

Olton Junior High Campus Improvement Plan 2019-2020

**Planning and Decision Making Team**

Principal	Brian Hunt
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District Staff	Terri Sandoval
Parent	Stacie Ramage
Parent	Pete Zamora
Community	Tonya Morris
Community	Josh Garza
Business	Tammy Smith - Matarrow Metal and Gifts
Business	Velvet McFadden - McFadden Grain
Teacher	Michelle Ast
Teacher	Micah Walters
Teacher	Ruth Beelitz
Teacher	Michelle Johnson
Paraprofessional	Brad Freeman

Goal: OJH will meet or exceed the percentage of growth meets grade level as compared to the State of Texas

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>Title I Estimated Cost</b>
SE Check assessments data will be reviewed each time.	Principal Counselor Curriculum Coordinator	Once every six weeks	Eduphoria SE Check Assessment	SE Check Assessment	Final STAAR Data	Possible Salary and Supply Costs
Students will be placed in tutorials for targeted instruction.	Teachers Principal Counselor	On-going throughout the school year	SE Check Data Reports Tutorial databases	SE Check results	Benchmarks SE Check results	Possible Salary and Supply Costs
92% of all students will pass all classes each grading period	Principal Counselor Curriculum Coordinator Instructional aide (oversees missing assignments)	At the end of each grading period	Utilizing the missing assignment database program	Grading reports	Grading reports	Possible Salary and Supply Costs

Goal: The percentage of EL students who meet grade level on math STAAR will be 40% or higher

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>Title I Estimated Cost</b>
92% of all students will pass all classes each grading period	Principal Counselor Curriculum Coordinator Instructional aide (oversees missing assignments)	At the end of each grading period	Utilizing the missing assignment database program	Grading reports	Grading reports	Possible Salary and Supply Costs
SE Check assessments data will be reviewed each time.	Principal Counselor Curriculum Coordinator	Once every six weeks	Eduphoria SE Check Assessment	SE Check Assessment	Final STAAR Data	Possible Salary and Supply Costs
Teachers will implement Lead4ward activities during instruction	Teachers Principal Curriculum Coordinator	All year	Lead4ward website and app. Academic Vocabulary and strategies			

			<p>folder.          Shared with teachers  <a href="https://drive.google.com/drive/folders/1eatm7c3URelTwgv0SYZ6xkMLbDcm8gZN?usp=sharing">https://drive.google.com/drive/folders/1eatm7c3URelTwgv0SYZ6xkMLbDcm8gZN?usp=sharing</a></p>			
<p>All students will be tracked for growth on all SE Checks</p>	<p>Principal Teachers</p>	<p>Until STAAR Tests</p>	<p><a href="https://docs.google.com/spreadsheets/d/12NRucha1XocUI2sm7FdC1keAymO0HvmZNFWSLnkGsd4/edit?usp=sharing">https://docs.google.com/spreadsheets/d/12NRucha1XocUI2sm7FdC1keAymO0HvmZNFWSLnkGsd4/edit?usp=sharing</a></p>	<p>SE Check Data</p>	<p>Final STAAR Data</p>	<p>Possible Salary and Supply Costs</p>

Goal: The percentage of EL students who meet grade level on reading STAAR will be 29% or higher.

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>	<b>Title I Estimated Cost</b>
92% of all students will pass all classes each grading period	Principal Counselor Curriculum Coordinator Instructional aide (oversees missing assignments)	At the end of each grading period	Utilizing the missing assignment database program	Grading reports	Grading reports	Possible Salary and Supply Costs
SE Check assessments data will be reviewed each time.	Principal Counselor Curriculum Coordinator	Once every six weeks	Eduphoria SE Check Assessment	SE Check Assessment	Final STAAR Data	Possible Salary and Supply Costs
Teachers will implement Lead4ward activities during instruction	Teachers Principal Curriculum Coordinator	All year	Lead4ward website and app. Academic Vocabulary and strategies			

