

Goose Creek Consolidated Independent School District

Horace Mann Junior High

2025-2026 Goose Creek CISD Board Review - September 2025



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: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: The English Language Arts Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is the ELA department will fully implement the K.A.T. Curriculum daily to increase student performance across grade levels, aiming to provide targeted professional development, ensure data-driven decisions, differentiated support, and monitor student progress regularly.

If we consistently implement the K.A.T. curriculum and action steps, then we will achieve our goal of a 10% increase in student performance across "Approaches," "Meets," and "Masters" with all students.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details
<p>Strategy 1: The campus will focus on implementation of K.A.T Curriculum using:</p> <p>Effective Planning: Use the PLC process and K.A.T. Framework to align planning, teaching, and assessment.</p> <p>Professional Development: Provide targeted ELA PD through the District, TLCs, and AVID to support the K.A.T. Framework</p> <p>Analyze Data: Utilize student and teacher data to identify learning gaps, refine instructional strategies, and enhance overall teaching effectiveness.</p> <p>Instruction Support Plan: TLCs and Principals work closely with teachers to identify learning gaps and create tailored strategies that address both student and teacher needs.</p> <p>Monitor Progress and Collaborate: Track student progress and collaborate to refine instruction and address challenges</p> <p>Strategy's Expected Result/Impact: The campus accountability will improve through:</p> <p>Progress Monitoring Plan and Artifacts</p> <p>Progress Monitoring</p> <p>Admin Artifacts</p> <p>Student artifacts</p> <p>Targeted Support</p> <p>Staff Responsible for Monitoring: Principal</p>

Strategy 2 Details

Strategy 2: The campus will provide an Accelerated Learning Plan to support students.

Students who did not meet performance standards have been placed in dedicated intervention classes taught by highly qualified teachers. These classes offer personalized instruction tailored to each student's academic needs, ensuring intentional progress monitoring and skill development.

Students who performed in the Approaches category have also been strategically identified and enrolled in our after-school tutorial program. This initiative provides additional academic support and focused intervention designed to address learning gaps and improve performance.

Strategy's Expected Result/Impact: Increase in Student Performance through:

HMJ Intervention Process Documentation

R.A.R.E. (Reteach, Assess, Reteach, Enrich) Implementation Calendar

Aligned Formative and Summative Assessments

Progress Learning Data Reports

Staff Responsible for Monitoring: Principal

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: The Math Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is to focus employing evidence-based strategies to enhance student performance and growth by improving their understanding of mathematical concepts, critical thinking, and problem-solving skills through practical application.

If teachers implement evidence-based strategies and students engage effectively with these approaches to apply mathematical concepts, critical thinking, and problem-solving skills, then students will either achieve a full year's growth or advance to the next performance level.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details
<p>Strategy 1: The campus will employ evidence-based strategies to enhance student performance and growth by improving their understanding of mathematical concepts, critical thinking, and problem-solving skills through practical application, as well as by implementing the PLC process to provide consistent instructional coaching, and coaching opportunities in classrooms to provide targeted training aligned with high-leverage math strategies.</p> <p>Strategy's Expected Result/Impact: Improvement with:</p> <p>Data Analysis - Use student and teacher performance data to make informed instructional adjustments and improve outcomes.</p> <p>Strategic Action Planning - Develop and implement a plan that focuses on student artifacts and the effectiveness of lab investigations to enhance performance.</p> <p>Monitor & Collaborate - Track student progress regularly and promote collaborative planning to identify and resolve instructional challenges.</p> <p>Instructional Support & Coaching</p> <p>Goal Setting for Teachers and Students</p> <p>Improving Instructional Practices</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 2 Details
<p>Strategy 2: The campus will provide an Accelerated Learning Plan to support students.</p> <p>Students who did not meet performance standards have been placed in dedicated intervention classes taught by highly qualified teachers. These classes offer personalized instruction tailored to each student's academic needs, ensuring intentional progress monitoring and skill development.</p> <p>Students who performed in the Approaches category have also been strategically identified and enrolled in our after-school tutorial program. This initiative provides additional academic support and focused intervention designed to address learning gaps and improve performance.</p> <p>Strategy's Expected Result/Impact: Increase in Student Performance through:</p> <p>HMJ Intervention Process Documentation</p> <p>R.A.R.E. (Reteach, Assess, Reteach, Enrich) Implementation Calendar</p> <p>Aligned Formative and Summative Assessments</p> <p>Progress Learning Data Reports</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: The Science Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is to increase the percentage of instructional units that begin with a hands-on lab investigation to 85%. This will be accomplished by embedding engaging, inquiry-based experiments as the launch point for each unit, building conceptual understanding, and fostering student curiosity.

