

# **Kaufman Independent School District**

## **O.P. Norman Junior High**

**2020-2021**

# Mission Statement

KISD will equip students to become lifelong learners committed to academic excellence, integrity, responsible citizenship, and service to others.

## Vision

O.P. Norman Jr. High will provide a safe and structured learning environment for all students. We strive to develop students intellectually, physically, and emotionally, and to instill values and character. This will be a school that honors effort, appreciates diversity, and understands the varying definitions of success. We will be teachers and models for students as they grow in wisdom and maturity and move toward success in life beyond the school. We believe that all of these things will mold students to be lifelong learners and positive, responsible, contributing members of society.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

O.P. Norman JH had an enrollment for 2020-2021 of 980 students. Our current demographics are as follows: African American 4.49%, Hispanic 52.24%, White 40.41%, American Indian 0.2%, Asian 0.51%, and Two or More Races 2.04%. Within those populations, we have 75.41% economically disadvantaged and 23.88% Limited English Proficient students.

### Demographics Strengths

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

# Student Learning

## Student Learning 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 primarily making progress a primary goal.

STAAR 2018-2019:

6th Reading 63%

6th Math 86%

7th Reading 70%

7th Writing 66%

7th Math 76%

8th Math 85%

8th Reading 86%

8th Science 82%

8th SS 79%

## Student Learning Strengths

We made positive gains in the following areas on STAAR 2018-2019:

+3 - 6th Reading

+6 - 6th Math

+5 - 7th Reading

+2 - 8th Math

+1 - 8th Reading

+3 - 8th Science



# **School Processes & Programs**

## **School Processes & Programs Summary**

We strive to plan and implement consistent TEKS-driven instruction across the departments and the 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 first 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. We have integrated our 6th grade staff and students into a new building by departmentalizing the hallways for vertical alignment improvement and for streamlining curriculum coordination.

## Perceptions Strengths

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



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## **Student Data: Assessments**

- Student Success Initiative (SSI) data for Grades 5 and 8

## **Student Data: Student Groups**

- Special education/non-special education population including discipline, progress and participation data

## **Employee Data**

- Campus leadership data
- Campus department and/or faculty meeting discussions and data

# Goals

## Goal 1: Improve Student Achievement

**Performance Objective 1:** Sixth grade reading STAAR results will improve their growth measure from 37% (the last time we tested) to 70%.

**Evaluation Data Sources:** Progress measures, Benchmarks - consistent campus culture and discipline plan, STAAR results

**Strategy 1:** A consistent and common approach and timeline will be followed.

**Strategy's Expected Result/Impact:** By following a consistent timeline and approach, if students are moved from one teacher to another for reasons we can not avoid, the teacher's overall progress will not be affected.

**Staff Responsible for Monitoring:** Principal, Teachers

**TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

**Strategy 2:** By halving students and doubling time, we have maximized learning time.

**Strategy's Expected Result/Impact:** Mastery of TEKS will increase because of the time allowed for the teachers to work with the students.

**Staff Responsible for Monitoring:** Principal, Teachers

**TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

**Strategy 3:** The teacher is responsible for student engagement.

**Strategy's Expected Result/Impact:** The teacher and the student relationship is the one that produces results. By allowing the teacher to be responsible for student engagement, this relationship is strengthened.

**Staff Responsible for Monitoring:** Principal, Teachers

**TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

**Goal 1:** Improve Student Achievement

**Performance Objective 2:** Improvement in all areas on STATE ASSESSMENT for ELL population.

**Evaluation Data Sources:** Benchmarks - STAAR. Tutorials are for growth not grades.

**Strategy 1:** Aide positions will be utilized to specifically target growth by utilizing one on one tutorials every day.

**Strategy's Expected Result/Impact:** Growth for ELL population.

**Staff Responsible for Monitoring:** Teachers - ESL - Jungman

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**

## Goal 1: Improve Student Achievement

**Performance Objective 3:** State assessment scores in all core areas for grades 6-8 will meet or exceed state standards for all student groups.

**Evaluation Data Sources:** STAAR Results  
TAPR

**Strategy 1:** Use iXL for targeted Math and Science interventions.

**Strategy's Expected Result/Impact:** Students will individually be able to gain mastery on struggling concepts.

**Staff Responsible for Monitoring:** Math and Science teachers.

**TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**

**Strategy 2:** Utilize Edugence to help continually improve effectiveness and efficiency of the RTI program.

**Strategy's Expected Result/Impact:** Our RTI program will meet the intervention needs of students allowing to progress toward grade level.

**Staff Responsible for Monitoring:** Principal  
RTI Coordinator

**TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**

**Strategy 3:** Use common assessments to help guide instruction.

**Strategy's Expected Result/Impact:** Data driven instruction will lead to more effective teaching and intervention which will make the students more successful.

**Staff Responsible for Monitoring:** Principals  
Assistant Principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Strategy 4:** Targeted 9th period in the 2nd semester based around Benchmark scores of students not meeting expected measure.

**Strategy's Expected Result/Impact:** Increased STAAR achievement.

**Staff Responsible for Monitoring:** Principals, Teachers

**Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy**

**Strategy 5:** Utilize the Read Right program to help gain mastery for very low-performing students in the area of Reading.