			<p>folder.          Shared with teachers  <a href="https://drive.google.com/drive/folders/1eatm7c3URelTwgv0SYZ6xkMLbDcm8gZN?usp=sharing">https://drive.google.com/drive/folders/1eatm7c3URelTwgv0SYZ6xkMLbDcm8gZN?usp=sharing</a></p>			
All students will be tracked for growth on all SE Checks	Principal Teachers	Until STAAR Tests	<p><a href="https://docs.google.com/spreadsheets/d/12NRucha1XocUI2sm7FdC1keAymO0HvmZNFWSLnkGsd4/edit?usp=sharing">https://docs.google.com/spreadsheets/d/12NRucha1XocUI2sm7FdC1keAymO0HvmZNFWSLnkGsd4/edit?usp=sharing</a></p>	SE Check Data	Final STAAR Data	Possible Salary and Supply Costs
Reduce class size and implement small group instruction	Principal Counselor Curriculum Coordinator Instructional Aide	All Year	<p>Counselor (develop class schedules)          Class size/ratio analysis</p>	SE Check Data	Final STAAR Data	Salary Costs

## Comprehensive Needs Assessment

The following data was used to conduct a needs assessment for Olton Junior High. This data was used to help create the CIP goals and to evaluate the validity of each program.

1. The STAAR goals listed on the 2017-2018 CIP were all reached. Hispanic students increased in all the areas. The focus for 19-20 is LEP students and their growth. The data will show that LEP students are not growing at an acceptable rate. 2018-2019 STAAR data was reviewed and this information was found. OJH has also received directives from TEA for targeted instruction for LEP students and their growth.
2. 2018-2019 STAAR Report from [texasschools.org](http://texasschools.org) was reviewed. Closing the gaps domain was a 71 overall. Within this data OJH was judged on multiple populations. LEP students did not meet the anticipated state goal for this domain. We feel as though targeted instruction will help increase their performance on STAAR.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+
<b>Academic Achievement Status</b>										
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%
Target Met	N		N	Y					Y	N
% at Meets GL Standard or Above	41%	*	34%	66%	-	-	-	-	35%	24%
# at Meets GL Standard or Above	51	*	32	**	-	-	-	-	34	8
Total Tests (Adjusted)	124	*	93	**	-	-	-	-	98	34
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%
Target Met	Y		Y	N					Y	N
% at Meets GL Standard or Above	47%	*	44%	52%	-	-	-	-	42%	35%
# at Meets GL Standard or Above	58	*	41	**	-	-	-	-	41	12
Total Tests (Adjusted)	124	*	93	**	-	-	-	-	98	34
<b>Total Indicators</b>										

3. During the 2018-2019 school year one of the goals for the campus was to have 90% of all students pass all classes for each grading period. During the 2018-2019 school year, the average percentage for each six weeks was 99 percent. We believe that this goal was accomplished through the use of the daily tutorials and the missing assignment recapture program.
  - a. When a student is missing an assignment or needs to correct/redo an assignment then he/she will be entered into the missing assignment database. Once they are entered, one staff member will receive a notification that the student has a missing assignment. The student is pulled from lunch or during a class to redo or work on the assignment. Approximately 904 missing assignments were entered into the database,
  - b. We believe that using the missing assignment recapture program on a consistent basis and setting the expectation that 92% (2% increase from 18-19) or greater of all students will pass all classes each grading period will help contribute to the increase of hispanic students who will approach grade level in 6th grade reading, 7th grade writing and 8th grade social studies.



4. OJH utilizes a progressive discipline plan. After reviewing the data we did not feel as though there needed to be a goal written to address this issue. The committee agrees that discipline techniques are effective. Here is the breakdown for the number of major offenses that were entered into the OJH Discipline database:

a.

Grading Period	Number of major offenses that occurred
1	9
2	10
3	8
4	6
5	4
6	9
Total	46