



Goose Creek Consolidated Independent School District Horace Mann Junior High 2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) [§39A.053](#) to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section [§39A.053](#) of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27.

Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) [§39A.055\(2\)](#), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) [§39A.056](#), and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) [§39A.055](#) and [§39A.057](#), to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 16, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

—

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT, LIFT PLC Support

Which, if any, program is your school system interested in to support this strategy?

Texas Strategic Leadership

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

National Institute for Excellence in Teaching, Other, Region 4

Please specify the other organization:

Bluebonnet

How many district staff members will be responsible for capacity building with this campus?

10

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Principal- Daniel Blanson

Assistant Principals -Mrs. Ashby, Mrs. Thomas, Mr. Langlois

Teaching and Learning Coaches- Dr. Adams , Mrs. Davidson , Mrs. Simpson, Ms. Kraut

Assistant Superintendent- Dr. Fowler

DCSI- Dr. Montemayor

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Horace Mann Junior High has demonstrated a sustained commitment to school improvement and has a documented track record of moving through challenging accountability outcomes and improving student performance. Over the past five years, our campus has experienced multiple accountability cycles, including years in which we earned a B rating, a C rating, and two consecutive years of significant challenges that resulted in a D rating.

Most recently, Horace Mann Junior High demonstrated its ability to respond to those challenges and accelerate improvement. In the 2025 to 2026 school year, we increased our accountability score from 67 to 74, a seven-point gain that moved the campus from a D rating back to a C rating. This improvement was supported by intentional academic systems, targeted intervention for K to 12 accountability students, increased instructional monitoring, focused professional development, and greater alignment between student data and instructional decisions.

Our experience demonstrates that school improvement is not a one-time effort. We have navigated multiple accountability cycles, responded to periods of decline, implemented targeted improvement strategies, and successfully moved the campus forward. Our team has demonstrated school improvement success three times over through repeated cycles of identifying challenges, implementing systems, monitoring progress, and producing measurable growth.

Our leadership team understands that sustainable turnaround requires more than improving a single assessment cycle. It requires establishing the right people, systems, instructional practices, accountability structures, and culture to create lasting improvement. Our experience at Horace Mann Junior High has provided us with the knowledge and proven practices necessary to lead school improvement, address areas of need, and continue moving the campus toward higher levels of student achievement.

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Horace Mann Junior High will implement the school improvement strategy by maximizing existing campus and district resources while strategically allocating additional funds toward the areas that will have the greatest impact on student achievement. Our approach is designed to be fiscally responsible and sustainable, with the majority of the strategy supported through existing staffing structures, district resources, and campus funds.

Staffing and Instructional Support

The campus will utilize its existing leadership team, including the principal, three assistant principals, four Teaching and Learning Coaches, teachers, intervention staff, and district support personnel. These existing positions will provide instructional coaching, data analysis, professional development, student monitoring, and implementation of the K to 12 Accountability Student Plan.

Anticipated Cost: Primarily existing personnel expenditures

Funding Source: District general fund and existing campus staffing allocations

If additional intervention staffing or extended instructional support is needed, funding may be used for teacher stipends, tutoring, after-school intervention, Saturday intervention, or other supplemental instructional opportunities.

Anticipated Cost: Approximately \$15,000 to \$25,000

Funding Source: Title I, campus funds, and other allowable federal or district supplemental funding sources

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

The school improvement strategy is not contingent upon receiving grant funding. Horace Mann Junior High and Goose Creek CISD have already established the leadership structures, instructional systems, and accountability processes necessary to implement the strategy. Grant funding would allow us to expand and accelerate these efforts, but the core strategy would continue regardless of the funding decision.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

Horace Mann Junior High will strategically redistribute talent, time, and resources based on student need, performance data, and identified instructional gaps. Rather than distributing resources equally across all areas, the campus and district will prioritize the students, classrooms, grade levels, and content areas that require the greatest level of support.

At the campus level, the leadership team will use NWEA, CUA, classroom performance, accountability data, and progress monitoring to identify students who are furthest from projected growth. These K to 12 Accountability Students will receive targeted support through intervention groups, tutorials, in school support, lunch tutorials, after school tutorials, and additional instructional opportunities. Staffing and instructional time will be adjusted as data identifies changing student needs.

Our four Teaching and Learning Coaches will serve as a significant resource for redistributing instructional expertise. Coaching support will be aligned to the areas with the greatest need, including Tier I instruction, aggressive monitoring, student engagement, lesson internalization, data analysis, and targeted intervention. Coaches will work alongside teachers through modeling, observation, feedback, professional learning, and progress monitoring.

