

Kaufman Independent School District

O.P. Norman Junior High

2021-2022

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 2021-22 of 977 as of Sept. 20, 2021.

51% is female.

49% is male.

55% is Hispanic-Latino.

4% is African American.

38% is White.

2% is two or more races.

25% is limited English profecient.

9% is gifted and talented.

10% is Special Education.

56% is classified At-Risk.

73% is Economically Disadvantaged.

11% is 504.

Demographics Strengths

O.P. Norman JH has a diverse student population that provides a rich school culture and community that values education. Our ELL population continues to make gains as we have intentionally tracked that population and provided targeted instruction.

Student Achievement

Student 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 primarily focusing on progress as the main goal.

STAAR 2020-2021:

6th Reading 52% Approaches, 23% Meets, 11% Masters

6th Math 74% Approaches, 38% Meets, 18% Masters

7th Reading 70% Approaches, 39% Meets, 21% Masters

7th Writing 64% Approaches, 31% Meets, 8% Masters

7th Math 62% Approaches, 31 % Meets, 13% Masters

8th Reading 74% Approaches, 43% Meets, 18% Masters

8th Math 59% Approaches, 24% Meets, 2% Masters

8th Science 73% Approaches, 44% Meets, 23% Masters

8th Social Studies 66% Approaches, 35% Meets, 15% Masters

Of the students that could of possibly shown a progress growth measure (of either a 1 or 2) on the 2020-21 STAAR, the following percentage did:

6th Reading - 38%, 114/299

6th Math - 55%, 168/306

7th Reading - 47%, 140/299

7th Math - 22%, 67/304

8th Reading - 74%, 211/287

8th Math - 35%, 80/226

Student Achievement Strengths

We had above the state average in the following Approaches areas on STAAR 2020-21:

6th Math +8

7th Math +8

7th Reading +2

7th Writing +3

8th Reading +2

8th Science +6

8th Social Studies +10

We are above the state average in the following Meets areas on STAAR 2020-21:

6th Math +4

7th Math +6

8th Science +2

8th Social Studies +8

We were above the state average in the following Masters areas on STAAR 2020-21:

6th Math +3

7th Math +2

8th Social Studies +2

We also had 100% of our 2020-21 Algebra students pass the Algebra EOC.

On 8th Reading STAAR, 74% of the students who could have possibly shown a growth measure of a 1 or 2, did.

School Culture and Climate

School Culture and Climate Summary

O.P. Norman JH has a positive school culture and climate. It is a place where children are pushed to be the best versions of themselves and are loved unconditionally while being held accountable. Due to COVID-19 last year, there was a lack of "connection" felt within the student body and between the teachers and their students. We were unable to do pep rallies, the dances, class meetings, etc. and I believe this contributed to those feelings of isolation.

School Culture and Climate Strengths

The people in this building are happy to be here and it shows. The students are loved and the teachers and staff are valued. They are also comfortable knowing they will be held accountable.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At this time, we have a very high quality of teaching staff overall. We have 2 brand new teachers to teaching. One was employed as a Read Right Aide at KHS last year so she comes in with some knowledge of how we do things already. The other is a young coach. He has a great attitude and I have a good feeling about him overall. The other new employees this year have taught before and come with really good recommendations. The teaching staff that was retained this year is the highest quality we have. It has been somewhat difficult this year to fill open paraprofessional positions with quality employees.

Staff Quality, Recruitment, and Retention Strengths

I was able to replace open positions with high quality teaching staff. I believe that our teaching staff has never looked better.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Overall, our curriculum, instruction, and assessment is run very smoothly throughout our departments. We have strong department heads that know what they are doing and how to get the students to retain and master the information to the most efficient caliber possible. The one area that we have struggled with as far as curriculum and instruction goes is 6th Reading. We have not, in the past, had a strong 6th grade English instructor that is both knowledgeable and willing to put forth the effort it takes to be a changemaker. I was able to attain one this hiring season and I believe it will serve the 6th grade Reading department well. Mrs. Webb oversees assessments on campus. We have our quarter assessments that measure how well the students have mastered the TEKS that were covered each quarter. We also now have MAP Testing that our teachers are incorporating into their plans that will help them measure the individual growth of each student.

During the summer of 2021, HB 4545 was introduced and requires at least 30 hours of accelerated instruction for each student that did not pass any given STAAR test at the end of the previous school year. We are meeting these needs by an Accelerated Instruction period built into the school day for every student.

Curriculum, Instruction, and Assessment Strengths

Overall, our curriculum, instruction, and assessment is run very smoothly throughout our departments. We have strong department heads that know what they are doing and how to get the students to retain and master the information to the most efficient caliber possible.

