Goose Creek Consolidated Independent School District

Horace Mann Junior High

2016-2017 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Horace Mann is 80% Hispanic, 12% African American, and 8% White with an 18% mobility rate. We have NAC students that come to our campus in the afternoon. We also have a 10% of Special Ed students on our campus. Our total student enrollment over the last 3-5 yrs has increased at a steady rate. The attendance rate for this year was at 95.5% which was an increase from the 2014-2015 school year.

Demographics Strengths

- Everyone has the same scope and sequence across the district so if a student moves to a different campus mid-year they will be in the same place at the new campus.
- When students are tardy or absent their parents are notified through Iris alerts or parent contract letters for excessive absences.
- FIC does home visits for students who we cannot get in contact with the parents.

Demographics Needs

- Due to the large Hispanic population we have a large LEP sub population and we need more translators for parent contacts.
- Lack of translators and ESL aides in the classroom for NAC students. This is especially an issue in Science and Social Studies where no ESL aides are available.
- Lack of personnel to help new arrivals once on campus.
- We don't always have the correct parent contact information on file.
- New arrival center is not on campus which leaves gaps in the school day for the NAC students. This is crucial learning time being wasted in transition.
- More adult education classes for non-English speaking parents on campus.
- Set-up more parent involvement on campus to encourage parents to be here on campus.

Student Achievement

Student Achievement Strengths

- Math: Closing achievement gaps between sub populations, 21% gain in LEP populations on STAAR, 11% gain in SPED populations on STARR, 14% gain in LEP populations on STAAR A
- Reading: Closing achievement gaps between sub populations, Over 10% gains with AA and SPED populations
- Schedule: Smaller class sizes to allow individualized instruction, Additional staffing for electives allows improvement for student:teacher ratios, Increased number of AVID class availability
- Tutorial/Advisory classes will be consistent

Student Achievement Needs

- Math: Better alignment with curriculum sequence to scaffold learning, SPED population 3% loss, AA population 3% loss
- Reading:
- Schedule: Positive behavior grouping
- Inconsistent discipline negatively effects classroom instruction

School Culture and Climate

School Culture and Climate Summary

- Horace Mann students value their social associations and enjoy recognizing the achievements of their peers.
- Horace Mann students who are engaged in elective courses are highly self-motivated.
- Success of Horace Mann students is attributable to positive teaming amongst staff and well-chosen cross curricular activities among elective teaching team.
- In addition to Horace Mann's academic strengths, overall atmosphere of safety is attributed to cameras in the hallway, Review 360, and highly visible security staff.
- We believe that the strengths as a campus can be further improved upon by implementing: Cultural Awareness/Patriotism/Diversity; Grade Level Teaming; Campus-wide Structured Discipline/Behavior Card Award System; Clear communications campus-wide

School Culture and Climate Strengths

- Very social associations
- Positive teaming at grade level (7th)
- Passion for success - elective teachers/coaches across board to compete
- Cameras
- Review 360
- High visibility security guard
- Announcements - Recognizing other peers/student strengths/achievements
- Students in electives highly engaged

School Culture and Climate Needs

- Teaming growth - positive teaming
- Campus-wide structured discipline plan - behavior card
- Reward system
- Campus-wide communication
- Learning about diversity - understanding cultural background of our students
- Cultural awareness
- Patriotism - Embracing diversity - Taught why we do it

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Currently, all core subject areas are meeting for lesson planning and with their professional learning communities (PLC). During PLC time, teachers are meeting with specialists and discussing curriculum implementation, analyzing data from common assessments, and setting goals for student achievement. After analyzing disaggregated data, teams design a plan to implement reteaching strategies within the curriculum.

Curriculum, Instruction, and Assessment Strengths

- Common Assessments
- Campus/District PLCs
- Reteaching/Addressing academic needs
- Common planning
- Differentiated Instruction

Curriculum, Instruction, and Assessment Needs

- Lower student/teacher ratio
- Difficulties with new STAAR A technology infrastructure and software
- Oral testing practice program that mirrors the STAAR A
- Realistic pacing of instruction
- Resources for real world problem solving
- Teachers need more input in common assessments

Family and Community Involvement

Family and Community Involvement Summary

Family and community involvement strengths are in the area of home visits, FIC support for teachers, community partnerships. Needs are in the area of meeting locations for parent volunteers and meetings.