Campus administrators will also strategically allocate their time through focused instructional walkthroughs, data meetings, teacher coaching, and follow up. Leadership attention will be concentrated on classrooms and student groups where data indicates the greatest opportunity for growth.

At the district level, Horace Mann Junior High will leverage support from district leadership, curriculum and instruction personnel, assessment staff, and other available specialists based on identified campus needs. When additional resources become available, we will prioritize instructional materials, intervention support, professional development, and staffing that directly address the highest areas of student need.

Our redistribution model is built on the principle that resources should follow student need. We will continuously evaluate where talent, time, instructional support, and funding can have the greatest impact and make adjustments accordingly. This approach allows us to remain responsive to student performance while ensuring that our highest-need students and instructional areas receive proportionate and intentional support.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Bluebonnet Learning Math Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

300

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

District Created

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

300

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

187

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment	District	Bi-Monthly	District and campus data will serve as the foundation for every stage of our school improvement strategy. We will use multiple data points to identify student needs, determine instructional priorities, allocate resources, monitor progress, and make timely adjustments to our instruction plan.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

Horace Mann Junior High uses a five-step system to track student growth:

1. Identify: Use NWEA, STAAR, CUA, CFA, classroom data, and the district AIM data sheet to identify students who are not meeting projected growth.
2. Analyze: Review department, teacher, student, subgroup, and TEKS data during PLCs to identify gaps and misconceptions.
3. Target: Use the data to create targeted small groups and zoning groups during the last 20 minutes of class.
4. Monitor: Continuously assess student progress and use results to reteach, adjust instruction, and provide additional intervention.
5. Adjust: Leadership, teachers, and Teaching and Learning Coaches review progress and adjust groups, instruction, and resources based on student needs.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

Horace Mann Junior High uses a structured intervention cycle:

1. Identify: Use AIM, NWEA, STAAR, CUA, CFA, and classroom data to identify students below grade level or projected growth.
2. Diagnose: Analyze performance by TEKS, skill, and student subgroup to identify the specific learning gap.
3. Group: Create flexible small groups based on common needs and use the K to 12 Accountability Student List to prioritize students requiring support.
4. Intervene: Use the last 20 minutes of class for zoning and reteaching, with additional morning, lunch, and after-school tutorials as needed.
5. Monitor: Check progress through exit tickets, CFAs, CUAs, and classroom assessments. PLCs review progress every 1 to 2 weeks.
6. Adjust: Students demonstrating mastery exit the intervention group. Students not demonstrating growth receive additional reteaching, regrouping, or increased support.

For SPED, 504, EB, and other special populations, teachers collaborate with case managers and support staff to provide required accommodations, scaffolds, and targeted instruction

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs at Horace Mann Junior High will be organized primarily by grade level and content area, with specific teachers and co teachers assigned to each PLC. Each PLC will have a clear focus on student achievement, instructional planning, and intervention.

Teachers will bring current student data, including AIM, NWEA, CUA, CFA, and classroom performance, to identify learning gaps and plan targeted instruction. Co-teachers will participate in the PLC to ensure SPED and other student needs are incorporated into planning and intervention.

Each PLC will follow a consistent structure: Review Data → Identify Student Needs → Plan Instruction → Develop Intervention Groups → Monitor Progress → Adjust Instruction.

How frequently will PLCs occur?

PLCs occur twice each week to ensure consistent monitoring and timely instructional adjustments.

Who will facilitate PLCs?

Teaching and learning coach with the department principal

Who is required to attend PLCs?

PLCs are required for all teachers within the assigned grade level and content area, the Teaching and Learning Coach, and the Principal.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Horace Mann Junior High uses a structured PLC protocol focused on improving student outcomes through four key components:

Data: Teachers analyze AIM, NWEA, CUA, CFA, and classroom data to identify student needs and learning gaps.

Internalization: Teachers internalize upcoming lessons, clarify the learning objective, identify key content, and anticipate student misconceptions.

At Bats: Teams identify specific instructional opportunities, questioning strategies, checks for understanding, and adjustments needed to improve student learning.

Targeted Students: Teachers identify students needing additional support, create targeted groups, and determine specific interventions, reteaching, or tutorials.

PLCs meet twice each week and follow this consistent structure to ensure data directly informs instruction, intervention, and student growth.

