Goose Creek Consolidated Independent School District

Horace Mann Junior High

2021-2022 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 in May 2021 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 975 students and the projected number of enrollment will drop to about 900 because of a new Junior School opening in 2021-22.
- We have a 20% student mobility rate.
- Approximately 92% attendance rate.
- The 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

- Highly qualified and certified teachers
- Student Support Team
- PLCs help close the gaps.

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

Student Learning

Student Learning Summary

The comprehensive needs assessment process was completed in May 2021 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

Preliminary STAAR Scores showed the following:

- Math 6 Masters scores are tied with two other schools in GCCISD, but are significantly low.
- Reading 6 scores are tied with two other campuses in GCCISD, but ahead of another school in all performance levels.
- Math 7 has the second-highest master's scores in comparison to the other GCCISD campuses.
- Math 7 and Science 8 are close to other GCCISD campuses
- Math and Reading 8 scores are the lowest in percent score in the district
- Social Studies scores remain low.

Student Learning Strengths

- Algebra 100% Mastery
- Math 6th
- Reading 6th
- Math 7th
- Reading 7th
- Social Studies 8th
- Although the scores were not where they need to be, in comparison, the 2019 data HMJ did not regress as much as some of the other campuses in GCCISD.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The students with disabilities appear to be significantly lower than other identified groups in all testing areas. **Root Cause:** While students who are in resource math and/or reading were assigned to an intervention period, the intervention time was not enough to support for students to make gains.

School Processes & Programs

School Processes & Programs Summary

The comprehensive needs assessment process was completed during May 2021 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

- Sixth-grade mastery of the Math TEKS, although on par with other junior highs in the district, is lower when compared to the 7th and 8th-grade STAAR scores.
- Student Product and Student Academic Talk have 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 to 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

- 7th and 8th-grade students show growth from 6th grade. We have several opportunities for professional development. The administration has excelled this year at supporting staff, so our main focus can continue to be on rigorous learning.
- 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.
- The curriculum is aligned with the TEKS
- Teachers are committed to improving student academic achievement
- The PLC process has been done with fidelity within most core subjects.

Perceptions

Perceptions Summary

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

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

Perceptions Strengths

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

Priority Problem Statements

Problem Statement 1: The students with disabilities appear to be significantly lower than other identified groups in all testing areas.

Root Cause 1: While students who are in resource math and/or reading were assigned to an intervention period, the intervention time was not enough to support for students to make gains.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

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: HMJ students will increase performance as follows: 6th-8th Reading will increase overall by a cumulative percentage of 10% across all 3-grade levels, 6th-8th Grade Math will increase overall by a cumulative percentage of 10% across all 3-grade levels.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: All teachers will implement the Writing, Collaboration and Reading component of WICOR in classroom instruction.	**Formative**		
Strategy's Expected Result/Impact: Increase in Student Assessment Scores	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators; Instructional Specialists			
Title I Schoolwide Elements: 2.4			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: All teachers will implement Quickwrites and Turn and Talks at least 3 days a week.	**Formative**		
Strategy's Expected Result/Impact: Increase in Student Assessment Scores	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators; Instructional Specialists			
Strategy 3 Details	**Formative Reviews**		
Strategy 3: 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.	**Formative**		
Strategy's Expected Result/Impact: increased student achievement and teacher efficacy	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators; Instructional Specialists			
Funding Sources: Campus Instructional Specialists focused on instructional coaching - Coordination of Local, State, and Federal Funds - Title I Part A - $200,000			
Strategy 4 Details	**Formative Reviews**		
Strategy 4: All STAAR tested teachers will implement a data tracker for students to track their own progress.	**Formative**		
Strategy's Expected Result/Impact: Increase in Student Assessment Scores, More Student Buy-in	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators; Instructional Specialists			
Title I Schoolwide Elements: 2.5			

Strategy 5 Details	Formative Reviews		
Strategy 5: HMJ will develop and implement a comprehensive accelerated instruction 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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in student achievement **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 6 Details	Formative Reviews		
Strategy 6: 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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in SpEd student performance **Staff Responsible for Monitoring:** Campus Administrators			

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

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

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

    Evaluation Data Sources: STAAR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: 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.	**Formative**		
Strategy's Expected Result/Impact: Identified trends in delivery of instruction, more accurate and relevant feedback given to teachers, increase in student achievement **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: PLCs will be conducted weekly to discuss student learning objectives, student learning strategies, and data to ensure strong Tier 1 Instruction.	**Formative**		

Strategy's Expected Result/Impact: Increase in Student Assessment Scores
     Staff Responsible for Monitoring: Campus Administrators
 	