Family and Community Involvement Strengths

- Conduct home visits by student support team.
- FIC available for teacher support.
- Teacher-Parent communication on the classroom level.
- Faculty and staff personal involvement with student/family personal needs.
- Parents are comfortable and knowledgeable.
- All communications translated into languages other than English when needed.
- Community partnerships are provided by the Chamber of Commerce.

Family and Community Involvement Needs

- Campus location to meet with parents.
- Parent involvement in PTSO.
- Male/Father figure to be more involved on the campus level.
- Teacher need for more private meeting areas to conference with parents.
- Parent and community involvement in the campus ILT meetings.

School Context and Organization

School Context and Organization Summary

- School-wide implementation of AVID
- continuing use of Kegan strategies
- continue the following groups: CSU, soccer club, AVID club, and student council
- begin implementing young men mentoring club, robotics, and NJHS
- Academic and behavioral expectations must me met for students to continue participating in the available clubs.
- Tutorials are held both during school time and after school.
- PLC days will be build into the district calender.
- Grade level teams meet periodically.
- AVID site team meats monthly after school.
- Teachers don't feel as though they have any say in decision making and school practices.
- Duty assignments are assigned by administrators. However there is no accountability for teachers who do not show up to duty. Testing schedule should be considered when duty assignments are made. This would help ensure that testing administrators don't have duty on testing days.
- Testing administration and hall monitoring duties should be assigned and shared amongst all teachers, grade levels, and content area.
- Master schedule gives equal time to all classes however instructional time is not protected from interruptions.   The master calender should available and current so it can be consulted when planning assemblies and field trips.
- A blackout window from Spring bread to STAAR testing should be implemented in which instructional time is not to be interrupted for any non-UIL event.

School Context and Organization Strengths

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Technology

Technology Summary

Every teacher has a classroom with a camera phone, computer, laptop, a promethean board, and a document camera. Each grade level has a network printer. Many classrooms have clickers associated with the prometheans. Social Studies has laptop carts. ELA has tablet carts and the teachers have iPads. The campus library has computers. The campus has a computer lab. STEM and Tech Apps have lab facilities corresponding to their curriculum. The campus has two teacher accessible copy machines. The office staff has a dedicated copy machine.

Technology Strengths

- Most technology is new/up to date.
- The technology can be used to enhance teacher curriculum.
- District technology specialists are available to assist teachers.
- Campus has a dedicated technology person.
- Technology is available to students (laptop or tablet) in Social Studies and ELA and Library.
- District provides training in a multiple areas to improve teacher knowledge.
- Several software packages are available for staff: Review360, Eduphoria, TEAMS, Microsoft Office

Technology Needs

- Teachers need more training on activities that will involve the students in using the technology in the classroom.
- 6th and 7th Grade Social Studies laptop carts are old and several repairs or replacements are needed.
- Actual classroom training is needed for teachers in how to use the technology available: Active Inspire, Google Drive, Google Docs, Clickers, Edmodo.
- Student personal shares on the network have connection issues on a regular basis.
- Functional and reliable copy machines are needed.
- Copy machines that have staple functions available and are regularly stocked with staples.
- Each grade level should have its own copy machine.
- Each grade level needs its own high volume and reliable shared network printer.
- Teachers that print private information (SPED, LEP, etc) need their own printers.
- The campus needs a reserve stock of toner, ink, keyboards, mice, and promethean board pens.
- For students who do not have the Internet at home, provide technology for them to take home on a "check out as needed" basis.
- Provide a "flash drive" or USB storage for each student at the beginning of the year.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability 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
- Community and student engagement rating data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- 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
- 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
- Homeless data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Highly qualified staff data
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other 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

Summative Evaluation: Student Assessment Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
Critical Success Factors CSF 1 1) Increase the use of technology, dictionary and thesaurus skills in Language Arts classrooms		Woodard, Amy; Assistant Principal, Teachers	Teacher lesson plans			
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	Lesson plans, walk-throughs, formal observations			
Critical Success Factors CSF 2 3) Share data from CBA's 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	Teacher Lesson Plans			
Critical Success Factors CSF 1 4) Increase the use of Promethean Software, Clickers, and iPads		CIS, Principal, Assistant Principals	Teacher Lesson Plans			
Critical Success Factors CSF 1 5) Inventory all dictionaries and thesauruses on campus to provide 1:1 ratio for reading testing		Teachers, Campus Administrators	Inventory List			
Critical Success Factors CSF 1 CSF 2 6) CIS will facilitate PLCs weekly to discuss lesson plans, student learning strategies, data etc.		CIS, Principal, Assistant Principals	Meeting minutes, agenda, testing scores			

