

**Kaufman Independent School District**  
**O.P. Norman Junior High**  
**2018-2019 Plan for website**

# Table of Contents

Comprehensive Needs Assessment .....	3
Demographics .....	3
Student Academic Achievement .....	4
School Processes & Programs .....	6
Perceptions .....	7
Comprehensive Needs Assessment Data Documentation .....	8
Goals .....	9
Goal 1: Improve Student Achievement .....	9
Goal 2: Improve Student Career and College Readiness. ....	12
Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers and Staff .....	13
Goal 4: Improve Student Programs & Services .....	14

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

O.P. Norman JH had an enrollment for 2016-2017 of 586 students. Our current demographics are as follows: African American 3.4%, Hispanic 42.8%, White 50.3%, American Indian 0.9%, Asian 0.7%, and Two or More Races 1.9%. Within those populations, we have 59.2% economically disadvantaged, non-economically disadvantaged 40.8%, and English Language Learners 11.3%.

### Demographics Strengths

Norman JH has a diverse student population that provides a rich school culture and community that values education. Last year, our ELL population made gains on the STAAR tests as we intentionally tracked that population with data and targeted instruction.

# Student Academic Achievement

## Student Academic Achievement Summary

O.P. Norman JH is focused on student achievement in all areas and preparing students for HS. We strive to provide an experience that values diversity and the many definitions of success.

### STAAR:

7th Reading 76%

7th Writing 66%

7th Math 78%

8th Math 83%

8th Reading 85%

8th Science 79%

8th SS 66%

## Student Academic Achievement Strengths

We made positive gains in the following areas on STAAR:

+5 - 7th Reading

+7 - 7th Math

+5 - 8th Math

+6 - 8th Reading

+12 8th SS

# School Processes & Programs

## School Processes & Programs Summary

We strive to plan and implement consistent TEK-driven instruction across the department and campus.

O.P. Norman JH has continued to hire highly qualified teaching staff and works to retain staff by providing a culture and climate that values hard work and relationship building. Teachers are given opportunities to communicate their needs via surveys and departmental meetings. Additionally, new teachers are given a mentor teacher to help them through the year.

## School Processes & Programs Strengths

Group planning and frequent department meetings with administration keep everyone on the same instructional page. Walkthrough comments are given each week on Wednesday meetings.

New hires and interviewees typically ask about our mission statement and are drawn to our work environment. We do not change philosophy or policies in the middle of the year, so expectations are pretty clear up front and are made more obvious by the types of qualities we recognize our staff for.

# Perceptions

## Perceptions Summary

O.P. Norman JH has a positive culture that puts relationship building before expectation, so that we can provide the most effective learning environment. Teachers are given planning days and given many opportunities to pursue PD based on data. We prize effort and hard work in students and staff. With a growing campus, we will need to discover new ways to develop climate as we build a new wing and invite new teachers in.

## Perceptions Strengths

We reward what we prize in everyone in the building - primarily, hard work.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

## Student Data: Student 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data



# Goals

Revised/Approved: October 01, 2018

## Goal 1: Improve Student Achievement

**Performance Objective 1:** Improvement in all areas on STATE ASSESSMENT for ELL population.

**Evaluation Data Source(s) 1:** Data Days - charting growth - STAAR

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p data-bbox="260 691 617 716"><b>Comprehensive Support Strategy</b></p> <p data-bbox="310 732 567 756"><b>Critical Success Factors</b></p> <p data-bbox="369 764 508 789">CSF 1 CSF 2</p> <p data-bbox="86 810 768 927">1) Reformat PRIDE to reflect data - not grades. Reformat correction days to be gathering data. Frequent TEAMINGS with staff via Jungman to check progress. Reframe 9th period specifically for this population.</p>	<p data-bbox="852 691 972 716">2.4, 2.5, 2.6</p>	<p data-bbox="1037 691 1205 748">Teachers - ESL - Jungman</p>	<p data-bbox="1304 691 1583 716">Growth for ELL population.</p>

**Goal 1:** Improve Student Achievement

**Performance Objective 2:** 7th-grade STAAR improvements.

**Evaluation Data Source(s) 2:** Data Days/Consistent Review

**Summative Evaluation 2:**

<b>Strategy Description</b>	<b>ELEMENTS</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Overall scores for current 7th grade need to show vast improvements in Math and Reading. Data Grabs will determine 9th period and 0 period and both will have 2 sessions - giving added instructional time.</p>	<p>2.4, 2.5</p>	<p>Melton, McNeely, Math &amp; English departments.</p>	<p>More growth for targeted group than has happened in previous years.</p>

**Goal 1:** Improve Student Achievement

**Performance Objective 3:** Explicitly teach writing in 6th grade - targeting improvement on 2020 Writing STAAR.

**Evaluation Data Source(s) 3:** Separating Literacy and English in 6th grade, Data Days, 9th period.

**Summative Evaluation 3:**

<b>Strategy Description</b>	<b>ELEMENTS</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  1) 6th grade ELAR will become Literacy and English in order to isolate more grammar and more writing instruction.	2.4, 2.5	English Dept. Melton & McNeely & Fowler.	Targeting growth on 2020 Writing STAAR, increasing overall literacy gains.

# Goal 2: Improve Student Career and College Readiness.

**Performance Objective 1:** 8th graders will be better prepared for the transition to HS.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Begin a Transition Day for 8th graders only. Similar to a Fish Camp - marking the end of JH and the beginning of HS - to be done the week after meeting with HS counselors.</p>	3.1, 3.2	Burlison, Rice, Melton, McNeely, Gent, Yager, HS counselor.	Students will be better prepared for HS, and a way of making the transition more significant and helpful for the HS.
<p><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>2) Increased PSAT participation by incentivizing all 8th grade participants.</p>		Carrillo	Be more intentional about preparing kids for becoming HS and college students.

# Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers and Staff

**Performance Objective 1:** Teacher accountability based on walkthroughs and TTESS implementation

**Evaluation Data Source(s) 1:** Campus Goals

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>1) Teachers meet, share and own individual data - focusing on sharing strengths and learning how to address shortcomings from successful peers.</p>		Melton/McNeely	Teachers will improve through campus PD while also getting an opportunity to share their successes.
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>2) Address morale frequently through Kudo's, Friday Focus, &amp; Whataburger challenges.</p>		Kudo's group, McNeely, Melton	Teachers exhibit the positive traits that are applauded by the campus.

# Goal 4: Improve Student Programs & Services

**Performance Objective 1:** Provide a safe and orderly learning environment.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>1) Utilize the Standard Use Protocol. Drills will occur routinely.</p>		All Staff	A safe place for students and staff.
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Teacher-Parent Communication logs are turned in quarterly.</p>		All Teachers, Administration	Positive relationships with home. Parents know teacher expectations and feel free to share concerns.