

Goose Creek Consolidated Independent School District

Horace Mann Junior High

2019-2020 Campus Improvement Plan



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 2019 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 985 students for the 2018-2019, projected increase to 1040 for the 2019-2020 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 Academic Achievement

Student Academic Achievement Summary

The comprehensive needs assessment process was completed during April and May 2019 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

Program Evaluations were completed and the following information was determined:

- Gifted and Talented- All teachers teaching PreAP students are GT certified. Additional training for classroom extended activities is needed.
- Special Education- Incoming 6th-grade students identified early by Resource teachers for possible change to least restrictive environments and proposed changes to ARD committee for proper placement. Inclusion support also needed in social studies and science classrooms. A large Sped population and block scheduling makes it difficult to service students because Sp. Ed. personnel is limited. Goal to increase student reading levels.
- SCE-more Reading and writing interventionists and materials needed to address reading levels. Mentoring activities for at-risk students needed. At-risk student population is 90% so there is concern as to how the campus will be able to meet the needs of such a large student population.
- ESL- Campus has at least one ESL certified teacher in every grade level/content level. At least 5 more teachers need to be certified. Additional training is needed for teachers to learn how to better support students reading below grade level and/or struggling with English language acquisition. LEP enrollment is increasing by at least 40 students, however, ESL support staff numbers are staying the same.
Title 1-Strengths include the supplemental support of the campus instructional specialists to support classroom teachers and instructional planning.
The campus student success specialist was hired late in the year and plans on organizing more parent/community involvement activities this for the

2019-2020 school year The CS3 conducts home visits, mentors students, and helps students and families find resources.

Student Academic Achievement Strengths

- 8th grade students overall showed major gains in all tested subjects. 8th Grade Science is our strongest tested subject.
- 6th Grade math showed significant gains from 2017-2018 data.
- 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 Academic Achievement Needs

Problem Statement 1: STAAR Writing Scores are 9% lower than the district average of percentage reaching Approaches level **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. Writing across and within the curriculum is not fully implemented.

School Processes & Programs

School Processes & Programs Summary

The comprehensive needs assessment process was completed during April and May 2019 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. History) 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

Perceptions

Perceptions Summary

The comprehensive needs assessment process was completed during April and May 2019 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 this school year. They feel they are more inclined to be heard and 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. Some teachers feel that discipline is not consistent across grade levels.

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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents and School aren't connected as a united front to address student discipline and apathy **Root Cause:** Discipline is inconsistent across grade levels, some teachers are needing additional support with classroom management skills and working with students in poverty, and there is not enough school initiated invitations to parents so that trust can be built between the school and community.

Priority Problem Statements

Problem Statement 1: Parents and School aren't connected as a united front to address student discipline and apathy

Root Cause 1: Discipline is inconsistent across grade levels, some teachers are needing additional support with classroom management skills and working with students in poverty, and there is not enough school initiated invitations to parents so that trust can be built between the school and community.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: STAAR Writing Scores are 9% lower than the district average of percentage reaching Approaches level

Root Cause 2: 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. Writing across and within the curriculum is not fully implemented.

Problem Statement 2 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- 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 End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data
- Student failure and/or retention rates
- 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

- Economically disadvantaged / Non-economically disadvantaged performance 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, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM 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
- Enrollment trends

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
- TTESS data
- 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

Revised/Approved: October 07, 2019

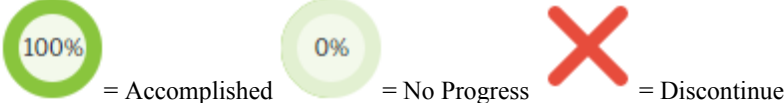
Goal 1: Horace Mann Junior School will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success