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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

Summative Evaluation: Student Assessment Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Lesson plans, walk-throughs, formal observations			
Critical Success Factors CSF 2 2) Share data from CBA's, 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	Teacher Lesson Plans			
Critical Success Factors CSF 1 3) Increase the use of Promethean Software, Clickers, and iPads		CIS, Principal, Assistant Principals	Teacher Lesson Plans			
Critical Success Factors CSF 1 CSF 2 4) CIS will facilitate PLCs weekly to discuss lesson plans, student learning strategies, data etc.		CIS, Principal, Assistant Principals	Meeting minutes, agenda, testing scores			
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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
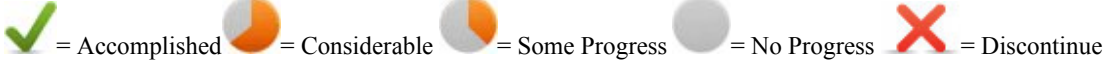
Summative Evaluation: Student Assessment Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Lesson plans			
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	Lesson plans, walk-throughs, observations			
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	Test 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	Lesson plans, walk-throughs, formal observations			
Critical Success Factors CSF 1 CSF 2 5) CIS will facilitate PLCs weekly to discuss lesson plans, student learning strategies, data etc.		CIS, Principal, Assistant Principals	Meeting minutes, agenda, testing scores			
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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

Summative Evaluation: Student Assessment Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
Critical Success Factors CSF 1 CSF 2 1) Department chair will facilitate PLCs weekly to discuss lesson plans, student learning strategies, data etc.		Department chair, Principal, Assistant Principals	Meeting minutes, agenda, testing 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		Department chair, Principal, Assistant Principal	Lesson plans, walk-throughs, formal observations			
Critical Success Factors CSF 1 3) Increase the use of Promethean Software, Clickers, and Laptops		Principal, Assistant Principal	Lesson Plans			
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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.

Summative Evaluation: Student Assessment Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Practice Fitness Scores		Teachers	Number of practices to achieve better fitness scores			
2) Include vocabulary word bank in lesson plans		Teachers	Lesson plans			
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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.

Summative Evaluation: Student Assessment Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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		CIS, Principal, Assistant Principals, Teachers	Lesson plans, walk-throughs, observations			
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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.

Summative Evaluation: STAAR reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	**Feb**	**June**
1) CIS's will 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, Campus Instructional Specialists	Minutes of meetings, agenda			
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	Teachers, Campus Instructional Specialists, Campus Administrators	Attendance rosters			
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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.

Summative Evaluation: Participation reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Identifying the students and provide permission letters to take the SAT.		Counselor; Family Involvement Coordinator	Increase in number of students signed up to take SAT.			
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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.

Summative Evaluation: Duke participation and score reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Promote the Duke Talent Search over announcements in the morning and during lunch.		Counselor; Family Involvement Coordinator	90% of students identified complete and turn in Duke application.			
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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.

Summative Evaluation: Student Data Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Encourage and support students to attend the SAT workshop		Principal; Assistant Principal; Family Involvement Coordinator; Counselor	Students will work on completion of Explorer test			
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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.

Summative Evaluation: Club Data Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	**Feb**	**June**
1) Ensure all clubs are high interest to students.		Campus Administrators	We will monitor the increasing number of students enlisting in each club.			
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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.
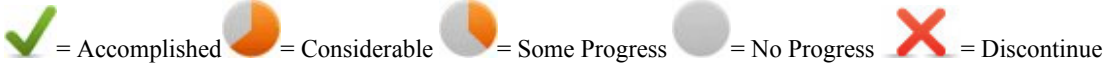
Summative Evaluation: Binder Reviews

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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.		AVID site-based team; Principal; Assistant Principal; Counselor	Teacher ensures each students has a binder.			
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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.

Summative Evaluation: Attendance Reports and surveys

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Student participation roster			
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, Family Involvement Coordinator, Teachers	Attendance Roster			
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		Teachers, Campus Administrators	Review 360 incidents and class rosters			
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Goal 5: Horace Mann Junior School will recruit, develop, and retain highly qualified and highly effective personnel.

Performance Objective 1: Recruit and retain Highly Qualified personnel.

