys program for beginners and intermediate LEP students LEP SS • Continue to struggle coming in 6th grade due to language, reading below grade level (more than 30%) of 6th graders come in reading below grade level
Indicate the Root Cause for each identified need:	• We need to continue using Journey's and have the ESL teacher to provide both reading and language support

Campus Program Evaluation
for
Special Education-Program Intent "23"

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	60% of our special education students made progress on state standardized tests
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	Special education students need to be exposed to the regular curriculum as
Indicate the Root Cause for each identified need:	special education students are pulled into resource classes - in junior high it becomes detrimental to these students' self esteem - if when possible depending on their IEP and performance, it is best to place them in a mainstream co-teach setting.

Campus Program Evaluation
for
State Compensatory Education-Program Intent "24, 26, 28, and 30"

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	• Consultant with Accelerated Solutions worked with all math teachers providing in-class coaching, PLC, planning • math overall scores were raised to 70% campus wide
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	• Students are not progressing in math at the same level as reading. Exceeds progress measure is very low
Indicate the Root Cause for each identified need:	• During class, teachers need to have or structure lesson where you pull students back for math (guided) so that teachers can assist students and provide immediate feedback

Campus Program Evaluation
for
Parent Involvement Opportunities

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	• Parents felt more comfortable coming to the school since some of the administration spoke their language. We definitely had more parent involvement, but parents can only help students at a minimal level - Parents supported the school.
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	• Need parents to understand the importance of attendance • ~~If po~~ More communication to parents about resources available to them (morning labs, advisory) students (intervention)
Indicate the Root Cause for each identified need:	• Most parents don't speak the language and cannot help students at home or they feel because they don't know the language they cannot come to the school. • Parents are not aware of the data showing the impact of students not coming to school or the impact that they have on student academics if they stay involved in the school. We need to educate our parents more.

Campus Program Evaluation
for
NCLB-Title I, Part A-Improving Basic Programs

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	Family Involvement Coordinator provided support in educating our parents of the impact of missing school. Three instructional specialist are instrumental in ensuring our staff members understand the TEKS and provide coaching as needed.
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	CIS. need to coach more in the classroom
Indicate the Root Cause for each identified need:	

School Year: 16-17

Date Completed: 8/17/17

Campus Program Evaluation
for
High School Allotment-Program Intent "31"

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	• The AVID program grew in enrollment varys. • The campus had 5 full cohorts of AVID • The core of the AVID team increased and more teachers were trained in AVID strategies.
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	• Teachers need to be better trained on using Cornell notes in their classes. • We need to include Science and Social Studies teachers on the AVID team and send them to the AVID SI. • Teachers are not comfortable using Cornell notes because many of them have never completed a full Cornell note. PD will be provided to ensure they are more comfortable with the process.
Indicate the Root Cause for each identified need:	• Our focus for the AVID site team has been Math, EOA but we are including other content area this year.

7/31/2017