**Strategy's Expected Result/Impact:** Significant progress made for these struggling students.

**Staff Responsible for Monitoring:** Principal, Read Right teachers - White and Chambers

**TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**

## Goal 1: Improve Student Achievement

**Performance Objective 4:** Percentage of students mastering grade level on state accountability will meet or exceed state average in all subjects grades 6-8 for all student groups.

**Evaluation Data Sources:** STAAR results  
TAPR

**Strategy 1:** Continually emphasize the value of high expectations and rigor through various modes of communication and training.

**Strategy's Expected Result/Impact:** Teachers will maintain high expectations for themselves and for their students. This will lead to higher levels of knowledge and skills mastered.

**Staff Responsible for Monitoring:** Principals  
Teachers

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Strategy 2:** Focus attention on student progress rather than just meeting a standard.

**Strategy's Expected Result/Impact:** When we focus attention on growth, the end result will be a higher amount of academic gain for each student.

**Staff Responsible for Monitoring:** Principal  
Teachers

**ESF Levers:** Lever 1: Strong School Leadership and Planning

## Goal 1: Improve Student Achievement

**Performance Objective 5:** 7th grade Math STAAR results will improve their growth measure from 51% to 60%.

**Evaluation Data Sources:** STAAR, Benchmarks, Data-pulls

**Strategy 1:** A consistent and common approach and timeline will be followed.

**Strategy's Expected Result/Impact:** By following a consistent timeline and approach, if students are moved from one teacher to another for reasons we can not avoid, the teacher's overall progress will not be affected.

**Staff Responsible for Monitoring:** Principals, Teachers

**TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

**Strategy 2:** Instruction will include effective use of remediation teaching on non-mastered TEKS. The rule is 70% or higher will mark success for each TEKS for regular Math students. A score of 80% success or higher for Pre-AP Math students will mark mastery for them.

**Strategy's Expected Result/Impact:** Overall improvement in the amount of TEKS mastered by individual students.

**Staff Responsible for Monitoring:** Principal, Teachers

**TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

**Strategy 3:** The teacher is responsible for student engagement.

**Strategy's Expected Result/Impact:** The teacher and the student relationship is the one that produces results. By allowing the teacher to be responsible for student engagement, this relationship is strengthened.

**Staff Responsible for Monitoring:** Principal, Teacher

**TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

**Goal 2:** Improve Student Career and College Readiness.

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

**Strategy 1:** During their 8th grade year, students will be given the opportunity to tour the high school and get information on the different tracks available. This will happen before meeting with the HS counselors at the end of the school year.

**Strategy's Expected Result/Impact:** Students will be better prepared for HS, and a way of making the transition more significant and helpful for the HS.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, School Counselors, High School Counselors, Michelsen, Maly, Yager, and Haynes

**Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Connect high school to career and college

**Strategy 2:** We will continue to offer the PSAT to 8th graders.

**Strategy's Expected Result/Impact:** Taking the PSAT during 8th grade year, gets students thinking early on about the goals they want to meet so that they can be college or career ready.

**Staff Responsible for Monitoring:** Principal, School Counselors

**TEA Priorities:** Connect high school to career and college

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

**Performance Objective 1:** Teacher accountability based on TTESS implementation and STAAR achievement and progress percentage.

**Evaluation Data Sources:** Campus Goals, TTESS evaluations

**Strategy 1:** Teachers meet, share and own individual data - focusing on sharing strengths and learning how to address shortcomings from successful peers.

**Strategy's Expected Result/Impact:** Teachers will improve through campus PD while also getting an opportunity to share their successes.

**Staff Responsible for Monitoring:** Melton/McNeely

**Strategy 2:** Address morale frequently through Kudo's, Friday Focus, & Whataburger challenges.

**Strategy's Expected Result/Impact:** Teachers exhibit the positive traits that are applauded by the campus.

**Staff Responsible for Monitoring:** Kudo's group, McNeely, Melton



**Goal 4:** Improve Student Programs & Services

**Performance Objective 1:** Monitor student mental health awareness via the BASE program. Implement targeted and specific modules for social emotional learning.

**Evaluation Data Sources:** School counselors, BASE program monitors usage and completion and alerts when needs arise

**Goal 4: Improve Student Programs & Services**

**Performance Objective 2:** Utilize the RTI program to make it more effective.

**Evaluation Data Sources:** Benchmarks, Data-Pulls, STAAR results, RTI teacher paperwork, RTI meetings

**Strategy 1:** Incorporate RTI meetings weekly lead by Mrs. Chambers. Teachers will meet and discuss progress of their RTI students and share strategies, needs, and information.

**Strategy's Expected Result/Impact:** RTI will be a more effective program.

**Staff Responsible for Monitoring:** Principal, RTI Coordinator - Mrs. Chambers, Teachers

**ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

**Goal 5:** Provide a safe and orderly learning environment

**Performance Objective 1:** Maintain an updated and effective Emergency Operations Plan.

**Evaluation Data Sources:** Drills, EOPT meetings, reports

**Goal 5:** Provide a safe and orderly learning environment

**Performance Objective 2:** Ensure students are kept as healthy and safe as possible while at school so that school can continue on without interruptions. This includes implementing protocol due to COVID-19.

**Evaluation Data Sources:** COVID-19 cases and spread, calendar interruptions

# State Compensatory

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# Plan Notes

# Campus Funding Summary



# Addendums