Summative Evaluation: Campus Staffing Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Plan to attend job fairs in advance and recruit early from pool of Highly Qualified teachers in core academic subject areas, personal referrals; more detailed job descriptions.		Campus Administrators	Job Fair Report, Principal's data, Better qualified teachers applying			
2) Review applicant pool prior to interviewing potential candidates in order to select only Highly Qualified teachers from the applicant pool.		Principal	HQ audit report			
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.			
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Goal 5: Horace Mann Junior School will recruit, develop, and retain highly qualified and highly effective personnel.

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

Summative Evaluation: Training Reports and Observations

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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			
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	Master Schedule, Class Rosters			
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Goal 5: Horace Mann Junior School will recruit, develop, and retain highly qualified and highly effective personnel.

Performance Objective 3: Retain Highly Qualified teachers.

Summative Evaluation: Audit Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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, Director of Personnel	Teacher certificates			
2) Prepare a list of unfilled assignments to assure that all assignments and reassignments are filled with Highly Qualified Staff.		Principal	Master Schedule/NCLB Audit			
3) 3) Implement a Buddy System for new to the campus teachers.		Staff to be Assigned.	New teachers on campus would stay longer than one year.			
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Goal 5: Horace Mann Junior School will recruit, develop, and retain highly qualified and highly effective personnel.

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

Summative Evaluation: Staffing Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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, Director of Professional Development and Advanced Academics	Master schedule and teacher certifications			
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, Campus Instructional Specialists	Teacher GATE certifications			
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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.

Summative Evaluation: Parent data reports and surveys

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) To promote parental awareness and increase parental involvement, the principal, assistant principals, counselors, CISs and FIC 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, Family Involvement Coordinator, Counselors, Assistant Principals	Parent sign-in sheets, Parent Signature Binders, Review 360			
2) Establish communication between school, PTSO, and SNC Lavalin (Partner in Education), Assistant Principal, Family Involvement Coordinator, Counselors, Communities In Schools Interventionist and CIS team to plan school wide events in an effort to promote positive communication between school and community		Principal, Family Involvement Coordinator, Assistant Principal, Campus Instructional Specialists	Meeting agendas, Sign-in sheets			
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, Teachers, Family Involvement Coordinator, Assistant Principal	Orientation Agenda, sign-in sheets			
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		Family Involvement Coordinator, Assistant Principal, Principal	Sign-in sheets, agendas, handouts			
5) Increase parent knowledge of student academic achievement and conduct. FIC, CIS, AP's and Counselors will plan and implement 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	7	Principal	FIC will keep parent sign-in sheets, handouts and agendas			
6) Increase parent knowledge of LEP students by planning and implementing a quarterly parent meeting to discuss TELPAS		Principal, Assistant Principals	Sign-in sheets, agendas			
7) Establish a committee to review and revise the school Title I Compact and Policy and recruit staff members and parents/guardians to make revisions		Principal	Sign-In Sheets, agendas			

8) 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		Family Involvement Coordinator, Assistant Principal, Principal, Counselors, Social Worker Interventionist, CYS Worker, Communities in School Case Manager Attendance Clerk	Student Support Team Minutes and Attendance Contracts		
9) 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. Assistant Principals, CTS, FIC, Communities in Schools Case Manager	Sign-In Sheets Agendas		
✔ = 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.

Summative Evaluation: Student Data Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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.		Technology Integration Specialist, Teachers	Lesson plans, technology access			
2) Administrators, CTS, CIS will model the use of technology in order to promote integration into the general curriculum across all subjects.		Principal, Campus Instructional Specialists, Technology Integration Specialist	Lesson Plans			
✔ = 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.

Summative Evaluation: Lesson Plans and Observation Data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Ongoing training for teachers to incorporate Ipads in ELA instruction.		T-Tess Appraiser	lesson plans, observations, walk-throughs, professional development and increased student engagement			
2) Ongoing training for Social Studies teachers to incorporate laptops in the classroom for assessments and individual lessons.		T-Tess Appraiser	lesson plans, observations, walk-throughs, professional development and increased student engagement			
3) Ongoing training for all content based teachers in using clickers in the classroom to improve student performance and student engagement.		T-Tess Appraiser	lesson plans, observations, walk-throughs, professional development and increased student engagement,			
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

2016-2017 Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Erica Tran	Principal
Administrator	Earnest Brooks	Asst. Principal
Administrator	Martha Gonzalez	Asst. Principal
Classroom Teacher	Susan Dagley	Science- CIS
Classroom Teacher	Areasha Hebert	AVID Coordinator
Classroom Teacher	Amy Woodard	ELA- CIS
Classroom Teacher	Melanie Workman	Math-CIS