

Goose Creek Consolidated Independent School District

Horace Mann Junior High

2025-2026 CIP Periodic Update - November 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

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
- 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

- 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

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: The English Language Arts: At Horace Mann Junior, the Spring 2025-2026 RLA average currently underperforms the state in most proficiency levels across grades 6-8. Our campus goal is to meet or exceed the state average in all grade levels, while ensuring no regression in performance.

Campus (State) Performance for Spring 2025 RLA STAAR:

6th Grade Approaches 57% (75) Meets 32% (54) Master 12% (28)

7th Grade Approaches 57% (74) Meets 29% (52) Master 11% (27)

8th Grade Approaches 63%(80) Meets 32% (57) Master 12% (31)

Campus Performance Target for Spring 2026 RLA STAAR:

6th Grade Approaches 75% Meets 54% Masters 30%

7th Grade Approaches 74% Meets 52% Masters 30%

8th Grade Approaches 80% Meets 55% Masters 31%

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitoring TIER I instruction : Step 1: Administrators and TLCs will support teachers during PLCs to ensure that planned instruction is aligned to grade-level standards. Step 2: Administrators and TLCs will support the implementation of daily writing through short, constructed responses to reinforce learning and monitor student progress. Step 3: Administrators and TLCs will complete five "Meets" observations to verify instruction is on pace, including evidence of grade-level expectations, learning intentions, and aligned activities. Step 4: Administrators and TLCs will provide face-to-face feedback that highlights glows and growth opportunities, while scheduling the next walkthrough with clearly defined corrective actions. Strategy's Expected Result/Impact: Increase Student Performance by the following: Ensuring Tier I instruction is aligned to TEKS with clear learning intentions and success criteria. Using data to drive instruction, target skill gaps, and implement small-group support. Engaging in regular PLC collaboration to analyze student work and refine lessons. Providing consistent monitoring and feedback through walkthroughs and corrective actions. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Implementing Tier II&III Instruction to Close Learning Gaps: Step 1: After each CUA, students will record their results in the data tracker and set personal growth goals based on their performance. (3,6,9) Step 2: Teachers will review student data trackers on Fridays to monitor progress and provide targeted instructional support. Step 3: Students assigned to intervention classes will utilize the Amria curriculum to address skill gaps and strengthen TEKS mastery. (Daily) Step 4: Teachers will collaborate in PLCs to plan and implement small-group instruction, utilizing district resources to support TEKS mastery.	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: The Math Department : At Horace Mann Junior, the Spring 2025-2026 Math average currently underperforms the state in most proficiency levels across grades 6-8. Our campus goal is to meet or exceed the state average in all grade levels, while ensuring no regression in performance.

Campus (State) Performance for Spring 2025 Math STAAR:
6th Grade Approaches 55% (72) Meets23% (37) Masters 5% (15)
7th Grade Approaches 44% (52) Meets 26% (32) Masters 6% (11)
8th Grade Approaches 41%(69) Meets21% (44) Masters 5% (17)

Campus Performance Target for Spring 2026 Math STAAR:
6th Grade Approaches 72% Meets 37% Masters 15%
7th Grade Approaches 52% Meets 32% Masters 11%
8th Grade Approaches 69% Meets 44% Masters 17%

