

Kaufman Independent School District
O.P. Norman Junior High
2023-2024 Campus Improvement Plan

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

Needs Assessment Overview

Needs Assessment Overview Summary

For 2023-2024, we are need of a push for positivity in all ways possible. We were in need of change in many ways. The principal was in need of being a change agent to increase positivity across the climate, culture, and parental/community perception of the Jr. High.

That is our area of greatest need for 2023-24.

Demographics

Demographics Summary

During the 2022-2023 school year, O.P. Norman Jr. High School had a total of 989 students. Of those, 298 (about 30%) were 6th graders, 314 (about 32%) were 7th graders, and 377 (about 38%) were 8th graders. The gender breakdown was 505 female students and 484 male students. This was very close to 50/50. The Hispanic/Latino ethnic group accounted for about 56% of our student population. The Black-African American group accounted for about 5% of the student population and the White group accounted for about 36%. Our students that were identified as ESL (English as a Second Language) accounted for about 29% of the student population, Section 504 students were about 12% of the population and students identified as Special Education were also about 11% of the student population. About 50% of our students were labeled as "At-Risk" and about 70% of our students fell under the category of "Economic Disadvantaged". As far as staff information goes, we had 11 staff members categorized under administrative support, 69 staff members that were teachers, and 15 staff members that were educational aides.

Demographics Strengths

Our demographic strengths lie in our numbers and how "steady" they are. You can see that the number of 6th graders, 7th graders, and 8th graders last year was pretty equivalent. This was also true when it came to the number of female students and male students. That percentage was almost 50/50. We have a high population of Spanish speaking students. We also have a high population of students who are either classified as "At-Risk" or "Economically Disadvantaged" (or both). We are able to provide free breakfast and lunch for all of our students which is a huge strength.

O.P. Norman 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We need to maintain our focus on targeted instruction and awareness of our ELL student population. **Root Cause:** We must focus intervention time on student growth measures. When students gain mastery (no matter where they start), this leads to overall success.

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 focusing on progress as the main goal.

STAAR 2022-2023

6th Grade Math 83% Approaches, 51% Meets, and 23% Masters. 17% Did Not Meet

6th Grade Reading 73% Approaches, 43% Meets, and 17% Masters. 27% Did Not Meet.

7th Grade Math 77% Approaches, 55% Meets, and 25% Masters. 23% Did Not Meet.

7th Grade Reading 83% Approaches, 57% Meets, and 24% Masters. 17% Did Not Meet.

8th Grade Math 66% Approaches, 32% Meets, and 4% Masters. 34% Did Not Meet.

8th Grade Reading 81% Approaches, 55% Meets, and 22% Masters. 19% Did Not Meet.

8th Grade Science 72% Approaches, 41% Meets, and 11% Masters. 24% Did Not Meet.

8th Grade Social Studies 64% Approaches, 30% Meets, and 12% Masters. 36% Did Not Meet.

8th Algebra 100% Approaches, 95% Meets, and 71% Masters. 0% Did Not Meet.

According to Axiom*, our Domain Scores based off of the 2022-2023 STAAR Tests are as follows:

*Axiom calculations are based on the 2023 Accountability Manual as initially released with available adjustments as indicated by the TEA press release. Axiom will be updated with final calculations when they are made available by the TEA.

Student Achievement - B (83)

School Progress - B (87)

Closing the Gaps - B (82)

Overall Score - B (86)

Individually, the teachers* of each tested subject had the following STAAR scores:

*Only returning teachers' individual scores are listed.