Upload PLC agenda (optional):

[October 1 - PLC Day - 7th - GCCISD PLC AGENDA - HMJ Math \(1\).pdf](#)
[1000017734.png](#)
[3E5DEFF2-BEA1-474F-885A-BB6D2734972B.jpeg](#)

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	I participate in multiple district and leadership development opportunities throughout the year. Edu Centric Goal Action Training focuses on goal setting, action planning, monitoring progress, and aligning campus initiatives to measurable outcomes. I also participate in the Bailey Leadership Academy, which focuses on leadership skills, decision-making, communication, and organizational leadership. In addition, I participate in Principal Huddles with Dr. Fowler, which focus on instructional leadership and the consistent implementation of the nine student engagement strategies. These opportunities strengthen my leadership, instructional practice, data-driven decision-making, and school improvement skills.	Bailey Leadership Academy- EduCentric -Principal Huddles	Principals

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

At Horace Mann Junior High, I will differentiate professional development based on experience, performance, and individual needs. Inexperienced teachers and leaders will receive additional onboarding, modeling, coaching, and mentoring focused on instructional expectations, classroom management, lesson internalization, the nine student engagement strategies, data use, and PLC practices.

For ineffective teachers or leaders, training will be more targeted and intensive. I will use walkthrough data, student performance data, and feedback to identify specific areas for improvement. Support will include frequent coaching, observation and feedback cycles, modeling, action steps, and progress monitoring. Teaching and Learning Coaches and assistant principals will provide job-embedded support, while I will monitor implementation and progress.

The goal is to provide the right level of support based on the individual, while maintaining clear expectations and accountability for improved performance and student outcomes.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

At Horace Mann Junior High, we will use our campus instructional walkthrough tool and SPOT data to evaluate the implementation of professional development. Administrators and Teaching and Learning Coaches will conduct frequent walkthroughs and provide timely feedback.

Key look-fors will include:

- Implementation of the nine student engagement strategies
- Clear learning intentions and success criteria
- Lesson internalization and alignment to the standard
- Appropriate pacing and instructional urgency
- Frequent checks for understanding
- Active student processing and participation
- Aggressive monitoring and corrective feedback
- Use of data to identify and support targeted students
- Effective small group or zoning instruction
- Evidence of reteaching and instructional adjustments

Walkthrough results will be reviewed regularly to identify trends, determine additional coaching needs, and monitor whether training is translating into consistent classroom practice and improved student learning.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Weekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

At Horace Mann Junior High, teachers and administrators will receive ongoing training and coaching to strengthen support for students in special populations, including SPED, 504, Emergent Bilingual, and Gifted and Talented students. Training will focus on understanding student needs, implementing required accommodations and supports, using scaffolds, differentiating instruction, and using student data to monitor progress.

Teaching and Learning Coaches, special education staff, counselors, and campus administrators will provide job-embedded support through PLCs, modeling, co-planning, classroom walkthroughs, and feedback. Teams will regularly review student data to identify gaps, adjust instruction, and ensure students receive the appropriate level of support.

The goal is to build teacher capacity so that every teacher can effectively support every student while maintaining high expectations and access to grade-level instruction.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

August 2026: Train teachers and leaders on the PLC protocol: Data, Internalization, At Bats, and Targeted Students.

September 2026: Implement consistent PLCs across all grades and content areas.

September 2026: Use AIM, NWEA, STAAR, CUA, and CFA data to identify K to 12 accountability students and assign support.

October 2026: Train teachers on lesson internalization and the nine engagement strategies.

October to December 2026: Conduct weekly walkthroughs and coaching cycles with actionable feedback.

December 2026: Use PLC data to adjust groups, zoning, reteaching, and interventions.

December 2026: Complete a midyear review and establish action steps.

January to May 2027: Continue data review, intervention, coaching, and instructional adjustments.

May 2027: Evaluate student growth and data.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals, TLC's, Teachers .

Evidence of Completion – What artifact, data, or observable action will verify completion?

Evidence of completion will include PLC agendas and meeting artifacts, professional development sign-in sheets, training materials, walkthrough and SPOT data, coaching logs, AIM and NWEA data reports, K to 12 Accountability Student Lists, intervention and tutoring records, student groupings, CUA and CFA results, and documented instructional adjustments. Observable evidence will include consistent implementation of the PLC protocol, the nine student engagement strategies, targeted student support, and data-driven instructional adjustments in classrooms.

Support Needed – What training, coaching, resources, or tools are required?

Support needed will include district professional development, Teaching and Learning Coach support, leadership coaching, PLC coaching, and ongoing instructional feedback. Teachers and leaders will need access to AIM, NWEA, CUA, CFA, and other student data tools to identify needs and monitor progress. Additional support will include training on the nine student engagement strategies, lesson internalization, targeted intervention, and effective PLC practices, along with instructional resources and time for collaboration, planning, and data analysis.