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitoring TIER I instruction and full implementation of the Bluenonnet Curriculum: Step 1: Administrators and TLCs will support teachers in internalizing the Bluebonnet curriculum during PLCs, using the TEA observation tool to ensure instruction is aligned to grade-level standards. Step 2: Administrators and TLCs will ensure teachers are fully implementing the Bluebonnet curriculum by actively participating in lesson planning and ensuring all resources are being utilized. Step 3: Administrators will complete five Bluebonnet HQMI observations to ensure instruction is on pace, with evidence of grade-level expectations, learning intentions, and aligned activities. Step 4: Administrators will provide face-to-face feedback that highlights glows and growth opportunities, while scheduling the next walkthrough with clearly defined corrective actions. Strategy's Expected Result/Impact: Increase in Student Performance through: Ensuring Tier I instruction is aligned to TEKS with clear learning intentions and success criteria. Using data to drive instruction, target skill gaps, and implement small-group support. Engaging in regular PLC collaboration to analyze student work and refine lessons. Providing consistent monitoring and feedback through walkthroughs and corrective actions. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Implementing Tier II&III Instruction to Close Learning Gaps: Step 1: After each CUA, students will record their results in the data tracker and set personal growth goals based on their performance. (3,6,9) Step 2: Teachers will review student data trackers on Friday to monitor progress and provide targeted instructional support. Step 3: Students assigned to intervention classes will utilize the MATHIA curriculum to address skill gaps and strengthen their mastery of TEKS. Step 4: Teachers will collaborate in PLCs to plan and implement small-group instruction, utilizing district resources to support TEKS mastery. 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: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: Science Department: At Horace Mann Junior High, the Spring 2025-2026 8th-grade science average currently falls below the state average in most proficiency levels. Our campus goal is to meet or exceed the state average across all grade levels while maintaining growth and preventing any regression in performance.

Campus (State) Performance for Spring 2025 Science STAAR:
8th Grade Approaches 59% (72) Meets 32% (46) Masters 9% (18)

Campus Performance Target for Spring 2026 Math STAAR:
8th Grade Approaches 72% Meets 46% Masters 18%

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensuring Tier I Science Instruction Using the 3D instructional model: Step 1: Administrators and TLCs will support teachers during PLCs to ensure planned instruction is aligned to grade-level standards and incorporates the 5E instructional model. Step 2: Administrators and TLCs will complete five "Meets" observations to verify clear explanations, extended learning, and alignment with learning intentions and activities. Step 3: Administrators and TLCs will provide face-to-face feedback that highlights glows and growth opportunities, while scheduling the next walkthrough with clearly defined corrective actions. Step 4:Administrators and TLCs will actively support teachers by providing resources and guidance to implement weekly labs to enhance student understanding . Strategy's Expected Result/Impact: Increase in Student Performance through: Ensuring Tier I instruction is aligned to TEKS with clear learning intentions and success criteria. Using data to drive instruction, target skill gaps, and implement small-group support. Engaging in regular PLC collaboration to analyze student work and refine lessons. Providing consistent monitoring and feedback through walkthroughs and corrective actions. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Implementing Tier II & III Instruction to Close Learning Gaps: Step 1: After the CUA, students will record their results in the data tracker and set personal growth goals based on their performance. (3,6,9) Step 2: Teachers will review student data trackers on Friday to monitor progress and create a targeted instructional support plan based on data. Step 3: Teachers will collaborate in PLCs to plan and implement small-group instruction, utilizing district resources to support TEKS mastery. Step 4: The Science Department will implement CFAs to monitor student progress and determine whether adjustments to their Tier II plans are needed. 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	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 4: Social Studies Department: At Horace Mann Junior High, the Spring 2025-2026 8th-grade social studies average currently falls below the state average in most proficiency levels. Our campus goal is to meet or exceed the state average across all grade levels while maintaining growth and preventing any regression in performance.

Campus (State) Performance for Spring 2025 Social Studies STAAR:
8th Grade Approaches 34% (55) Meets 12% (30) Masters 4% (16)

Campus Performance Target for Spring 2026 Math STAAR:
8th Grade Approaches 55% Meets 30% Masters 16%