Parent and Community Engagement

Parent and Community Engagement Summary

At the JH level, parents and the community are typically involved depending on what their child is a part of. For instance, band parents are highly involved in the band program and our band directors do a really good job of communicating with them. Sports parents are involved with the coaches to ensure that program is as efficient as possible. Our counselors and our SPED department do a very good job of communicating with the parents of the students in their programs. We have a high rate of parental involvement in 504 and ARD meetings. Parents are contacted about discipline issues by both assistant principals and teachers when needed. In the past, there has been a lack of "reach out" with overall information from the principal. We have, instead, relied heavily on the students to communicate with their parents. While this instills responsibility, it doesn't always ensure necessary information is being relayed to the people at home.

Our ESL Coordinator has had difficulties getting parents of our ESL students as fully involved as she'd like. While they do reach out to parents daily, very few are responsive. They don't seem to feel as connected to the school setting as they could.

Parent and Community Engagement Strengths

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Our ESL Coordinator and her aides reach out to the families of their students daily. They do a very good job of helping their students find success.

School Context and Organization

School Context and Organization Summary

As the principal, I am the instructional leader for the campus. I also handle all things personnel. I oversee teacher evaluations via T-TESS. The assistant principals handle student discipline split alphabetically. Fowler is our emergency operations plan coordinator. Webb is over assessments. The two assistant principals handle parental concerns depending on their alphabet. They also do walkthroughs throughout the week and help with observations. We have a SPED coordinator on campus as well as a Diagnostician that takes care of all ARD and SPED needs while working with Mrs. Kerr at the district level. We have an ESL Coordinator who has 3 aides. They work together to meet the needs of our campus ESL population. She is also the campus Testing Coordinator at this time. Our counselors split the students alphabetically to meet their social-emotional needs and handle 504. Mrs. Carrillo is our lead counselor. We also have a campus technology instructional facilitator who has taken over the implementation of Chromebooks as well as works with the district technology office.

School Context and Organization Strengths

We have the right people in the right positions. They are masters of their domains.

Technology

Technology Summary

We have Chromebooks in every core classroom so that students have access to these during those times. The teachers oversee the distribution of these within their classes. They have the IXL program available for their use as supplemental instruction to their teachings. We also have the Technology Applications class taught by Mrs. Melton that introduces the students to properly using the computers as well as Computer Science for 7th graders that builds on that skill set. These classes are set in a computer lab setting. We do not have extra Chromebooks for students to check out when going on Quarantine. We have a new technology instructional facilitator position on campus, Mrs. Solomon, that ensures we are meeting the needs of the campus technology goals.

Technology Strengths

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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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results





Goals

Goal 1: Improve Student Achievement

Performance Objective 1: I have a goal that every teacher is able to have 70% or more of their students show a growth measure of either a 1 or 2 on the Math and Reading 2021-22 STAAR tests.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Growth Measures





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement MAP testing so that teachers are aware of their individual students' needs and can effectively meet them.</p> <p>Strategy's Expected Result/Impact: Increased student growth measures.</p> <p>Staff Responsible for Monitoring: Mrs. McNeely and Mrs. Webb</p> <p>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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize the data derived from quarter assessments to evaluate which TEKS they need to re-teach or teach differently to ensure a high percentage of mastery for every tested TEKS.</p> <p>Strategy's Expected Result/Impact: A high percentage of mastery for every tested TEKS.</p> <p>Staff Responsible for Monitoring: Mrs. McNeely and Mrs. Webb</p> <p>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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Improve Student Achievement

Performance Objective 2: I have a goal that every 2021-22 STAAR tested area is at or above the state average for approaches, meets, and masters.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Results Compared to the State





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize the data derived from quarter assessments to evaluate which TEKS they need to re-teach or teach differently to ensure a high percentage of mastery for every tested TEKS.</p> <p>Strategy's Expected Result/Impact: A high percentage of mastery of every tested TEKS.</p> <p>Staff Responsible for Monitoring: Mrs. Webb and Mrs. McNeely</p> <p>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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
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	Dec	Mar	July	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Improve Student Achievement

Performance Objective 3: Maintain our focus on targeted instruction and awareness of our ELL student population.

Targeted or ESF High Priority





Evaluation Data Sources: Quarter Assessments, TELPAS, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Mrs. Jungman, our ESL Coordinator, will lead Teamings throughout the year to keep our teachers and staff informed on how to best meet the needs of their ESL students.</p> <p>Strategy's Expected Result/Impact: Increased academic growth and performance of ESL students.</p> <p>Staff Responsible for Monitoring: Mrs. Jungman</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a parent reach-out program or presentation that draws in the parents of our ESL students as well as keeps them informed so that they can help their students be as successful as possible.</p> <p>Strategy's Expected Result/Impact: Increasing ESL parental involvement and, therefore, increase student achievement.</p> <p>Staff Responsible for Monitoring: Mrs. Jungman and Margarita Garcia</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Improve Campus Culture and Climate

Performance Objective 1: Regain connectivity among student body and between the staff and students.





