



HIGH SCHOOL
IMPROVEMENT PLAN
2008-2009

CAC APPROVED MAY 29, 2008

Bub McIver, Principal

Goals and Objectives

Goal 1: Olton High School will maintain and enhance student performance as measured by accountability standards and student performance will reach a 90% passing rate on the Texas Assessment of Knowledge and Skills (scores required for exemplary ranking) by the school year 2009-2010 as outlined in the following chart.

Objective 1: Through the use of TEKS, passing performance of OISD students on TAKS Reading/ELA will meet or exceed state average

Objective 2: Through the use of TEKS, passing performance of OISD students on TAKS Math will meet or exceed state standards

Objective 3: Through the use of TEKS, passing performance of OISD students on TAKS Writing will meet or exceed state standards

Objective 4: Through the use of TEKS, passing performance of OISD students on TAKS Science will meet or exceed state standards

Objective 5: Through the use of TEKS, passing performance of OISD students on TAKS Social Studies will meet or exceed state standards

Objective 6: To improve the Attendance Rate among all students and target population groups to 97.5%

Objective 7: To maintain the Completion Rate at 98% or greater

Objective 8: To have 70% or more graduates take the SAT/ACT test; and of those, 50% or more will meet or exceed the criterion score

Goal 2: Olton High School will provide the curriculum and tools necessary to prepare students for continuing their education beyond high school and/or for the world of work in order to become productive citizens and life-long learners.

Objective 1: To integrate technology in the curriculum in order for students to become proficient in the use and operation of state of the art technology in school-to-work settings

Objective 2: To provide opportunities for students to improve UIL literary participation and achievement

Objective 3: To provide Special Programs for eligible students and to have students meet or exceed the state standards in all TAKS subjects

Objective 4: Improve the overall guidance and assessment program at Olton High School

Goal 3: Olton High School will provide a climate of mutual respect and collaboration among parents, business, community, staff, and students.

Objective 1: To provide opportunities for increased parental involvement and for business and community members to become involved in school activities

Objective 2: To foster open communications between school and community

Goal 4: Olton High School will maintain a variety of and increase student involvement in extracurricular activities.

Performance Objective 1: To provide opportunities for students to improve UIL academic participation and achievement

Goal 5: Olton High School will recruit, evaluate, and retain superior personnel.

Performance Objective 1: To provide staff who are capable of providing a quality education for all students

Goal 6: Olton High School will maintain a system of assessing and continually monitor and improve the safety of students, faculty, and staff.

Performance Objective 1: To provide training for staff to maintain a system of assessing, monitoring, and improving the safety of students, faculty, and staff

Performance Objective 2: To provide a system to evaluate the assessment, monitoring, and improvement of safety of students, faculty, and staff

***Olton Performance Target Goals**

Grade	Subject	Actual Score TAKS 2007 (grayed). Score is obtained from students' previous grade level	Goal Score 08	Actual Score 08	Goal Score 09	Goal Score 10	Goal Score 11
3	Reading	95	95	83	95	90+	95+
4	Reading	75	75	66	90	90+	95+
5	Reading	84	84	87	90	90+	95+
6	Reading	95	95	92	90	90+	95+
7	Reading	85	85	84	87	90+	95+
8	Reading	84	84	91	90+	90+	95+
9	Reading	93	93	90	90+	90+	95+
10	E/LA	89	89	78	88	90+	95+
11	E/LA	98	98	81	90+	90+	95+
3	Math	64	64	74	90	90+	95+
4	Math	93	93	89	90	90+	95+
5	Math	96	96	85	87	90+	95+
6	Math	78	78	81	87	90+	95+
7	Math	85	85	67	90+	90+	95+
8	Math	72	72	76	85	90+	95+
9	Math	51	51	50	89	90+	95+
10	Math	53	53	56	81	90+	95+
11	Math	83	83	63	83	90+	95+
4	Writing	92	92	91	90+	90+	95+
7	Writing	97	97	81	90+	90+	95+
8	Social Studies	93	93	93	90+	90+	95+
9	Social Studies	NA	NA	NA	NA		95+
10	Social Studies	79	79	88	90+	90+	95+
11	Social Studies	94	94	84	90+	90+	95+
5	Science	Did not take in 4 th , goal based on last year	77	73		90+	95+
6-7	Science	73 in 5 th (Will not take, but gains expected)	NA	NA	81		95+
8	Science	32 in 5 th (Will not take, but gains expected)	47	58	81	90+	95+
9	Science	80 in 8 th (Will not take, but gains expected)	NA	NA	62		95+
10	Science	74 in 8 th grade	52	71	86	90+	95+
11	Science	55	80	69	82	90+	95+