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitoring TIER I instruction : Step 1: Administrators and TLCs will support teachers during PLCs to ensure that planned instruction is aligned to grade-level standards. Step 2: Administrators and TLCs will support the implementation of QSSSA to ensure students actively engage with content, think critically, and respond with evidence-based reasoning. Step 3: Administrators and TLCs will complete five "Meets" observations to verify instruction is on pace, including evidence of grade-level expectations, learning intentions, and aligned activities. Step 4: Administrators and TLCs will provide face-to-face feedback that highlights glows and growth opportunities, while scheduling the next walkthrough with clearly defined corrective actions. 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	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Implementing Tier II&III Instruction to Close Learning Gaps: Step 1: After the CUA, students will record their results in the data tracker and set personal growth goals based on their performance.(3,6,9) Step 2: Teachers will review student data trackers on Friday to monitor progress and create a targeted instructional support plan based on data. Step 3: Teachers will collaborate in PLCs to plan and implement small-group instruction, utilizing district resources to support TEKS mastery. Step 4: The Social Studies Department will implement CFAs to monitor student progress and determine whether adjustments to their Tier II plans are needed. 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	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 5: For the 2025-2026 school year, Horace Mann Junior High will ensure that 100% of core teachers consistently implement AVID WICOR strategies to strengthen Tier I, Tier II, and Tier III instruction.

Strategy 1 Details	Formative Reviews		
Strategy 1: Step 1:The AVID campus coordinator, instructional coaches, and teacher leaders will provide targeted PD and coaching aligned to departmental SMART goals. Teachers will receive WICOR strategies during faculty meetings and district PLCs, with participation tracked by sign-in sheets. Implementation support will be monitored through TLC walkthroughs and 9-week feedback cycles. Step 2:Teachers will embed AVID strategies across Tier I, II, and III instruction through PLC collaboration, addressing diverse student needs. Implementation will be monitored through leader walkthroughs, feedback, and weekly A-Team reviews to identify support needs. Step 3:Through PLCs, teachers will intentionally embed AVID strategies across Tier I, Tier II, and Tier III instruction to address the diverse learning needs of all students. Step 4:Leaders will implement monitoring strategies, including walkthroughs and progress evaluations, to review instructional implementation and ensure at least 90% fidelity to AVID practices.	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 6: At Horace Mann Junior High, Spring 2025-2026 data shows that Special Education students in grades 6-8 are currently performing below the state average in Math and ELA. While we have made some growth, our campus goal is to meet or exceed state performance levels in all grade levels while ensuring no regression in student achievement.

Strategy 1 Details	Formative Reviews		
Strategy 1: Horace Mann Junior will address our Special Education Performance Gap by implementing the following: Step 1: Strengthen Tier I Instruction - Co-Teachers will collaborate with content teachers to plan and provide differentiated lessons, apply accommodations, and consistently utilize programs such as Amira and MATHIA Step 2:After the CUA, students will record their results in the data tracker and set personal growth goals based on their performance.(3,6,9) Step 3: Targeted Interventions -Co-Teachers will plan and implement data-driven small groups with scaffolds, organizational tools, and supports aligned to IEP goals. Step 4: The Sped Administrator will Provide Professional development opportunities for the Co-Teacher with a focus on instructional strategies, quarterly.	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 7: At Horace Mann Junior High, Spring 2025-2026 data shows that Emerging Bilingual students in grades 6-8 are currently performing below the state average in Math and ELA. While we have made some growth, our campus goal is to meet or exceed state performance levels in all grade levels while ensuring no regression in student achievement.

Strategy 1 Details	Formative Reviews		
Strategy 1: Plan for Supporting Emerging Bilingual Students: Step 1: Collaborative Planning and Teacher Support: During PLCs, teachers will share and discuss strategies for linguistic scaffolds and best practices for emergent bilinguals, with Mrs. Mageby, the district multilingual support, providing expertise, modeling strategies, and supporting implementation Step 2: Integrate Structured Language Practice Tools: LEP administrators and teachers will use SummitK12 to build language skills alongside content knowledge, tracking progress in both areas to guide instruction. Step 3: .Strengthen Tier 1 Instruction with Linguistic Supports: Teachers will intentionally plan and integrate visuals, sentence stems, and structured talk opportunities into daily lessons to make content accessible while maintaining grade-level rigor. Step 4: Ongoing Monitoring and Feedback: LEP administrators and Mrs. Mageby will conduct walkthroughs and use formative assessments to monitor practices, student understanding, and language growth, adjusting supports as needed.	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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	Formative Reviews		
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. Strategy's Expected Result/Impact: Increase in parent involvement by 10%. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increase in Parent Involvement by 10 % Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
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. 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: 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
 No Progress  Accomplished  Continue/Modify  Discontinue			