Performance Objective 1: Through rigorous Tier 1 instruction and timely interventions, HMJ students will increase Approaching 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 Source(s) 1: Common Formative Assessments, CBAs, benchmarks, 2019-2020 STAAR data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) All teachers will implement the Writing, Collaboration and Reading component of WICOR in classroom instruction:	2.4	Principal Assistant Principals Instructional Specialists	Increase in Student Assessment Scores			
	Problem Statements: Student Academic Achievement 1					
2) All teachers will implement Quickwrites and Turn and Talks at least 3 days a week.		Principal Assistant Principal Instructional Specialists	Increase in Student Assessment Scores			
	Problem Statements: Student Academic Achievement 1					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
3) All STAAR tested teachers will implement a data tracker for students to track their own progress	2.5	Principal Assistant Principal Instructional Specialists	Increase in Student Assessment Scores, More Student Buy-in			
	Problem Statements: Student Academic Achievement 1					
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.		Principal Assistant Principal Instructional Specialists Teachers	Increase in student achievement			
	Problem Statements: Student Academic Achievement 1					
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.		Campus Admin, Content Specialists	increased student achievement and teacher efficacy			
	Problem Statements: Student Academic Achievement 1 Funding Sources: Coordination of Local, State, and Federal Funds - 190000.00					
						

Performance Objective 1 Problem Statements:

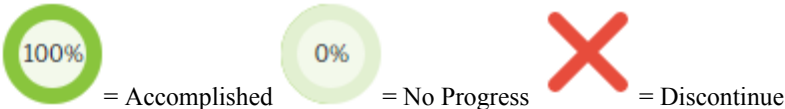
Student Academic Achievement
Problem Statement 1: STAAR Writing Scores are 9% lower than the district average of percentage reaching Approaches level Root Cause 1: Writing teachers are more comfortable and trained to teach reading. More training is needed on best practices to integrate both skills (reading and writing) simultaneously. Writing across and within the curriculum is not fully implemented.

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 Source(s) 2: 2018-2019 STAAR Data, 2019-2020 CBA/Benchmark Data

Summative Evaluation 2:

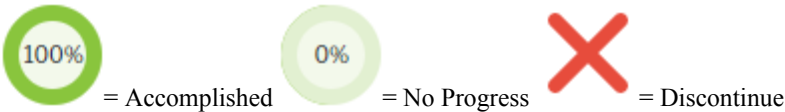
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) SPED teachers/inclusion teachers will develop a follow-up plan to meet with teachers during designated grading intervals (progress reports or report cards) in order to address IEPs and accommodations/modifications 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.		Case Manager, Campus Admin, General Ed teacher	Increase in SpEd student performance			
						

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) PLCs will be conducted weekly to discuss student learning objectives, student learning strategies, and data to ensure strong Tier 1 Instruction.	2.4	Principal Assistant Principals	Increase in Student Assessment Scores			
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.		Principal Assistant Principal	Increase in Student Assessment Scores			
Problem Statements: Student Academic Achievement 1						
						

Performance Objective 1 Problem Statements:

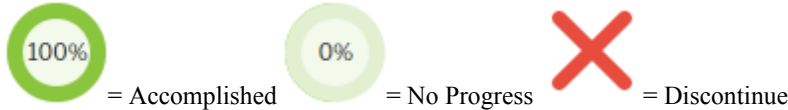
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Goal 2: Horace Mann Junior School will provide a well-balanced and appropriate curriculum to all students.

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 Source(s) 2: Lesson plans and walk throughs

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Schedule ELs in heterogeneous classrooms with ESL certified teachers so to focus on delivering targeted instruction		Counselor, Teachers, Assistant Principal, Principal	Increase in ELs exiting the program			
2) Resource ELA students will be schedule in a reading elective course		Counselor, Teachers, Assistant Principal, Principal	Close reading gaps and increase the number of students improving towards grade level reading.			
Funding Sources: Local Funds - 800.00						
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.		Campus Admin	identified trends in delivery of instruction, more accurate and relevant feedback given to teachers, increase in student achievement			
Problem Statements: Student Academic Achievement 1						
						

Performance Objective 2 Problem Statements:

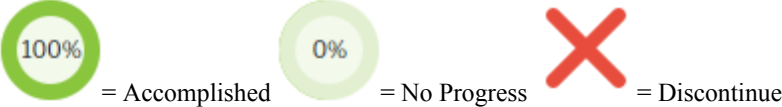
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Goal 2: Horace Mann Junior School will provide a well-balanced and appropriate curriculum to all students.