If the Science Department begins 85% of units with hands-on lab investigations, then student engagement and conceptual understanding will significantly improve, resulting in a 10% increase in student performance across all categories on the STAAR science assessment.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details
<p>Strategy 1: The campus will implement hands-on experiments as a central instructional strategy. Effective planning will be carried out through the PLC process, allowing teachers to collaboratively design units that begin with hands-on investigations aligned with the TEKS and the 5E instructional model. To build teacher capacity, the TLC will provide targeted professional development focused on integrating inquiry-based strategies, lab safety, and classroom management for science labs. In addition, coaching and modeling support will be offered to 8th-grade science teachers, helping them effectively design, execute, and manage impactful lab experiences.</p> <p>Data analysis will be conducted on a regular basis to evaluate both student performance and the instructional effectiveness of lab-based teaching. This data will inform ongoing instructional adjustments and support. An action plan will be developed to address areas of need, using student artifacts such as lab reports, formative assessments, and observation data to drive improvements in both student learning and teacher practice. Finally, progress will be continuously monitored through routine reviews of unit plans and classroom instruction. Collaboration among teachers, TLCs, and campus leaders will be encouraged to ensure consistency, share best practices, and make real-time instructional adjustments as needed.</p> <p>Strategy's Expected Result/Impact: Progress Monitoring will lead to student academic improvement with the following as to the key to success:</p> <ul style="list-style-type: none">Student Goal-Setting and Reflection FormsTeacher Goal-Setting FormsDistrict Curriculum & Instruction Calendar DatesDocumentation from Campus Mini-PDs <p>Staff Responsible for Monitoring: Campus Principal</p>

Strategy 2 Details

Strategy 2: The campus will provide an Accelerated Learning Plan to support students.

On Tuesdays and Thursdays, selected students participate in a 30-minute pull-out intervention session led by our Teacher Learning Coaches (TLCs). These small-group sessions focus on high-priority and challenging TEKS to accelerate student learning and close gaps.

Students who performed in the Approaches category have also been strategically identified and enrolled in our after-school tutorial program. This initiative provides additional academic support and focused intervention designed to address learning gaps and improve performance.

Strategy's Expected Result/Impact: Increase in Student Performance through:

R.A.R.E. (Reteach, Assess, Reteach, Enrich) Implementation Calendar

Aligned Formative and Summative Assessments

Progress Learning Data Reports

Student Data Tracking

PLC & Intervention Planning

Staff Responsible for Monitoring: Principal

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 4: The Social Studies Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is the Social Studies department will implement AVID strategies to close the achievement gaps between campus and state STAAR percentages by integrating rigorous instructional practices, organizational skills, and critical thinking techniques.