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	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
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	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: 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 6 Details	Formative Reviews		
Strategy 6: 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 7 Details	Formative Reviews		
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. 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 8 Details	Formative Reviews		
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. 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	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: 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 10 Details	Formative Reviews		
Strategy 10: 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 11 Details	Formative Reviews		
Strategy 11: 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
 No Progress  Accomplished  Continue/Modify  Discontinue			

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	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: 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 4 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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	Formative Reviews		
Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures. Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting. Strategy's Expected Result/Impact: Staff positions will be accurately assigned and position budgets will be accurately expended. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will align the Campus Improvement Plan with to the district financial stewardship goals. Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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	Formative Reviews		
Strategy 1: Gifted and Talented (GT) State Program - Review the data for identified GT students and provide instructional support to increase academic gains. Strategy's Expected Result/Impact: 5% increase in student achievement scores across meets and masters categories Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$500	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental Instructional materials - Coordination of Local and State Funds - Special Education Funds - \$1,000	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: 5% increase in student achievement scores across meets and masters categories Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - ESL Funds - \$600	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 11 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 12 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 13 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 14 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 15 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 16 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 3: The campus will meet the requirements for Federal Accountability in the format designated through the TEA LIP (Local Improvement Plan) Process.

Evaluation Data Sources: Screener Data reports, Campus Assessment Data reports, and State Assessment and Accountability reports

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will develop, implement, monitor, and adjust the "additional targeted" school improvement strategies through the TEA LIP (Local Improvement Plan) Process that will eliminate the campus "additional targeted" identification status. Strategy's Expected Result/Impact: Meet Federal Accountability requirements Eliminate identification as an "Additional Targeted" Campus Staff Responsible for Monitoring: Campus Principal	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
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

