

Goose Creek Consolidated Independent School District
Horace Mann Junior High
2024-2025 GCCISD School Board Review-September 2024



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 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)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

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: At Horace Mann Junior High, we are committed to improving student performance with targeted goals for the upcoming academic year. Specifically, we aim to enhance overall student scores in Reading and Math across all three grade levels, 6th through 8th. Our objective is to achieve a cumulative increase in performance percentages, ensuring measurable progress for every student in these core subjects.

Evaluation Data Sources: Common Formative Assessments, CUA's , NWEA, STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: All teachers will implement the Writing, Collaboration and Reading component of WICOR in classroom instruction. Strategy's Expected Result/Impact: Increase in Student Assessment Scores Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All teachers will implement Quickwrites and Turn and Talks at least 3 days a week. Strategy's Expected Result/Impact: Increase in Student Assessment Scores Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coach	Formative		
	Nov	Feb	June
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. Strategy's Expected Result/Impact: increased student achievement and teacher efficacy Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coach Title I: 2.4 Funding Sources: Costs for Teaching and Learning Coach - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$200,000	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
Strategy 4: All STAAR tested teachers will implement a data tracker for students to track their own progress. Strategy's Expected Result/Impact: Increase in Student Assessment Scores, More Student Buy-in Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coach	Formative		
	Nov	Feb	June
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 in order to increase learning time and a well rounded education. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Administrators Title I: 2.5	Formative		
	Nov	Feb	June
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. Strategy's Expected Result/Impact: Increase in SpEd student performance Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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.

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. 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	Formative		
	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. Strategy's Expected Result/Impact: Increase in Student Assessment Scores Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Review the coaching sessions conducted to analyze and plan for continued improvement to classroom instruction. Strategy's Expected Result/Impact: Proficiency in delivery of instruction Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will implement goal setting/data tracking with students before every assessment (CUAs, NWEA, Interim) to determine student weaknesses and deficiencies in curriculum and teacher instruction. The resulting data will drive instructional practices and adapt the curriculum to student needs. Strategy's Expected Result/Impact: Increased alignment to the TEKS, increased student success on all summative assessments Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Intervention classes are scheduled for ELAR/MATH classrooms. This will continue throughout the school year. Strategy's Expected Result/Impact: Increase in Student Assessment Scores Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coach	Formative		
	Nov	Feb	June





Strategy 6 Details	Formative Reviews		
Strategy 6: Ensure that ELL students are scheduled in classes with ESL-certified teachers in order to focus on delivering targeted instruction. Strategy's Expected Result/Impact: Increase in ELs exiting the program Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coach Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - ESL Funds - \$600	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Ensure that Resource ELAR students are scheduled in a reading elective course. Strategy's Expected Result/Impact: Close reading gaps and increase the number of students improving towards grade level reading. Staff Responsible for Monitoring: Campus Administrators Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$500	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Review the data for identified GT students and provide instructional support to increase academic gains. Strategy's Expected Result/Impact: Improve Achievement Growth Staff Responsible for Monitoring: Campus Administrators Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$500	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 by 3%; Decrease in failure rate by 5%; Decrease in behavior issues by 10%. Staff Responsible for Monitoring: Campus Administrators Title I: 2.6 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 by 5%. Staff Responsible for Monitoring: Campus Administrators; Campus Student Success Specialist Funding Sources: Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$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 by 3% Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Analyzing data from district and campus assessments will drive the action plans for student growth and revisit plans for reteaching and extension of learning. Strategy's Expected Result/Impact: Increase in Student Assessment Scores by 5% Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coach	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. Strategy's Expected Result/Impact: Increase in Student Assessment Scores 5% Staff Responsible for Monitoring: Campus Administrators ELAMSS Intervention Teacher Funding Sources: Costs for ELAMSS Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide accelerated instruction to identified at-risk students. Strategy's Expected Result/Impact: Increase in Student Assessment Scores with our SUB pop Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coach Funding Sources: Payroll costs for tutoring and supplemental intervention materials - Coordination of Local and State Funds - SCE Funds - \$8,000	Formative		
	Nov	Feb	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

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 Strategy's Expected Result/Impact: Improved student behavior and attendance by 5% Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement campus anti-bullying program led by student leaders. Strategy's Expected Result/Impact: Improved student behavior and promote a safe learning environment, we can measure through student involvement in organizations and campus committees, and we will conduct meetings once a month. Staff Responsible for Monitoring: Campus Administrators	Formative		
	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. Strategy's Expected Result/Impact: Decrease in the number of discipline referrals by 5% Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
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. Strategy's Expected Result/Impact: Fewer discipline referrals by 5% Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

Strategy 5 Details		Formative Reviews		
Strategy 5: Implement more opportunities for staff recognition's and incentives. Strategy's Expected Result/Impact: Increase and maintain staff morale, using staff and student survey results to create conditions that will address and build on-campus outcomes. Staff Responsible for Monitoring: Campus Administrators	Formative			
	Nov	Feb	June	
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>				

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. Strategy's Expected Result/Impact: Highly effective staff hired Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement New Teacher trainings throughout the academic school year. Strategy's Expected Result/Impact: Increase teacher retention BY 5%. Staff Responsible for Monitoring: Campus Administrators	Formative		
	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. Strategy's Expected Result/Impact: Increase in teacher efficacy classroom instruction, increase in student achievement by 5% . Staff Responsible for Monitoring: Campus Administrators	Formative		
	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. Strategy's Expected Result/Impact: Proficiency in delivery of instruction, Higher Student Achievement as a measure of all student's growth on all district and state assessments. Staff Responsible for Monitoring: Campus Administrators	Formative		
	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. Strategy's Expected Result/Impact: Increase the number of students involved in mentorship programs on the campus by 5%. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June



No Progress



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 by 10% Staff Responsible for Monitoring: Campus Administrators; Campus Student Success Specialist Title I: 4.1	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 by 10% Staff Responsible for Monitoring: Campus Administrators; Campus Student Success Specialist Title I: 4.2 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 Funds - \$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 by 10 % 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 by 10%. 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. Strategy's Expected Result/Impact: Increase in parent involvement by 10%. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
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 Strategy's Expected Result/Impact: Increase in community and parent involvement by 10%. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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. Strategy's Expected Result/Impact: Increase in student achievement, having the CTS provides the teachers with the necessary tools to track student growth through the use of technology. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase the use of Promethean Software, Clickers, and iPads Strategy's Expected Result/Impact: Increase in Student Assessment Scores by 5%. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
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 Strategy's Expected Result/Impact: Increase in Student Assessment Scores by 5%. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Ongoing training for teachers to incorporate Ipads in all classroom instruction. Strategy's Expected Result/Impact: Increased student engagement, measured by using the campus problem of practice rubric to determine student engagement. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
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. Strategy's Expected Result/Impact: Increased student engagement, measured by using the campus problem of practice rubric to determine student engagement. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June



No Progress



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	Costs for Teaching and Learning Coach	Title I Part A Funds	\$200,000.00
3	1	2	Campus Student Success Specialist to support student success components	Title I Part A Funds	\$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 Funds	\$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	ESL Funds	\$600.00
2	1	7	Supplemental instructional materials	Special Education Funds	\$500.00
2	1	8	Supplemental instructional materials	GT Funds	\$500.00
3	1	1	Student Wellness Interventionist Payroll Costs	SCE Funds	\$70,000.00
3	1	5	Costs for ELAMSS Intervention Teacher	SCE Funds	\$70,000.00
3	1	6	Payroll costs for tutoring and supplemental intervention materials	SCE Funds	\$8,000.00
Sub-Total					\$149,600.00