Kaufman Independent School District

O.P. Norman Junior High

2017-2018 Improvement Plan

Table of Contents

Comprehensive Needs Assessment . . . 3
- Demographics . . . 3
- Student Academic Achievement . . . 4
- School Processes & Programs . . . 6
- Perceptions . . . 7

Comprehensive Needs Assessment Data Documentation . . . 8
Goals . . . 10
- Goal 1: Improve Student Achievement . . . 10
- Goal 2: Improve Student Career and College Readiness. . . . 13
- Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers and Staff . . . 14
- Goal 4: Improve Student Programs & Services . . . 15

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Demographics Strengths

Norman JH has a diverse student population that provides a rich school culture and community that values education. Last year, our ELL population made a 30% growth in passing rate on the 8th Science STAAR.

Student Academic Achievement

Student Academic Achievement Summary

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

STAAR:

7th Reading 71%

7th Writing 67%

7th Math 71%

8th Math 79%

8th Reading 81%

8th Science 80%

8th SS 53%

Student Academic Achievement Strengths

We made positive gains in the following areas on STAAR:

+8 - 7th Reading

+2 - 7th Math

+5 - 8th Math

School Processes & Programs

School Processes & Programs Summary

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

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

School Processes & Programs Strengths

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

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

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Goals

Goal 1: Improve Student Achievement

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

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

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 1) Reformat PRIDE to reflect data - not grades. Reformat correction days to be gathering data. Develop growth charts for each student that will follow them to next campus.	Teachers - ESL - Melton	Growth for ELL population.				

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Goal 1: Improve Student Achievement

Performance Objective 2: Improvement on history state assessment.

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

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) History STAAR overall/History STAAR ESL scores - explicit ideas for plan and implement a daily constant review of terms: people, places, events, dates.	History Dept. Admin.	Increase in SS STAAR for all students.				

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Goal 1: Improve Student Achievement

Performance Objective 3: Provide more time to explicitly teach literacy in various way to 7th graders.

Evaluation Data Source(s) 3: Data Days, Assessment

Summative Evaluation 3: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Teach 21st literacy in various ways utilizing fiction, non-fiction, and poetry - chromebooks and tablets for e-books and research.	English Dept. Melton & McNeely	Data growth on all standardized assessments as we bridge the literacy gap.				

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Goal 2: Improve Student Career and College Readiness.

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

Evaluation Data Source(s) 1:

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 8th graders lack some preparation for the transition to HS - more time is set aside in 8th electives for transitional preparation and graduation plans.	Burleson, Rice, Melton, McNeely, Gent, Yager	Students will be better prepared for HS.				
Critical Success Factors CSF 1 CSF 3 2) Increased PSAT participation by incentivizing all 8th grade participants.	Carrillo	Be more intentional about preparing kids for becoming HS and college students.				

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

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

Evaluation Data Source(s) 1: Campus Goals

Summative Evaluation 1: Met Performance Objective

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

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Goal 4: Improve Student Programs & Services

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

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Utilize the Standard Use Protocol. Drills will occur routinely.	All Staff	A safe place for students and staff.				
Critical Success Factors CSF 5 CSF 6 2) Teacher-Parent Communication logs are turned in quarterly.	All Teachers, Administration	Positive relationships with home. Parents know teacher expectations and feel free to share concerns.				
Critical Success Factors CSF 3 CSF 6 3) Assess campus growth and form needs assessment for new staff and students.	Melton, Thurston, Admin - counselors from Nash and JH	Preparedness before summer begins.				
Critical Success Factors CSF 3 CSF 6 4) Assign teaching positions as early as possible. Assign for need but in the direction of highest success.	Melton, Thurston, Admin.	Stability within the transition.				
Critical Success Factors CSF 3 CSF 6 5) Form new departments for transition. Staff survey - What I love? What I would change? How I will challenge myself? What concerns me? What excites me?	Melton and McNeely	Building climate - addressing growing pains before kids enter the building, easing stress of transition				

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