6th Math

Andy Lemond: Approaches - 89%, Meets - 47%, Masters - 14%

Connie Leos: Approaches - 100%, Meets - 94%, Masters - 62%

James Oliver: Approaches - 71%, Meets - 23%, Masters - 3%

Chelsea Ramirez: Approaches - 82%, Meets - 69%, Masters - 14%

7th Math

Colin Broome: Approaches - 74%, Meets - 48%, Masters - 9%

Norma Garcia: Approaches - 68%, Meets - 38%, Masters - 6%

Jacob Swindell: Approaches - 100%, Meets - 100%, Masters - 88%

Bianca Michelsen: Approaches - 76%, Meets - 40%, Masters - 4%

8th Math

Chase Hardin: Approaches - 77%, Meets - 46%, Masters - 8%

Sara Maly: Approaches - 64%, Meets - 24%, Masters - 2%

8th Algebra

Sara Maly: Approaches - 100%, Meets - 95%, Masters - 71%

8th Science

Dees: Approaches - 63%, Meets - 21%, Masters - 0%

Hastie: Approaches - 60%, Meets - 22%, Masters - 2%

Sewell: Approaches - 85%, Meets - 67%, Masters - 24%

8th History

Dougherty: Approaches - 56%, Meets - 18%, Masters - 4%

Vance: Approaches - 52%, Meets - 12%, Masters - 7%

6th Reading

Gutierrez: Approaches - 100%, Meets - 93%, Masters - 57%

Herring: Approaches - 62%, Meets - 25%, Masters - 6%

Johnston: Approaches - 76%, Meets - 24%, Masters - 4%

7th Reading

Cawthon: Approaches - 73%, Meets - 37%, Masters - 6%

M. White: Approaches - 85%, Meets - 53%, Masters - 17%

8th Reading

McDermott: Approaches - 93%, Meets - 80%, Masters - 45%

Wilson: Approaches - 76%, Meets - 36%, Masters - 6%

Student Learning Strengths

We had above the state average in the following Approaches areas on STAAR 2022-23:

6th Math +9

7th Math +16

7th Reading +6

8th Social Studies +4

Algebra +22

We had above the state average in the following Meets areas on STAAR 2022-23:

6th Math +14

7th Math +20

7th Reading +5

Algebra + 55

We had above the state average in the following Masters areas on STAAR 2022-23:

6th Math +8

7th Math +15

8th Algebra +55

School Processes & Programs

School Processes & Programs Summary

Overall, our curriculum, instruction, and assessment is run smoothly throughout our departments. Over the past few years, the area of struggle had mainly been 7th grade Math. However, this past year, we made huge gains in that area. I hope to continue these positive things in that department this year. Overall, I am very happy with how we performed as a campus in every tested subject and grade level. We have room to grow in both 8th grade Math and in 6th grade Reading. However, it is important to remember that in 8th math, our campus does not "get credit" for our students who take and predominately master that test.

We have a number of new teachers on campus this year. While this is exciting and they are highly qualified, there is always somewhat of a worry about how their students will perform on state tests just because it's brand new to them.

We've been implementing more and more Lowman Education into all department curriculums and it has continued to prove worthwhile. I was able to have all of my core teachers attend Lowman's virtual "How to Hack the STAAR" training which helped them become even more familiar and comfortable with the material. Mrs. Bower 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 have MAP Testing again this year that our teachers continue to incorporate into their plans that will help them measure and address the individual growth of each individual student. I've also implemented a campus-wide policy of using "Data Sheets" to track student data in one place. This summer we were able to deliver the required number of hours of accelerated instruction for a majority of the students who were identified as needing them by House Bill 4545. However, for those that we were unable to take care of that requirement during the summer, we are meeting this need within the school day during the school year this year. We also plan on conducting a 2-day Science Accelerated Instruction Academy in November to take care of the students who are 6th graders and don't have room in their schedule to take the usual class in which necessary students receive their accelerated instruction.

School Processes & Programs Strengths

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Perceptions

Perceptions Summary

At the JH level, parents and the community are typically involved depending on what their child takes part in. For instance, band parents are highly involved in the band program and our band directors typically 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 on campus do a very good job of communicating with the parents of the students their programs serve. 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" 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. Since becoming principal, I have worked to improve that. I have further expanded that initiative by turning the parental communication into an online newsletter format. I have also created a campus Facebook page and Twitter account to push out information and increase the positivity of parental perception.

As mentioned before, there were more negative parental and community concerns in 22-23 than before.

Perceptions Strengths

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All teachers on campus have an active Google Classroom. This helps when students are not physically at school to keep up with their work but it also helps when parents are wanting to understand what is going on in the classroom. They are then able to access every teachers' Google Classroom and see for themselves.