Target Populations and Special Programs

Economically Disadvantaged
African-American
Hispanic
White
Migrant
Male
Female
At-Risk
Homeless
Limited English Proficient

Career and Technology Education (CATE)
Dyslexia
English as a Second Language (ESL)
Gifted and Talented (GT)
Special Education
State Compensatory Education (SCE)
Title I, Part A: Schoolwide (TIA)
Title I, Part C: Migrant
Title II, Teacher and Principal Training and Recruiting
Title II, Technology
Title III, Bilingual/English as a Second Language
Title IV, Safe and Drug Free Schools
Title V, Innovative Education Program

Goal 1: Olton High School will maintain and enhance student performance as measured by accountability standards and student performance will reach a 90% passing rate on the Texas Assessment of Knowledge and Skills (scores required for exemplary rating) by the school year 2009-2010 as outlined in the Olton ISD performance target goals.

Performance Objective 1: Through the use of TEKS, passing performance of OHS students on TAKS Reading/ELA will meet or exceed state standards

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify students needing extra instruction through benchmark data and disaggregation of TAKS <ul style="list-style-type: none"> • Review students analysis • Review item analysis scores 	Principal	May	Local	Benchmark tests and TAKS	TAKS AIES
Provide classes for students who failed TAKS objectives	Principal	Daily	Local SCE	Benchmark tests	TAKS
Provide staff development <ul style="list-style-type: none"> • To increase reading comprehension • To align TEKS and TAKS • To ensure a highly qualified staff 	Principal	August – July	Local SCE	6 weeks grades	TAKS
Supplement the reading programs: <ul style="list-style-type: none"> • PLATO • Success Maker • Achieve Now • Textbooks • TAKS review • With integration of technology 	Principal	August – July	Local TIA SCE	Lesson Plans	TAKS

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Objective 2: Through the use of TEKS, passing performance of OHS students on TAKS Math will meet or exceed state standards

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify students needing extra instruction through benchmark data and disaggregation of TAKS <ul style="list-style-type: none"> • Review students analysis • Review item analysis scores 	Principal	May 2007	Local	Benchmark tests and TAKS	TAKS AIES
Provide accelerated math courses <ul style="list-style-type: none"> • Class for students failing TAKS 	Principal	August – July	Local SCE	6 weeks grades	TAKS
Supplement the math programs: <ul style="list-style-type: none"> • PLATO • Achieve Now • TAKS review 	Principal	August – July	Local TIA SCE	Lesson Plans	TAKS
Provide staff development for math teachers: <ul style="list-style-type: none"> • Technology • Critical thinking skills • Problem solving strategies • To align TEKS/TAKS • To ensure a highly qualified staff 	Principal	August – June	TIA TII TPTR	Staff Development calendar	Training certificates

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Performance Objective 3: Through the use of TEKS, passing performance of OHS students on TAKS Writing will meet or exceed state standards