     Title I Schoolwide Elements: 2.4
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Content Instructional Specialists will conduct coaching sessions to support classroom instruction.	**Formative**		
Strategy's Expected Result/Impact: Proficiency in delivery of instruction **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will use regular common formative assessments (every 2-3 weeks.) and common summative assessments (CBAs, Benchmarks, and common assessments 2-3 per semester) to determine student weaknesses and deficiencies in curriculum and teacher instruction. The resulting data will be utilized to drive instructional practices and adapt curriculum to student needs.	**Formative**		
Strategy's Expected Result/Impact: Increased alignment to the TEKS, increased student success on all summative assessments **Staff Responsible for Monitoring:** Campus Administrators; Instructional Specialists	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Interventions will take place within blocked ELA/MATH classrooms. This will be ongoing throughout the school year, beginning the 1st 6 weeks of instruction.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in Student Assessment Scores **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 6 Details	Formative Reviews		
Strategy 6: Ensure that EL students are scheduled in classes with ESL certified teachers in order to focus on delivering targeted instruction.	**Formative**		
Strategy's Expected Result/Impact: Increase in ELs exiting the program **Staff Responsible for Monitoring:** Campus Administrators; Instructional Specialists	**Nov**	**Feb**	**June**
Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL funds - $600			

Strategy 7 Details	Formative Reviews		
Strategy 7: Ensure that Resource ELA students are scheduled in a reading elective course.	**Formative**		
Strategy's Expected Result/Impact: Close reading gaps and increase the number of students improving towards grade level reading.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			
Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - $500			

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

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

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

    Evaluation Data Sources: Student Data Reports

Strategy 1 Details	Formative Reviews		

Strategy 1: The Student Support Team-Student Wellness Interventionist, Communities in Schools, and Counselors will work together to develop a system of working with students and parents to work with students who fall into the "chronically absent" category (excessive absences), may be failing classes, and/or have behavioral concerns to provide support and resources that will assist them with being successful with school requirements.
    Strategy's Expected Result/Impact: Increase in attendance rate; Decrease in failure rate; Decrease in behavior issues
    Staff Responsible for Monitoring: Campus Administrators
 	
    Funding Sources: Student Wellness Interventionist Payroll Costs - Coordination of Local and State Funds - SCE Funds - $70,000
	Formative		

	Nov	**Feb**	**June**

Strategy 2 Details	Formative Reviews		

Strategy 2: Provide student success supports to identified students that are struggling with attendance, academics, and/or behavior.
    Strategy's Expected Result/Impact: Improved student success with attendance, academics, and/or behavior
    Staff Responsible for Monitoring: Principal; Campus Student Success Specialist
 	
    Title I Schoolwide Elements: 2.6
    Funding Sources: Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I Part A - $65,000
	Formative		

	Nov	**Feb**	**June**

Strategy 3 Details	Formative Reviews		

Strategy 3: Promote student attendance with incentives each 6 weeks.
    Strategy's Expected Result/Impact: Improved attendance
    Staff Responsible for Monitoring: Campus Administrators
	Formative		

	Nov	**Feb**	**June**

Strategy 4 Details	Formative Reviews		

Strategy 4: Analyze data from the CBAs and Benchmarks to develop plans for student growth and revisit plans for reteach and extension of learning
    Strategy's Expected Result/Impact: Increase in Student Assessment Scores
    Staff Responsible for Monitoring: Campus Administrators; Instructional Specialists
 	
    Title I Schoolwide Elements: 2.6
	Formative		

	Nov	**Feb**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: 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.	**Formative**		
Strategy's Expected Result/Impact: Increase in Student Assessment Scores	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide accelerated instruction to identified at-risk students.	**Formative**		
Strategy's Expected Result/Impact: Increase in Student Assessment Scores	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			
Title I Schoolwide Elements: 2.6			
Funding Sources: Payroll costs for tutoring and supplemental intervention materials - Coordination of Local and State Funds - SCE Funds - $8,000			

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

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Identify and recognize students for attendance, student progress and good citizenship each 6 weeks grading period	**Formative**		
Strategy's Expected Result/Impact: Improved student behavior and attendance **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

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

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

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

Strategy 5 Details	Formative Reviews		
Strategy 5: Implement more opportunities for staff recognition's and incentives.	**Formative**		
Strategy's Expected Result/Impact: Increase and maintain staff morale **Staff Responsible for Monitoring:** Campus Administration	**Nov**	**Feb**	**June**

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

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

Performance Objective 1: Recruit and retain highly effective personnel.