If the Social Studies department implements AVID strategies that promote writing, student engagement, and the use of graphic organizers, then we will close the achievement gaps between campus and state STAAR percentages, increasing the percentage of students scoring Approaches by 10%, Meets by 7%, and Masters by 5%.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details
<p>Strategy 1: The campus will align with AVID Strategies and QSSSA Training implementing the following:</p> <p>Effective Planning: Implement the PLC process to enhance instruction by incorporating integrated AVID techniques, including organized note-taking and summarization.</p> <p>Professional Development: TLC will provide targeted training on AVID techniques, focusing on strategies such as organized note-taking and summarization.</p> <p>Provide Coaching and Modeling: Offer coaching on how social studies teachers can implement WICOR strategies to enhance both student and teacher performance.</p> <p>Analyze Data: Regularly review and assess student and teacher performance to evaluate the impact of AVID strategies on student outcomes.</p> <p>Develop Action Plan: Create a strategy to enhance student and teacher performance by utilizing student artifacts to address needs and integrate AVID support effectively.</p> <p>Monitor Progress and Collaborate: Regularly track student progress and engage in collaborative planning to refine teaching practices and address challenges.</p> <p>Strategy's Expected Result/Impact: Student Academic Improvement through:</p> <ul style="list-style-type: none">Progress MonitoringCoaching walksInstructional walksGoal Setting /Data talksStudent Data Tracking <p>Staff Responsible for Monitoring: Principal</p>

Strategy 2 Details

Strategy 2: The campus will provide an Intervention & Enrichment Plan to support students with improvement through: Students will participate in a 30-minute pull-out intervention session led by our Teacher Learning Coach. These small-group sessions focus on high-priority and challenging TEKS to accelerate student learning and close gaps. Students have also been strategically identified and enrolled in our after-school tutorial program. This initiative provides additional academic support and focused intervention designed to address learning gaps and improve performance.

Strategy's Expected Result/Impact: Student Academic Improvement through:

Progress Monitoring

Coaching walks

Instructional walks

Goal Setting /Data talks

Student Data Tracking

Staff Responsible for Monitoring: Principal

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: The campus will facilitate a partnership between home, school, and community by providing on-going communication and opportunities for involvement that educates and informs students, teachers, and parents.

Evaluation Data Sources: Parent data reports and surveys

Strategy 1 Details
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Increase in parent involvement by 10%.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 2 Details
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Increase in Parent Involvement by 10 %</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 3 Details
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Increase in parent involvement by 10%.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 4 Details
<p>Strategy 4: 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</p> <p>Strategy's Expected Result/Impact: Increase in community and parent involvement by 10%.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: The campus will maintain high expectations, processes, and operations for a safe and structured school environment to improve academics, promote positive student behavior, high attendance percentages, and elevate morale for all students and staff.

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

Strategy 1 Details
Strategy 1: 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
Strategy 2 Details
Strategy 2: 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
Strategy 3 Details
Strategy 3: 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
Strategy 4 Details
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
Strategy 5 Details
Strategy 5: 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

Strategy 6 Details
<p>Strategy 6: Promote student attendance with incentives each 6 weeks.</p> <p>Strategy's Expected Result/Impact: Improved attendance by 3%</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 7 Details
<p>Strategy 7: 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.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of discipline referrals by 5%</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 8 Details
<p>Strategy 8: 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.</p> <p>Strategy's Expected Result/Impact: Increase in attendance rate by 3%; Decrease in failure rate by 5%; Decrease in behavior issues by 10%.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 9 Details
<p>Strategy 9: Implement campus anti-bullying program led by student leaders.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 10 Details
<p>Strategy 10: Integrate the GREAT Program (drug awareness and discipline program) into the 6th/7th grade social studies curriculum curriculum.</p> <p>Strategy's Expected Result/Impact: Fewer discipline referrals by 5%</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 11 Details
<p>Strategy 11: Implement more opportunities for staff recognition's and incentives.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 1: The campus will recruit, develop, and retain highly effective personnel by implementing strategic hiring practices, providing ongoing professional development, and fostering a supportive and collaborative work environment.

Evaluation Data Sources: Campus Staffing Reports

Strategy 1 Details
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
Strategy 2 Details
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
Strategy 3 Details
Strategy 3: 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
Strategy 4 Details
Strategy 4: 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
Strategy 5 Details
Strategy 5: 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

Strategy 6 Details

Strategy 6: 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

Strategy 7 Details

Strategy 7: 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: Principal

Strategy 8 Details

Strategy 8: 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

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 1: The campus will align all campus activities to support the district Strategic Plan to maintain a 25% or more operating reserve budget and maintain a AAA or higher rating.