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify students needing extra instruction through benchmark data and disaggregation of TAKS: <ul style="list-style-type: none"> • Review students analysis • Review item analysis scores 	Principal	May	Local	Benchmark tests and TAKS	TAKS AIES
Provide accelerated writing courses Address student deficiencies	Principal	August – July	Local SCE	6 weeks grades	TAKS
Supplement the ELA programs with: <ul style="list-style-type: none"> • PLATO • Textbooks • TAKS review 	Principal	August – July	Local TIA SCE	Lesson Plans	TAKS
Provide staff development for teachers: <ul style="list-style-type: none"> • Technology • Critical thinking skills 	Principal	August – June	TIA TII TPTR	Staff Development calendar	Training certificates

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Performance Objective 4: Through the use of TEKS, passing performance of OHS students on TAKS Science will meet or exceed state standards

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify students needing extra instruction through benchmark data and disaggregation of TAKS: <ul style="list-style-type: none"> • Review students analysis • Review item analysis scores 	Principal	May	Local	Benchmark tests and TAKS	TAKS AIES
Provide class for students failing TAKS to address student deficiencies	Principal	August – July	Local SCE	6 weeks grades	TAKS
Supplement the program with: <ul style="list-style-type: none"> • PLATO • TAKS review • Integrating technology in a lab setting 	Principal	August – July	Local TIA SCE	Lesson Plans	TAKS
Provide staff development for teachers <ul style="list-style-type: none"> • Technology • Critical thinking skills 	Principal	August – June	TIA TII TPTR	Staff Development calendar	Training certificates

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Performance Objective 5: Through the use of TEKS, passing performance of OHS students on TAKS Social Studies will meet or exceed state standards

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify students needing extra instruction through benchmark data and disaggregation of TAKS <ul style="list-style-type: none"> • Review students analysis • Review item analysis scores 	Principal	May	Local	Benchmark tests and TAKS	TAKS AIES
Provide class for students failing TAKS to address student deficiencies	Principal	August – July	Local SCE	6 weeks grades	TAKS
Supplement the program: <ul style="list-style-type: none"> • PLATO • TAKS review 	Principal	August – July	Local TIA SCE	Lesson Plans	TAKS
Provide staff development for teachers <ul style="list-style-type: none"> • Technology • Critical thinking skills 	Principal	August – June	TIA TII TPTR	Staff Development calendar	Training certificates

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Performance Objective 6: To improve the Attendance Rate among all students and target population groups to 97.5%

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Include the state attendance policy in students handbook	Superintendent	July	Local	Grading period attendance records	Attendance Rate
Monitor and track student attendance	Attendance Clerk	Daily	Local	Grading period attendance records	Attendance rates
Provide parent contact if student attendance rate drops below 90%	Principal	Daily	Local	Grading period attendance records	Attendance rates
Report attendance rates : <ul style="list-style-type: none"> • School Board • DAC • CAC • Community 	Principal	Monthly	Local	Reports	Attendance Rates
Provide attendance incentives	Principal	Each 6 weeks	Local	Incentives awarded	Attendance Rates
Coordinate with law enforcement officials for truancy offenders	Principal	August – May	SCE	ADA	AEIS
Provide Saturday School for attendance recovery	Principal	October – May	Local	ADA	AEIS

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Performance Objective 7: To maintain the Completion Rate of 98% or greater

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Implement the High School Completion Grant	Principal	October	Grant	Implementation Timelines	Completion rate
Implement Individual Graduation Plans for students	Counselor	Fall	Local	Plans in Place	Completion rate
Exempt Juniors/Seniors from semester exams if they meet attendance and academic criteria	Principal	Semester	Local	Students exempted	Dropout rate
Refer students to Option HS <ul style="list-style-type: none"> • Students at-risk of not graduating • Continue GED credit recovery 	Principal	As needed	Local SCE TIA	Students referred	Dropout rate
Monitor and counsel at-risk students	Counselor	As needed	Local SCE	Counselors log	Dropout rate
Contact authorities and use legal recourse for truancy	Principal	As needed	Local	Contacts	Dropout rate
Provide counseling for pregnant teens/teen parents	Counselor	As needed	Local SCE	Counselors log	Dropout rate
Provide staff development regarding the dropout profile and strategies	Principal	August – July	Local SCE	Training calendar	Training certificates

Goal 1: Olton High School student performance will reach a 90% passing rate on the Texas Assessment of Knowledge and Skills (scores required for exemplary ranking) by the school year 2009-2010 as outlined in the chart.