Teachers have Remind and communicate with parents that way and via email frequently.

Our ESL coordinator and her aides reach out to the families of their students frequently. They do a very good job of helping their students find success and incorporating the parents as much as possible. I have hired more bilingual staff members to help with ELL family connection, as well.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In 22-23, there was more of an overall negative perception of the Jr. High. **Root Cause:** Increased discipline, over-crowdedness, need for updates and new facilities, need for more ways to see and hear the positive things going on at the Jr. High, parental complaints, need for change

Priority Problem Statements

Problem Statement 1: In 22-23, there was more of an overall negative perception of the Jr. High.

Root Cause 1: Increased discipline, over-crowdedness, need for updates and new facilities, need for more ways to see and hear the positive things going on at the Jr. High, parental complaints, need for change

Problem Statement 1 Areas: Perceptions

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- 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
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices
- Other additional data



Goals






Goal 1: Improve Student Achievement

Performance Objective 1: I have a goal that every 2023-2024 STAAR tested area will be at or above the state average for approaches, meets, and masters.

High Priority

Evaluation Data Sources: OP Norman JH 2023-24 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. McNeely and Mrs. Bower</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will continue to use MAP data to assess their individual students' needs and effectively meet them.</p> <p>Strategy's Expected Result/Impact: Increased student growth measures.</p> <p>Staff Responsible for Monitoring: Mrs. McNeely and Mrs. Bower</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
				



Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement the use of the Googlesheet "Data Sheet" throughout the year. After each assessment, the teachers will insert each students' new data point. This will keep all teachers looking at the same data measures which helps us all work towards the same goals.</p> <p>Strategy's Expected Result/Impact: Increased student scores on the STAAR 2023-24 Tests.</p> <p>Staff Responsible for Monitoring: Mrs. McNeely and Mrs. Solomon</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- 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 1: Improve Student Achievement

Performance Objective 2: I have a goal that every teacher is able to have 70% or more of their students show a growth measure on the Math and Reading STAAR 2023-24 Tests.

High Priority

Evaluation Data Sources: OP Norman JH 2023-24 STAAR Growth Measures

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will continue to use MAP Testing and the data it provides so that they 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. Bower</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize the data derives 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. Bower</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
				









Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement the use of the Googlesheet "Data Sheet" throughout the year. After each assessment, the teachers will insert each students' new data point. This will keep all teachers looking at the same data measures which helps us all work towards the same goals.</p> <p>Strategy's Expected Result/Impact: Increased student growth measures on the 2023-24 STAAR Tests.</p> <p>Staff Responsible for Monitoring: Mrs. McNeely and Mrs. Solomon</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- 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 1: Improve Student Achievement

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

High Priority

Evaluation Data Sources: Quarter Assessments, TELPAS, STAAR Results





Strategy 1 Details	Reviews			
<p>Strategy 1: Mrs. Page, our ESL Coordinator, will lead Teamings throughout the year to keep our teachers and staff informed on how to best meet the needs of our ESL students.</p> <p>Strategy's Expected Result/Impact: Increased academic growth and performance of our ESL students.</p> <p>Staff Responsible for Monitoring: Mrs. Page</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: ESL Lead - State Comp Ed</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement the parent out-reach program that draws in the parents of our ESL students as well as keeps them informed so that they can continue to help their students be as successful as possible.</p> <p>Strategy's Expected Result/Impact: Increased ESL parental involvement and, therefore, increased ESL student achievement.</p> <p>Staff Responsible for Monitoring: Mrs. Page and Margarita Garcia</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- 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 1: Improve Student Achievement

Performance Objective 4: I have a goal of becoming a TEA "A" Rated campus.