Evaluation Data Sources: Number of discipline referrals, PASS assignments, and classroom behavior issues.

Strategy 1 Details	Reviews			
<p>Strategy 1: Reinstate Paws to Claws and Meet the Teacher before school starts so that parents can feel connected and, therefore, comfortable with the school.</p> <p>Strategy's Expected Result/Impact: Decreased parental anxiety and decreased parental issues throughout the year.</p> <p>ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Start the year with class meetings where the principal along with the assistant principals and the counselors meet with all the students to go over daily expectations and how to successfully meet them.</p> <p>Strategy's Expected Result/Impact: Decreased number of discipline referrals and classroom behavior issues.</p> <p>ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Principal and assistant principals do lunch duty everyday so that they are able to interact with the students and vice versa.</p> <p>Strategy's Expected Result/Impact: Decreased number of discipline referrals and behavior issues across campus.</p> <p>ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 4 Details	Reviews			
<p>Strategy 4: Reinstate pep rallies to the best of our ability while following COVID-19 safety protocol along with dances and other social gatherings that boost positive student involvement.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and decreased discipline issues.</p> <p>ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Recruit and Retain the Highest Quality of Staff

Performance Objective 1: Continue to retain our current high quality teachers and paraprofessionals.

Evaluation Data Sources: T-TESS





Strategy 1 Details	Reviews			
<p>Strategy 1: As the principal, I will do 10 walkthroughs a week and each assistant principal will do 5 walkthroughs a week.</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Use the T-TESS evaluation system to hold teachers accountable and measure their ability to meet their individual goals for the year.</p> <p>Strategy's Expected Result/Impact: Increase quality of instruction and hold teachers accountable.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Have my staff study and implement the Fundamental Five and the benefits of "high expectations" so that they can add these things to their teaching toolkits.</p> <p>Strategy's Expected Result/Impact: Increased quality of instruction and increase quality of teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - 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 - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Implement Highly Effective Curriculum and Instruction

Performance Objective 1: Increase 6th grade English teachers' knowledge of the TEKS and effective teaching practices.

Targeted or ESF High Priority

Evaluation Data Sources: Quarter Assessments, MAP Testing, STAAR Results





Strategy 1 Details	Reviews			
<p>Strategy 1: Attain a highly knowledgeable 6th grade English teacher with a proven track record for success in student growth measures. One that is able to lead the others and share their knowledge base.</p> <p>Strategy's Expected Result/Impact: Increased 2021-22 6th grade Reading STAAR results and growth measures</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Implement Highly Effective Curriculum and Instruction

Performance Objective 2: Successfully implement the requirements of House Bill 4545 into the 2021-22 school year.

Targeted or ESF High Priority

Evaluation Data Sources: Accelerated Instruction Documentation and 2021-22 STAAR Results





Strategy 1 Details	Reviews			
<p>Strategy 1: Implanting accelerating instruction time into every child's daily schedule. Strategy's Expected Result/Impact: Meet the requirements of HB 4545 and increase student achievement on 2021-22 STAAR.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Use the IXL program to meet the needs of the 30 hour requirement of accelerated instruction time per failed 2020-21 STAAR.</p> <p>Strategy's Expected Result/Impact: Meet the requirements of HB 4545 and increase student achievement on 2021-22 STAAR.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Implement Highly Effective Curriculum and Instruction

Performance Objective 3: Continue to effectively follow the RTI (MTSS) procedures in order to meet the needs of at-risk students across campus.

Targeted or ESF High Priority





Evaluation Data Sources: RTI Meeting Documentation, RTI Tracking Data

Strategy 1 Details	Reviews			
<p>Strategy 1: This will include implementing weekly RTI meetings where teachers meet with Mrs. Chambers, our RTI campus coordinator, to discuss the needs of students identified as RTI as well as teachers documenting how they are meeting these needs in the classroom.</p> <p>Strategy's Expected Result/Impact: Students are able to successfully move out from being labeled RTI or able to be moved to either 504 or SPED to best meet their needs.</p> <p>Staff Responsible for Monitoring: Mrs. Chambers</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Increase Parent and Community Involvement

Performance Objective 1: Increase ELL parental involvement within the ESL program.