Evaluation Data Sources: Campus budget reviews, operating expenditures per student, instructional expenditures per student, staffing reports, and compliance documentation

Strategy 1 Details
<p>Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures.</p> <p>Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 2 Details
<p>Strategy 2: The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting.</p> <p>Strategy's Expected Result/Impact: Staff positions will be accurately assigned and position budgets will be accurately expended.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 3 Details
<p>Strategy 3: The campus will align the Campus Improvement Plan with to the district financial stewardship goals.</p> <p>Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 2: The campus will meet all state and federal program elements, funding, and compliance requirements.

Evaluation Data Sources: Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

Strategy 1 Details
<p>Strategy 1: Gifted and Talented (GT) State Program - Review the data for identified GT students and provide instructional support to increase academic gains.</p> <p>Strategy's Expected Result/Impact: 5% increase in student achievement scores across meets and masters categories</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$500</p>
Strategy 2 Details
<p>Strategy 2: Special Education State Program - 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 to provide supplemental support for identified students who need additional assistance.</p> <p>Strategy's Expected Result/Impact: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals.</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Supplemental Instructional materials - Coordination of Local and State Funds - Special Education Funds - \$1,000</p>
Strategy 3 Details
<p>Strategy 3: Bilingual/ESL State Program - Ensure that EB students are scheduled in classes with ESL-certified teachers in order to focus on delivering targeted, supplemental support for identified students to increase student success in all instructional areas.</p> <p>Strategy's Expected Result/Impact: 5% increase in student achievement scores across meets and masters categories</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - ESL Funds - \$600</p>

Strategy 4 Details

Strategy 4: State Compensatory Education (SCE) State Program - Utilize student assessment data to develop and implement accelerated instruction intervention plans with identified at-risk students as well as social-emotional student supports based on data analysis through various intervention efforts, including before and after school programs and dedicated intervention periods for all core subjects.

Strategy's Expected Result/Impact: Intervention plans developed and implemented with fidelity
Progress Monitoring completed to determine student growth

Staff Responsible for Monitoring: Principal
District Program Director

Funding Sources: Costs for Accelerated Instruction - Tutoring - Coordination of Local and State Funds - SCE Funds - \$8,000, Costs for ELAMSS Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000, Costs for At- Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000, Costs for Student Wellness Interventionist - Coordination of Local and State Funds - SCE Funds - \$80,000

Strategy 5 Details

Strategy 5: Title I, Part A Federal Program - Provide Campus Teaching and Learning Instructional Specialists to provide coaching support to identified classrooms to meet the needs of all students and increase academic improvement.

Strategy's Expected Result/Impact: TLC Coaching Documentation Reviewed for Effectiveness
10% increase in student achievement scores
Close achievement gaps

Staff Responsible for Monitoring: Principal
District Program Director

Funding Sources: Costs for Teaching and Learning Coach - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$250,000

Strategy 6 Details

Strategy 6: Title I, Part A Federal Program - The campus will provide "opportunities for all children to meet state standards" by providing assistance and remediation to students who are unsuccessful in the classroom.

Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.4 requirements
All students will make at least one year's growth

Staff Responsible for Monitoring: Principal
District Program Director

Strategy 7 Details

Strategy 7: Title I, Part A Federal Program - The campus will provide students with "increased learning time and well-rounded education" opportunities.

Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.5 requirements
Documentation of activities aligned to Well Rounded Education

Staff Responsible for Monitoring: Principal
District Program Director

Strategy 8 Details

Strategy 8: Title I, Part A Federal Program - The campus will analyze student assessment data, develop targeted activities, and implement targeted activities to "address the needs of all students, particularly at-risk".

Strategy's Expected Result/Impact: Meet Title I Part A Element 2.6 requirements
10% increase in student academic success

Staff Responsible for Monitoring: Principal
District Program Director

Strategy 9 Details

Strategy 9: Title I, Part A Federal Program - The Campus Student Support Team will routinely meet to determine and provide support for students, parents, and/or other related organizations in order to address student academic, attendance, and/or behavior needs.