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders will monitor implementation through a consistent cycle of walkthroughs, PLC reviews, coaching, and data analysis. I, Daniel Blanson, along with the assistant principals and Teaching and Learning Coaches, will monitor classroom implementation of the nine engagement strategies, lesson internalization, pacing, checks for understanding, and targeted student support. PLCs will be reviewed to ensure teams are using data to identify needs, plan instruction, and adjust interventions. District leaders will provide ongoing oversight through principal huddles, campus visits, and review of student performance data. AIM, NWEA, CUA, CFA, walkthrough, and SPOT data will be reviewed at key checkpoints to determine progress, identify gaps, and make timely adjustments to the plan.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

I will have primary responsibility for reviewing progress toward the milestones. The assistant principals and Teaching and Learning Coaches will support implementation by monitoring PLCs, conducting walkthroughs, providing coaching, and reviewing student data. The campus leadership team will review progress regularly, with district leadership providing additional oversight and support through principal huddles, data reviews, and campus check ins.

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

Weekly

How will milestone progress data be collected?

Milestone progress data will be collected through PLC agendas and artifacts, walkthrough and SPOT data, coaching logs, professional development attendance, and student performance data. AIM, NWEA, STAAR, CUA, and CFA results will be used to monitor student growth and intervention impact. Campus leaders will review this evidence during leadership meetings and key checkpoints to document progress, identify gaps, and make timely adjustments.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Milestone progress data will be shared through leadership meetings, PLC data reviews, principal huddles, campus data reports, and milestone updates. I will provide district leadership with regular updates on implementation, student growth, intervention progress, and areas requiring additional support. Key findings and next steps will also be communicated to teachers and relevant stakeholders to ensure transparency, shared accountability, and timely adjustments.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	45
Masters Grade Level	20

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	45
Masters Grade Level	20

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	35
Masters Grade Level	20

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

16

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

3

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

23

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

12

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

This strategy builds on systems already implemented at Horace Mann Junior High and strengthens our focus on consistent instructional practice, data-driven decision-making, and targeted student support. Our goal is not to add another initiative, but to create greater consistency and accountability in the systems already producing growth. The strategy connects PLCs, instructional coaching, classroom walkthroughs, the nine engagement

strategies, and targeted interventions into one continuous cycle. Leadership will continuously monitor implementation, respond to student data, and adjust support to ensure every student receives high-quality, grade-level instruction and the targeted support needed to grow.

1. **Train Teachers and Leaders:** Train all teachers, assistant principals, and Teaching and Learning Coaches on the PLC protocol, lesson internalization, the nine student engagement strategies, data analysis, and targeted intervention expectations.
2. **Analyze Student Data:** Use AIM, NWEA, STAAR, CUA, CFA, and classroom assessment data to identify specific TEKS gaps, misconceptions, students below grade level, and K to 12 Accountability Students who are not meeting projected growth.
3. **Implement a Consistent PLC Protocol:** Conduct twice-weekly PLCs using four components: Data, Internalization, At Bats, and Targeted Students. Teams will analyze student performance, internalize upcoming lessons, identify specific instructional moves, and determine which students require additional support.
4. **Strengthen Tier I Instruction:** Teachers will provide grade-level instruction with clear learning intentions, appropriate pacing, frequent checks for understanding, active student processing, and consistent use of the nine engagement strategies.
5. **Create Targeted Student Groups:** Teachers will use student data to create flexible groups based on specific learning needs. Students will receive zoning, reteaching, small group instruction, or additional tutorials based on their identified gaps.
6. **Provide Additional Intervention:** Students requiring additional support will receive targeted intervention during the last 20 minutes of class, morning tutorials, lunch tutorials, and after-school tutorials. Groups will be adjusted as students demonstrate mastery or continue to need support.
7. **Monitor Instructional Implementation:** Administrators and Teaching and Learning Coaches will conduct frequent walkthroughs and coaching cycles using the campus walkthrough tool and SPOT data. Feedback will identify specific strengths, areas for improvement, and immediate next steps.
8. **Monitor Student Progress:** PLCs and campus leaders will regularly review student performance to determine whether interventions and instructional adjustments are producing growth. Students who demonstrate mastery will exit intervention groups, while students not demonstrating growth will receive additional support or be regrouped.
9. **Adjust Based on Evidence:** Leadership will use walkthroughs, PLC, and student performance data to adjust professional development, coaching, intervention groups, instructional practices, and resource allocation throughout the year.

10. Evaluate and Sustain: At the December 2026, May 2027, and August 2027 checkpoints, campus leadership will evaluate implementation and student growth data, identify successful practices, address remaining gaps, and establish priorities for the following school year.

Upload additional documents (optional):

—