Performance Objective 8: To have 70% or more graduates take the SAT/ACT test; and of those, 50% or more will meet or exceed the criterion score

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Encourage students to take upper level courses	Counselor	Semester	Local	Student enrollment	College credits SAT/ACT scores
Offer SAT/ACT/TASP prep. resources	Counselor	Daily	Local	Students participating	SAT/ACT/TASP scores
Encourage participation in the Recommended Graduation Program	Counselor	Semester	Local	Student enrollment	Student graduation plans

Goal 2: Olton High School will provide the curriculum and tools necessary to prepare students for continuing their education beyond High School and/or for the world of work in order to become productive citizens and life-long learners.

Objective 1: To integrate technology in the curriculum in order for students to become proficient in the use and operation of state of the art technology in school-to-work settings

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Address technology TEKS: <ul style="list-style-type: none"> • Provide opportunities for planning, creating, and implementing projects using technology applications • Apply SCANS competencies 	Principal	Daily	Local TIA	Lesson Plans	Lesson Plans
Integrate technology in instruction and administration	Principal	Daily	Local TIA TII D, Tech	Lesson Plans	Surveys

Goal 2: Olton High School will provide the curriculum and tools necessary to prepare students for continuing their education beyond High School and/or for the world of work in order to become productive citizens and life-long learners.

Objective 2: To provide opportunities for students to improve UIL literary participation and achievement

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Encourage students to participate in UIL literary activities	Teachers	Spring	Local	Student participation	Student achievement participation

Goal 2: Olton High School will provide the curriculum and tools necessary to prepare students for continuing their education beyond High School and/or for the world of work in order to become productive citizens and life-long learners.

Objective 3: To provide special programs for eligible students and to have students meet or exceed the state standards in all TAKS subjects

Career and Technology Education (CATE)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Conduct comprehensive needs assessment (CNA) to determine strengths/needs <ul style="list-style-type: none"> • TAKS • TAKS for target pops: LEP/SPED/Low Income./Tech Prep/ • Dropout Rate • RHSP/DAP Graduation Rate • Non-Traditional Courses participation 	CTE staff	Upon release of AEIS	Local	Dropout rate	Dropout rate PBM
Evaluate program size, scope, quality and effectiveness in developing knowledge, skills, and competencies necessary for a broad range of career opportunities	Principal	April	Local	Disaggregated data	Annual evaluation CTE programs
Review and update objectives for relevance to business/industry with local advisory council	CTE staff & council	Fall Spring	CTE Perkins	Mid-Year review	Program update results
Integrate CATE and academic programs	Principal	On-going	Tech Prep CTE	Meeting agenda	Evaluation
Record 4 year plan for all students	Principal	August	CTE	Students plans	Courses

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
		Semester	Local		completed
Provide and encourage coherent sequence of courses	Principal	August	CTE Local	Choice cards	Scheduled courses
Offer CATE courses	Principal	Semester	CTE Local	Courses scheduled	Courses completed
Recruit and retain highly qualified teachers including minorities	Principal	Summer	CTE Local	Teachers interviewed	Teachers certificates
Provide staff development with staff input	Principal	During year	Local CTE	Calendar of training	Attendance certificates
Increase Parent Involvement <ul style="list-style-type: none"> • Send information in parents' home language • Provide PI activities 	CTE Teachers	August-May	CTE Perkins TIA	Calendar of PI activities	Sign in sheets for parents
Provide transition for work/post-secondary education	CTE Teachers	Senior year	CATE Local	Lesson plans	Participating students

Goal 2: Olton High School will provide the curriculum and tools necessary to prepare students for continuing their education beyond High School and/or for the world of work in order to become productive citizens and life-long learners.