High Priority





Evaluation Data Sources: 2023-2024 Campus Ratings

Strategy 1 Details	Reviews			
<p>Strategy 1: I have a goal that every teacher is able to have 70% or more of their students show a growth measure on the Math and Reading STAAR 2023-24 Tests.</p> <p>Strategy's Expected Result/Impact: Increased overall student performance on the 2023-2024 STAAR Tests.</p> <p>Staff Responsible for Monitoring: Mrs. McNeely</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: I have a goal that in every STAAR tested area at the Jr. High, that our results are at or above the state average in all of the categories including approaches, meets, and masters.</p> <p>Strategy's Expected Result/Impact: Increased overall student performance on the 2023-2024 STAAR Tests.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
	N/A			
<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 2: Improve Student Career and College Readiness

Performance Objective 1: Continue to offer and provide for a large number of 8th grade students who take Algebra (normally, a 9th grade course).






Evaluation Data Sources: Number of students who complete the Algebra course in 8th grade successfully, Algebra STAAR results for our campus

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to increase the overall growth of 7th grade Math students so that they are ready to take on the challenge of 8th grade Algebra.</p> <p>Strategy's Expected Result/Impact: Continue to serve a large number of students in the 8th grade Algebra class, Continue to have outstanding results on the 8th grade STAAR Test</p> <p>Staff Responsible for Monitoring: Mrs. McNeely and Mrs. Maly</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Improve Student Career and College Readiness

Performance Objective 2: Continue to offer the CTE Fair to the 8th graders in the Spring of the 8th grade year so that they are best prepared to make decisions about the pathway when they enter High School.

Evaluation Data Sources: CTE Fair attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to work with Mr. Eastep so that we are able to provide a great CTE Fair experience for our 8th grade students in the spring of 2024.</p> <p>Strategy's Expected Result/Impact: Student readiness for High School</p> <p>Staff Responsible for Monitoring: Mrs. McNeely and Mr. Eastep</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Mar	July	July
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Improve Student Career and College Readiness

Performance Objective 3: Continue to project the High School's CTE information on our new TV in the cafeteria so that all students can be exposed to those things and increase student interest.

Evaluation Data Sources: Cafeteria projection of the High School's stream

Goal 2: Improve Student Career and College Readiness



Performance Objective 4: Continue to offer the Jr. High's Career Investigations class and support Mr. Morrow's in all his endeavors with it. Including the hands-on field trips and Morrowland.






Evaluation Data Sources: Participation in Career Investigations and the success of Morrowland each semester.

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

Performance Objective 1: Hire and retain a high quality of administrators, teachers and paraprofessionals.

Evaluation Data Sources: T-TESS, staff retainment numbers at the end of the year, and number of paraprofessional positions we are having to hire within the school year, parental complaints/concerns

Strategy 1 Details	Reviews			
<p>Strategy 1: As the principal, I will do 10 classroom walkthroughs a week and each assistant principal will do 5 classroom walkthroughs a week. These will be documented in Strive.</p> <p>Strategy's Expected Result/Impact: Quality of instruction will be that of a high standard which will, in turn, give us increased student achievement.</p> <p>Staff Responsible for Monitoring: Mrs. McNeely</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</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>Staff Responsible for Monitoring: Mrs. McNeely, Mrs. Bower, and Mr. Lauriano</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
				









Strategy 3 Details	Reviews			
<p>Strategy 3: Have the staff continue to implement the standards of "The Fundamental Five", Strategy's Expected Result/Impact: Increased quality of instruction, build upon our positive campus climate, and increase our quality of teachers Staff Responsible for Monitoring: Mrs. McNeely</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Improve Student Programs and Services

Performance Objective 1: Increase 6th grade Reading scores and student growth measures.

High Priority

Evaluation Data Sources: 2023-24 STAAR Results and Growth Measures, MAP Results throughout the year







Strategy 1 Details	Reviews			
<p>Strategy 1: Hire (and retain) a new highly qualified and certified 6th grade Reading teacher to replace the one that left teaching.</p> <p>Strategy's Expected Result/Impact: Increased overall 6th grade Reading STAAR scores on the 2023-2024 Test.</p> <p>Staff Responsible for Monitoring: Mrs. McNeely</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Have all STAAR tested teachers use the Googlesheet "Data Tracking" sheet to guide their use of small group instruction. This small group instruction should be used in these classrooms as often as possible.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on the 6th grade Reading 2023-24 STAAR tests as well as individual student growth measures.</p> <p>Staff Responsible for Monitoring: Mrs. McNeely and Mrs. Solomon</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Improve Student Programs and Services

Performance Objective 2: Increase 8th grade Math scores and student measures.