Strategy's Expected Result/Impact: Meet Title I Part A Element 5.1 requirements
Improved academic, attendance, and/or behavior outcomes
Increase in Student Achievement by 10% overall

Staff Responsible for Monitoring: Principal
District Program Director

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

Strategy 10 Details

Strategy 10: Title I, Part A Federal Program - 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: Meet Title I Part A Element 4.1 requirements
Review, Revise, and Determine annually
Distribute to all parents yearly electronically or by hard copy
Provide to all parents in English or Spanish
Increase in Parent and Family Engagement participation

Staff Responsible for Monitoring: Principal
District Program Director

Strategy 11 Details

Strategy 11: Title I, Part A Federal Program - 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: Meet Title I Part A Element 4.2 requirements

Increase parent engagement from prior year

Provide sessions in English and Spanish

Offer sessions during the day, in the evening, and/or on Saturdays

Staff Responsible for Monitoring: Principal

District Program Director

Funding Sources: Costs for Campus Student Success Specialist - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$4,000, Supplies for academic parent engagement campus training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$500

Strategy 12 Details

Strategy 12: Title I, Part A Federal Program - The campus will conduct the comprehensive needs assessment through an ongoing basis to address necessary revisions to the campus improvement plan that will focus the campus on increasing the academic performance of all students

Strategy's Expected Result/Impact: Meet Title I, Part A Element 1.1 Requirements

CNA Documentation indicated in the CIP

Documentation with meeting agendas, sign-in sheets, and minutes

All students will make at least one year's growth in Reading and Math

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 13 Details

Strategy 13: The campus will develop the campus improvement plan with appropriate stakeholders using the results of the comprehensive needs assessment to ensure that the plan considers the needs for improving all structures that support student learning which will ultimately increase academic achievement.

Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.1 requirements

Documentation results indicated in the CIP

Documentation with meeting agendas, sign-in sheets, and minutes submitted.

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 14 Details

Strategy 14: Title I, Part A Federal Program -The campus will complete formative reviews of the campus improvement plan in November, February, and June and the summative review in June through campus committees.

Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.2 requirements

Documentation with meeting agendas, sign-in sheets, and minutes will be submitted.

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 15 Details

Strategy 15: Title I, Part A Federal Program - The campus will "annually evaluate the schoolwide plan".

Strategy's Expected Result/Impact: Meet Title I Part A Element 3.1 requirements

Documentation indicated in the CIP

Documentation with meeting agendas, sign-in sheets, and minutes

Adjust schoolwide plan as determined by the review

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 16 Details

Strategy 16: The campus will conduct the required yearly program evaluations for all campus state allotment program funding as well as all federal program funding to identify campus needs and develop activities to include in the campus improvement plan that will focus the campus on increasing the academic performance of all students.

Strategy's Expected Result/Impact: Documentation with meeting agendas, sign-in sheets, and minutes

Program Evaluation Documentation indicated in the CIP

Staff Responsible for Monitoring: Principal

District Program Director

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	5	Costs for Teaching and Learning Coach	Title I Part A Funds	\$250,000.00
5	2	9	Campus Student Success Specialist to support student success components	Title I Part A Funds	\$65,000.00
5	2	11	Supplies for academic parent engagement campus training sessions	Title I, Part A Funds	\$500.00
5	2	11	Costs for Campus Student Success Specialist	Title I Part A Funds	\$4,000.00
Sub-Total					\$319,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental instructional materials	GT Funds	\$500.00
5	2	2	Supplemental Instructional materials	Special Education Funds	\$1,000.00
5	2	3	Supplemental instructional materials	ESL Funds	\$600.00
5	2	4	Costs for Accelerated Instruction - Tutoring	SCE Funds	\$8,000.00
5	2	4	Costs for ELAMSS Intervention Teacher	SCE Funds	\$70,000.00
5	2	4	Costs for Student Wellness Interventionist	SCE Funds	\$80,000.00
5	2	4	Costs for At- Risk Intervention Teacher	SCE Funds	\$70,000.00
Sub-Total					\$230,100.00