Federal Accountability		Campuses with an Additional Targeted Support (ATS) identification		
Local Improvement Plan		Campus Name:	Horace Mann Junior School	
		District Name:	Goose Creek CISD	
		Date of Plan:	September 30, 2025	
		Board Approval Date (no later than March 31, 2026):	11/10/2025	
Perspective	Indicator	Description	RESPONSE	COMMENTS
Section 1:				
Evidence-Based School Improvement Strategy	Identify Strategy	To improve low academic performance, the school will implement Tared After School Tutorial plan with a focus on individualized or small-group instruction delivered at least three times per week during the school day by trained tutors or certified educators.	Implement a comprehensive and numeracy intervention program supported by extended learning time, targeted small group instruction, and use of adaptive software platforms	
	Rationale for Selection:	(Explain why this strategy is appropriate for the specific needs of the campus and how it will lead to improved student outcomes and removal of the D rating or ATS/TSI designation.)	Horace Mann JH has demonstrated gaps in reading and math performance among specific sub pops. Research shows that early, targeted interventions paired with consistent progress monitoring improves student outcomes.	
Section 2:				
Student Performance Goals (Goals should be SMART: Specific, Measurable, Achievable, Relevant, and Time-Bound)	Goal 1:	Academic achievement (e.g., "Increase percentage of students meeting grade-level proficiency in Reading from 35% to 55% by Spring 2026.")	Increase the percentage of students meeting grade-level expectations (meets) in Reading/Language Arts from 34% to 44% by Spring 2026.	
	Goal 2:	Closing gaps (e.g., "Reduce performance gap between English learners and non-English learners in math from 25% to 10% by Spring 2026.")	Increase Reading and Math proficiency for the African American sub pop to 32% at the meets grade level by Spring 2026 . Increase Reading and Math proficiency for the Two or more races sub pop to 56% at the meets grade level by Spring 2026 .	
	Goal 3:	Closing gaps (e.g., "Reduce performance gap between English learners and non-English learners in math from 25% to 10% by Spring 2026.")	Increase Reading and Math proficiency for the Emergent Bilingual sub pop to 36% at the meets grade level by Spring 2026 .	
Section 3:				
Monitoring Plan	Responsible Parties:	(List district and campus leaders who will monitor the plan, e.g., principal, instructional coaches, superintendent, board committees.)	Principal, Assistant Principals, Math & RLA Teaching & Learning Coaches, Dept. Chairs, Reading Interventionist	
	Monitoring Process & Frequency:	(Describe how and how often progress will be reviewed. Example: Weekly PLC meetings, monthly data reviews, quarterly progress checks with district leadership, board updates.)	Daily PLC Meetings to review formative assessment data, weekly classroom Walkthroughs with targeted feedback, Monthly campus leadership meetings with district support staff, Monthly data reviews with campus and district administrators.	
	Data Sources for Monitoring:	Benchmark assessments, Classroom walkthrough data, Progress monitoring tools, Attendance/discipline data	Benchmark data, intervention logs	
Section 4:				
Contingency Actions (If Plan Is Not Successful)	Tier 1 Actions (Initial Adjustments):	(Describe first-level corrective actions, such as increased coaching, additional professional development, or strategy refinement.)	Provide additional coaching cycles for teachers in reading and math. Increase small-group instruction frequency. Adjust intervention groups based on student progress data.	
	Tier 2 Actions (Escalation):	(Describe stronger interventions if initial adjustments are not successful, such as staffing changes, curriculum adjustments, extended instructional time.)	Reallocate instructional resources and staff support to high-needs classrooms. Increase parent engagement meetings focused on attendance and behavior. Intervention classes built into the Master schedule.	
	Tier 3 Actions (District-Level Interventions):	(Describe district-level or board-level actions if goals continue to be unmet, such as leadership reassignments, reallocation of significant resources, or external partnerships.)	District intervention team conducts instructional audit. Implement mandatory district-led professional development. Reassign or augment staffing to ensure fidelity of interventions.	
Section 5:				
Reallocation of Resources	Time:	(Identify adjustments to schedules, extended learning time, or changes to planning periods to support the strategy.)	Title I funds, State Compensatory Education, local campus budget allocations, and ESSA allotments.	
	Funding:	(Detail how funds will be redirected to support this plan, e.g., federal/state funds, ESSA, Title I, local budget reallocations.)	Ongoing trainings in evidence based reading strategies, math problem solving frameworks, culturally responsive teaching, and data driven instruction.	
	Staffing	(List staffing adjustments, such as hiring interventionists, instructional coaches, or restructuring teacher assignments.)	Adaptive reading, math, and emergent bilingual (Summit K-12)software, benchmark assessments, progress monitoring tools, and supplemental intervention materials. Master schedule has been adjusted in order to provide interventions for identified students.	
Section 6:				
Implementation Timeline	By November 14, 2025:	Initial implementation of LIP strategies underway.	Ongoing: Monitoring and adjustment of strategies. August 2025 - April 2026	
	By March 31, 2026	Board approval secured.	11/10/2025	
	By Spring 2026:	Evaluation of student performance outcomes.	After each assessment we will monitor to ensure that we are on track to meet the end of the year goals.	
By typing my name below, I affirm that I have reviewed and agree to the contents of this Local Improvement Plan. My typed name shall constitute my electronic signature and is legally binding in the same manner as a handwritten signature.				
Principal:				
District Coordinator for School Improvement (DCSI):				
District Leader/Superintendent:				