High Priority









Evaluation Data Sources: 2023-24 STAAR Results and Growth Measures, MAP Results throughout the year

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire (and retain) a new highly qualified and certified 8th grade Math teacher to replace the one that left. Strategy's Expected Result/Impact: Increased overall 8th grade Math STAAR scores on the 2023-2024 Test. Staff Responsible for Monitoring: Mrs. McNeely</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Have all STAAR tested teachers use the Googlesheet "Data Tracking" sheet to guide their use of small group instruction. This small group instruction should be used in these classrooms as often as possible. Strategy's Expected Result/Impact: Increased student achievement on the 8th grade Math 2023-24 STAAR tests as well as individual student growth measures. Staff Responsible for Monitoring: Mrs. McNeely</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 4: Improve Student Programs and Services

Performance Objective 3: Continue to increase ELL parental involvement within the ESL program.

Evaluation Data Sources: LPAC meeting participation, success rate for our ELL students







Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to use the reach-out programs that we have put in place since COVID-19.</p> <p>Strategy's Expected Result/Impact: Increased parental participation in LPAC meetings, increased success rate for our ELL students</p> <p>Staff Responsible for Monitoring: Mrs. McNeely and Mrs. Page</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to hire (and retain) highly qualified ESL paraprofessionals.</p> <p>Strategy's Expected Result/Impact: Increased effectiveness of parental communication, increased parental participation in LPAC meetings, increased success rate of ELL students</p> <p>Staff Responsible for Monitoring: Mrs. McNeely</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Funding Sources: Additional aides - State Comp Ed</p>	Formative			Summative
	Dec	Mar	July	July
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Improve Student Programs and Services

Performance Objective 4: Continue to use "The Fundamental Five" as our guiding resource towards effective classroom instruction.

High Priority

Evaluation Data Sources: T-TESS walkthroughs and observations, overall STAAR Results in 2023-2024







Strategy 1 Details	Reviews			
<p>Strategy 1: Review "The Fundamental Five" during in-service and continue to go over each part of it throughout the year with the staff.</p> <p>Strategy's Expected Result/Impact: Increased effectiveness of instruction in every classroom, increased student mastery of all TEKS</p> <p>Staff Responsible for Monitoring: Mrs. McNeely</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to look specifically for the use of "The Fundamental Five" when doing walkthroughs and observations of teachers.</p> <p>Strategy's Expected Result/Impact: Increased use of "The Fundamental Five" by teachers during instruction, increased student mastery of all TEKS</p> <p>Staff Responsible for Monitoring: Mrs. McNeely, Mrs. Bower, and Mr. Lauriano</p> <p>ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</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 5: Provide a Safe and Orderly Learning Environment

Performance Objective 1: Implement new ways of organizing the hallways including creating an area in the building that is specifically for 6th graders. Implement a new way of organizing the use of the campus restrooms. Implement a 6th grade only lunch. Implement a staggered bell schedule.

High Priority

Evaluation Data Sources: Amount of discipline referrals, amount of DAEP placements, Amount of parental concerns and questions, amount of confirmed bullying reported, amount of threat assessments that are deemed serious

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement our new hallway organization so that 6th grade classrooms are located in the same area of the building.</p> <p>Strategy's Expected Result/Impact: Less hallway discipline issues, an increased feeling of safety for all students and parents, create a more smooth transition for 6th graders as they are new to Jr. High</p> <p>Staff Responsible for Monitoring: Mrs. McNeely</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement our new restroom plan that includes restroom assignment by grade level as well as a "restroom check" process for students to go through in their elective classes throughout the day.</p> <p>Strategy's Expected Result/Impact: Decreased restroom related misbehavior and facility misuse, increase safety of all students, decrease student traffic congestion</p> <p>Staff Responsible for Monitoring: Mrs. McNeely and Mrs. Chambers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
				











Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase and implement the use of SmartPass - a digital hall pass for students and staff to use when/if students are called out of their regularly scheduled class.</p> <p>Strategy's Expected Result/Impact: Increase overall ability for administrators to monitor where students are at all times, increased safety for all students, decrease opportunities for student misbehavior during class time (but outside of the classroom)</p> <p>Staff Responsible for Monitoring: Mrs. McNeely and Mrs. Solomon</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Provide a Safe and Orderly Learning Environment

Performance Objective 2: Ensure the installment of new security measures for the exterior doors.