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 Source(s) 3: Data talk Reports (Triad Meeting reports)

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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.		Content Specialists, Teachers, Assistant Principal, Principal	Increased alignment to the TEKS, increased student success on all summative assessments			
						

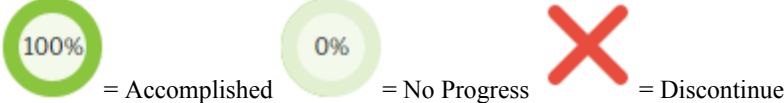
Goal 3: Horace Mann Junior School, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

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 Source(s) 1: Student Data Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Analyze data from the CBAs and Benchmarks to develop plans for student growth and revisit plans for reteach and extension of learning	2.6	Teachers Campus Instructional Specialists Campus Administrators	Increase in Student Assessment Scores			
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		Campus Administrators	Increase in Student Assessment Scores			
Funding Sources: Coordination of Local and State Funds - 20000.00						
3) Promote student attendance with incentives each 6 weeks		Principal Assistant Principal Counselor	improved attendance			
4) Provide workshops and family nights for students and parents emphasizing the importance of higher education		CS3, Counselors, Campus Admin.	Parents and students become more aware of post secondary options for their child			
Problem Statements: Perceptions 1						
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.		Principal, CS3 Counselor, Assistant Principal, Teachers, Communities In School, Social Worker	Increase in attendance rate Decrease in failure rate. Decrease in the number of students requiring attendance recovery			
Problem Statements: Perceptions 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
6) Provide student success supports to identified students that are struggling with attendance, academics, and/or behavior.	2.6	Principal Campus Student Success Specialist	Improved student success with attendance, academics, and/or behavior			
Funding Sources: Coordination of Local, State, and Federal Funds - 65000.00						
						

Performance Objective 1 Problem Statements:

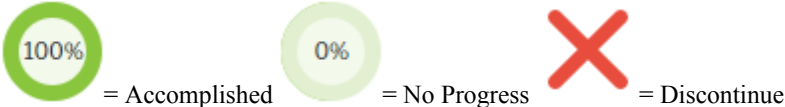
Perceptions
Problem Statement 1: Parents and School aren't connected as a united front to address student discipline and apathy Root Cause 1: Discipline is inconsistent across grade levels, some teachers are needing additional support with classroom management skills and working with students in poverty, and there is not enough school initiated invitations to parents so that trust can be built between the school and community.

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 and systemic manner.

Evaluation Data Source(s) 1: Attendance Reports and Review 360 Reports, Data from Focus Groups

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Identify and recognize students for attendance, student progress and good citizenship each 6 weeks grading period		Teachers, Assistant Principal, Counselors, CS3 Principal	Improved student behavior and attendance			
2) Implement campus anti-bullying program led by student leaders		Campus Administrators, counselors, CS3, teachers	Improved student behavior and promote safe learning environment			
Funding Sources: Local Funds - 1500.00						
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.		Campus Admin	Decrease in number of discipline referrals			
Problem Statements: Perceptions 1						
4) Integrate the GREAT Program (drug awareness and discipline program) into the 6th/7th grade social studies curriculum curriculum.		Teachers, Campus Administration	Less discipline referrals			
Problem Statements: Perceptions 1						
						

Performance Objective 1 Problem Statements:

Perceptions

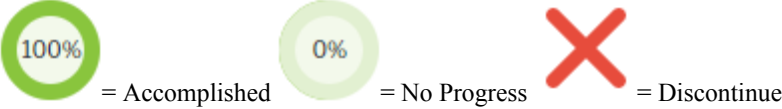
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Goal 5: Horace Mann Junior School will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Recruit and retain highly effective personnel.

Evaluation Data Source(s) 1: Campus Staffing Reports

Summative Evaluation 1:

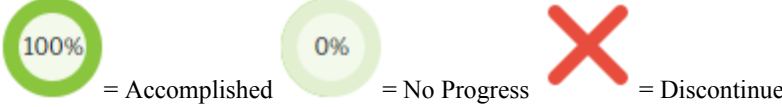
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Plan to attend job fairs in advance and recruit early from pool of highly effective teachers in core academic subject areas.		Campus Administrators	100% highly effective staff hired			
2) 3)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

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Content Instructional Specialists will conduct coaching sessions to support classroom instruction.		Principal Assistant Principal Instructional Specialists	Proficiency in delivery of instruction			
2) Teachers will demonstrate learned best practices and teaching strategies during PLCs		Principal Assistant Principal Instructional Specialists Teachers	Proficiency in delivery of instruction Higher Student Achievement			
3) Through the Rebuild Texas Initiative, parents, students, and staff will be offered training on mental health awareness and mentorship programs		Campus Administration, CS3, Counselors, Social Worker				
4) Teachers attend content level professional development as a team		Content Specialists, Campus Admin.	Increase in teacher efficacy classroom instruction, increase in student achievement			
	Problem Statements: Student Academic Achievement 1 Funding Sources: Local Funds - 2000.00					
						

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 1: STAAR Writing Scores are 9% lower than the district average of percentage reaching Approaches level **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. Writing across and within the curriculum is not fully implemented.