Evaluation Data Sources: LPAC meeting participation, success rate of ESL students

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement an outreach program or presentation to pull in ELL parents and help them become fully informed of the ESL program so that their students can reap its full benefits and be as successful as possible.</p> <p>Strategy's Expected Result/Impact: Increase ELL parental involvement and increase ESL student achievement</p> <p>Staff Responsible for Monitoring: Mrs. Jungman and Margarita Garcia</p> <p>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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Increase Parent and Community Involvement

Performance Objective 2: Increase communication from principal to parents so that parents are up to date and well-informed.





Evaluation Data Sources: Amount of parental concerns and questions.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the "Letter From the Lion's Den" as a source of communication directly from principal to parent. The letter will inform parents of things going on and important dates.</p> <p>Strategy's Expected Result/Impact: Decrease parental anxiety and decrease parental concerns.</p> <p>Staff Responsible for Monitoring: Mrs. McNeely</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Principal creates a brand new Remind each school year and distributes that contact information appropriately so that she has an up to date database or parental contacts.</p> <p>Strategy's Expected Result/Impact: Decrease parental anxiety and decrease parental concerns.</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: Maintain a Safe Learning Environment

Performance Objective 1: Continue to follow the recommended protocol for COVID-19.





Evaluation Data Sources: Number of COVID-19 cases and amount of spread

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure staff is up to date on COVID-19 protocol and is able to successfully follow this protocol. Strategy's Expected Result/Impact: Lower number of COVID-19 cases and spread Staff Responsible for Monitoring: Mrs. McNeely and Nurse Charles</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: Maintain a Safe Learning Environment

Performance Objective 2: Ensure that O.P. Norman is a safe place for all students both physically and emotionally.





Evaluation Data Sources: Number of physical altercation referrals, number of counselor referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase counselor involvement with students and decrease amount of testing responsibilities for counselors so that they can use this time to work with students.</p> <p>Strategy's Expected Result/Impact: Decrease self-harm and threat assessment incidents. Increase students' well-being.</p> <p>Staff Responsible for Monitoring: Mrs. Carrillo, Mrs. Lott, and Mrs. McNeely</p> <p>ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Enlist the help of a campus testing coordinator so that counselors are able to work with students more often.</p> <p>Strategy's Expected Result/Impact: Decrease self-harm and threat assessment incidents. Increase students' well-being.</p> <p>Staff Responsible for Monitoring: Mrs. McNeely and Mrs. Jungman (new campus testing coordinator)</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure that our campus emergency operations team is up to date and well-informed on emergency plans and operations.</p> <p>Strategy's Expected Result/Impact: Drill documentation, O.P. Norman Jr. High Emergency Operations Plan</p> <p>Staff Responsible for Monitoring: Mr. Fowler</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 7: Increase Effectiveness of Assistant Principal Positions

Performance Objective 1: Evenly spread out the responsibilities typically assigned to the role of the 2 assistant principals on campus.





Evaluation Data Sources: Assistant Principal Evaluations, Staff Morale, Discipline Management and Effectiveness

Strategy 1 Details	Reviews			
<p>Strategy 1: Starting this year, the assistant principals will split discipline and special needs issues across campus alphabetically. Mr. Fowler will handle students with the last names A-L while Mrs. Webb will handle students will last names M-Z.</p> <p>Strategy's Expected Result/Impact: Better management of campus discipline and increased staff morale as a result.</p> <p>Staff Responsible for Monitoring: Mrs. Webb, Mr. Fowler, and Mrs. McNeely</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the T-PESS Evaluation System for assistant principals starting this year.</p> <p>Strategy's Expected Result/Impact: Targeted and improved assistant principal performance.</p> <p>Staff Responsible for Monitoring: Mrs. McNeely</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 8: Ensure Preparedness for STAAR Testing Online

Performance Objective 1: Use our new campus position of technology facilitator to educate our staff on the expectations of online STAAR testing.

Evaluation Data Sources: STAAR Testing 2021-22

Strategy 1 Details	Reviews			
<p>Strategy 1: Have Mrs. Solomon hold trainings and teamings as needed to instruct and inform staff on how to, not only be prepared for online testing themselves, but how to ensure their students are prepared for online testing, as well.</p> <p>Strategy's Expected Result/Impact: Increased preparedness for online STAAR Testing and increased success on those STAAR Tests</p> <p>Staff Responsible for Monitoring: Mrs. McNeely and Mrs. Solomon (our new campus technology facilitator)</p> <p>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</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Have Mrs. Solomon work closely with our district technology department so that she is well-informed and ready for online STAAR Testing.</p> <p>Strategy's Expected Result/Impact: Increased campus preparedness for online STAAR Testing and increased success on those STAAR tests as a result.</p> <p>Staff Responsible for Monitoring: Mrs. McNeely and Mrs. Solomon</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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Campus Funding Summary

Addendums