High Priority

Evaluation Data Sources: The date of the installment of the new security measures of the exterior doors. As of now, the work orders have been completed. We are just waiting on the installation.









Strategy 1 Details	Reviews			
<p>Strategy 1: Reach out to KISD administration about the need of these changes. Strategy's Expected Result/Impact: Approval of these upgrades Staff Responsible for Monitoring: Mrs. McNeely</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Once approval is reached, complete the necessary work orders for these changes to be made. Strategy's Expected Result/Impact: Installation of increased security measures for the Jr. High's exterior doors Staff Responsible for Monitoring: Mrs. McNeely</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Mar	July	July
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: Increase the Overall Positivity of the Perception of Our School By All Stakeholders

Performance Objective 1: Improve upon the ways in which the principal increased communication from principal to parents in the 2022-23 school year so that parents are up to date and well-informed.

High Priority

Evaluation Data Sources: Amount of parental concerns and questions, overall perception of the Jr. High by stakeholders






Strategy 1 Details	Reviews			
<p>Strategy 1: The principal will produce a high quality community newsletter periodically throughout the school year and will effectively share it with all stakeholders.</p> <p>Strategy's Expected Result/Impact: Increased awareness from all stakeholders of all the Good Things happening at the Jr. High, increased positive perception of the Jr. High</p> <p>Staff Responsible for Monitoring: Mrs. McNeely</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</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 of parental contacts.</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</p>	Formative			Summative
	Dec	Mar	July	July
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: Increase the Overall Positivity of the Perception of Our School By All Stakeholders

Performance Objective 2: Increase the amount of ways in which stakeholders can be exposed to all the Good Things going on at the Jr. High by implementing an efficient campus Facebook page, Twitter account, and community newsletters.

High Priority

Evaluation Data Sources: Amount of parental concerns and questions, overall perception of the Jr. High by stakeholders






Strategy 1 Details	Reviews			
<p>Strategy 1: The principal will create and effectively maintain a high quality campus Facebook page and Twitter account that displays all the Good Things going on at the Jr. High as well as informs stakeholders of necessary information and dates.</p> <p>Strategy's Expected Result/Impact: Overall increase in positive perception of the Jr. High, decrease in dissatisfaction of the Jr. High</p> <p>Staff Responsible for Monitoring: Mrs. McNeely</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Increase the Overall Positivity of the Perception of Our School By All Stakeholders

Performance Objective 3: Use "Deliberate Optimism" as our campus book study and guiding source towards a more positive campus climate and culture.

High Priority

Evaluation Data Sources: Overall satisfaction of staff members, students, and parents.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ask teachers to read and complete a book study over "Deliberate Optimism" during the summer preceding the 2023-2024 school year. Review the book's major points and ensure buy in from all staff members during in-service. Continue to review these points and continue to encourage buy-in of their concepts throughout the school year.</p> <p>Strategy's Expected Result/Impact: Overall satisfaction of staff members, overall satisfaction from all stakeholders, overall increase of student mastery, overall decrease in student discipline issues</p> <p>Staff Responsible for Monitoring: Mrs. McNeely</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for O.P. Norman Junior High

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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Personnel for O.P. Norman Junior High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jennifer Davila	ESL Aide	1
Kelsey Hobden	RTI and Read Right Teacher	1
Lucina De La Cruz	ESL Aide	1
Marisela Mayhew	ESL Aide	1

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	ESL Lead		\$0.00
4	3	2	Additional aides		\$0.00
Sub-Total					\$0.00