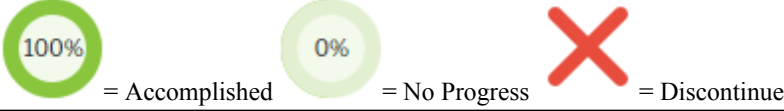
Goal 6: Horace Mann Junior School will establish and maintain parental and community partnerships in education to enhance student achievement.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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.	3.1	Principal CSSS	Increase in parent participation			
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.	3.2	Principal, CS3	Increase in parent involvement			
Funding Sources: Coordination of Local, State, and Federal Funds - 4800.00						
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		Principal	Increase in parent involvement			
Problem Statements: Perceptions 1 Funding Sources: Local Funds - 2000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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) 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		Principal	Increase in community and parent involvement			
	Problem Statements: Perceptions 1					
						

Performance Objective 1 Problem Statements:

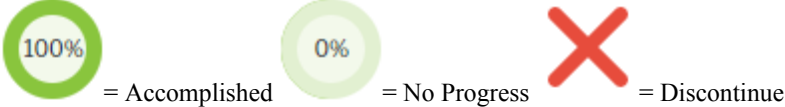
Perceptions
Problem Statement 1: Parents and School aren't connected as a united front to address student discipline and apathy Root Cause 1: Discipline is inconsistent across grade levels, some teachers are needing additional support with classroom management skills and working with students in poverty, and there is not enough school initiated invitations to parents so that trust can be built between the school and community.

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:

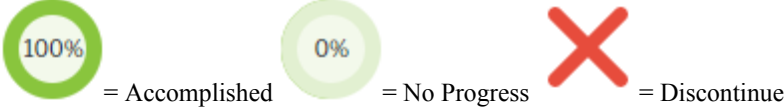
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Model the use of technology in order to promote integration into the general curriculum across all subjects.		Principal	Increase in student achievement			
2) Increase the use of Promethean Software, Clickers, and iPads		Principal Assistant Principals	Increase in Student Assessment Scores			
3) 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			
						

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	ELEMENTS	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			
						

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Plan Notes

Comprehensive Needs Assessment Meetings:

ILT Meetings:

Parent Policy, Compact, and CIP Meetings:

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Christie Speights	Principal
Administrator	Areasha Hebert	Assistant Principal
Administrator	Martha Gonzalez	Assistant Principal
Business Representative	Horacio Trevino	Community Partners
Parent	Staci Archibald	Parent
Classroom Teacher	Leslie Cogdell	Teacher
Classroom Teacher	Kelsi Martin	teacher
Classroom Teacher	Susan Dagley	Teacher
Classroom Teacher	Lucas Omtvedt	Teacher
Classroom Teacher	Margaret Nolan	teacher
Paraprofessional	Sandra Garza	paraprofessional
Parent	Ariana Rosas	paraprofessional
District-level Professional	Precious Reimonenq	Director of Counseling
Classroom Teacher	Amy Woodard	teacher
Classroom Teacher	Melanie Eastman	teacher
Classroom Teacher	Melanie Workman	teacher
Classroom Teacher	Amanda Majeed	teacher

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	reading materials, supplies		\$800.00
4	1	2	Anti Bullying curriculum and workshops, student materials, supplies, flyers,		\$1,500.00
5	2	4	Core content professional development and resources		\$2,000.00
6	1	3	Materials, supplies, guest speakers		\$2,000.00
Sub-Total					\$6,300.00
Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Campus Instructional Specialists focused on instructional coaching	Title I Part A	\$190,000.00
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	\$800.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I Part A	\$4,000.00
Sub-Total					\$259,800.00
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	\$20,000.00
Sub-Total					\$20,000.00
Grand Total					\$286,100.00