    Evaluation Data Sources: Campus Staffing Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Plan to attend job fairs in advance and recruit early from pool of highly effective teachers in core academic subject areas.	**Formative**		
Strategy's Expected Result/Impact: 100% highly effective staff hired **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement New Teacher trainings throughout the academic school year.	**Formative**		
Strategy's Expected Result/Impact: Increase teacher retention **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will attend content level professional development as a team in order to promote teacher retention.	**Formative**		
Strategy's Expected Result/Impact: Increase in teacher efficacy classroom instruction, increase in student achievement **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will demonstrate the highly effective skills through incorporating best practices and teaching strategies during PLCs.	**Formative**		
Strategy's Expected Result/Impact: Proficiency in delivery of instruction, Higher Student Achievement **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: Through the Rebuild Texas Initiative, parents, students, and staff will be offered training on mental health awareness and mentorship programs.	**Formative**		
Strategy's Expected Result/Impact: Improve student and staff outcomes **Staff Responsible for Monitoring:** Campus Administration	**Nov**	**Feb**	**June**

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

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

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

    Evaluation Data Sources: Parent data reports and surveys

Strategy 1 Details	Formative Reviews		

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

	Nov	**Feb**	**June**

Strategy 2 Details	Formative Reviews		

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

	Nov	**Feb**	**June**

Strategy 3 Details	Formative Reviews		

Strategy 3: Provide workshops and family nights for students and parents emphasizing the importance of higher education through parent and family engagement activities focused on Math, Science, ELA and Social Studies, and other areas of interest.
    Strategy's Expected Result/Impact: Increase in Parent Involvement
    Staff Responsible for Monitoring: Campus Administrators
	Formative		

	Nov	**Feb**	**June**

Strategy 4 Details	Formative Reviews		

Strategy 4: Promote parental awareness and increase parental involvement by providing informative and meaningful communication with parents through 6th grade orientation, open house, conferences, the school newsletter, the school website, and the Student Support Team.
    Strategy's Expected Result/Impact: Increase in parent involvement
    Staff Responsible for Monitoring: Campus Administrators
	Formative		

	Nov	**Feb**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide volunteer training and recognition activities for parents and community members to increase opportunities to volunteer as well as the Principal's newsletter and school website to keep parents informed about upcoming volunteer opportunities.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in parent involvement **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 6 Details	Formative Reviews		
Strategy 6: Establish communication between the school and the Partner in Education to plan school wide events in an effort to promote positive communication between school and community	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in community and parent involvement **Staff Responsible for Monitoring:** Principal			

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

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

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

    Evaluation Data Sources: Student Data Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Model the use of technology in order to promote integration into the general curriculum across all subjects.	**Formative**		
Strategy's Expected Result/Impact: Increase in student achievement	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Increase the use of Promethean Software, Clickers, and iPads	**Formative**		
Strategy's Expected Result/Impact: Increase in Student Assessment Scores	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Assistant Principals			
Strategy 3 Details	**Formative Reviews**		
Strategy 3: Include more Promethean Board, Ipads, and Clickers as an instructional tool to deliver science lessons to reach all learning styles	**Formative**		
Strategy's Expected Result/Impact: Increase in Student Assessment Scores	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			
Strategy 4 Details	**Formative Reviews**		
Strategy 4: Ongoing training for teachers to incorporate Ipads in all classroom instruction.	**Formative**		
Strategy's Expected Result/Impact: Increased student engagement	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			
Strategy 5 Details	**Formative Reviews**		
Strategy 5: Ongoing training for all content based teachers in using clickers in the classroom to improve student performance and student engagement.	**Formative**		
Strategy's Expected Result/Impact: Increased student engagement	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrator			

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

Campus Funding Summary

			Coordination of Local, State, and Federal Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Campus Instructional Specialists focused on instructional coaching	Title I Part A	$200,000.00
3	1	2	Campus Student Success Specialist to support student success components	Title I Part A	$65,000.00
6	1	2	Supplies for academic parent engagement campus training sessions	Title I, Part A Funds	$500.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I Part A	$4,000.00
				Sub-Total	$269,500.00
			Coordination of Local and State Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	6	Supplemental instructional materials	Bilingual/ESL funds	$600.00
2	1	7	Supplemental instructional materials	Special Education Funds	$500.00
3	1	1	Student Wellness Interventionist Payroll Costs	SCE Funds	$70,000.00
3	1	6	Payroll costs for tutoring and supplemental intervention materials	SCE Funds	$8,000.00
				Sub-Total	$79,100.00
				Grand Total	$348,600.00