Objective 3: To provide special programs for eligible students and to have students meet or exceed the state standards in all TAKS subjects

Dyslexia

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify students with dyslexia or related disorder and provide appropriate services <ul style="list-style-type: none"> • Early ID and intervention • Needs assessment • Wilson Language System • Herman Method • Services at student campus 	Dyslexia staff Principal	August – Jan	Local	Training scheduled for staff	<i>Students identified & served</i>
Align SBOE and district procedures	Dyslexia staff	August	Local	Draft	<i>Written procedures</i>
Provide services for students under sect. 504	504 Chair	Daily	Local	List ID	<i>Students served</i>
Provide professional development <ul style="list-style-type: none"> • Individualized and intensive • Multisensory • Phonetic reading methods • With staff input 	Principal	Summer	Local	Training calendar	<i>Attendance certificates</i>
Hire and retain teachers with certification/endorsements	Principal	Summer	Local TII, TPTR	Teachers interviewed	<i>Certificates of teachers</i>
<i>Evaluate program</i>	<i>Dyslexia staff</i>	<i>April-May</i>	<i>Local</i>	<i>Grades</i>	<i>TAKS</i>

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Objective 3: To provide special programs for eligible students and to have students meet or exceed the state standards in all TAKS subjects

English as a Second Language (ESL)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify LEP students and provide program to develop proficiency in comprehension., speaking, reading & composition <ul style="list-style-type: none"> • PLATO • Success Maker • Integrate technology 	ESL coordinator	Early Aug. Upon enrollment	ESL, TIII (SSA)	Home Lang. Survey List	RPTE TAKS
Conduct Comprehensive Needs Assessment <ul style="list-style-type: none"> • TAKS • TAKS EXIT • TAKS/SDAA Participation • LEP Dropout • LEP RHSP/DAP Graduation Rate • Annual Measurable Achievement Objectives • Adequate Yearly Progress (AYP) for LEP students 	Principal	August	BE/ESL Local	Meeting agenda	Data disaggregated
Reduce percent of parent denials	Administrator	Annually	Local	Roster	Denials

Goal 2: Olton High School will provide the curriculum and tools necessary to prepare students for continuing their education beyond High School and/or for the world of work in order to become productive citizens and life-long learners.

Objective 3: To provide special programs for eligible students and to have students meet or exceed the state standards in all TAKS subjects

Gifted and Talented (GT)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Update policies <ul style="list-style-type: none"> • Furloughs • Re-Assessments • Exiting and transfers • Appeals of placement 	GT Selection committee	May – Aug	Local	Agendas	Written policies
Hold annual nomination <ul style="list-style-type: none"> • Focus on minorities/ESL/SPED: 	GT Selection committee	August and semester	Local	Training sign in sheets	Student nominees
Provide advanced curriculum	GT Teacher	Aug – May	GT Local	Lesson Plans	TAKS SAT/ACT
Ensure equity of program <ul style="list-style-type: none"> • Native language assessment • Include non-verbal assessment 	GT selection committee	August and semester	Local	Students tested	Tests other than English
Provide 3 criteria with qualitative/quantitative measures in intellectual ability &/or specific academic fields for HS	GT selection committee	Spring	Local and GT	Planning meetings scheduled	3 Criteria used
Revise curriculum framework <ul style="list-style-type: none"> • Depth and complexity with 4 core academic areas 	GT Teacher	April – August	Local	Minutes of meeting	Curriculum revisions
Determine Professional development needs by staff survey	Principal	Spring	Local	Survey	Survey results

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide students opportunities to work <ul style="list-style-type: none"> • Together as a group • With other students • Independently 	GT Teacher	Weekly	Local	Lesson plans	TAKS
Evaluate program including surveys <ul style="list-style-type: none"> • Students • Parents • Staff 	Principal	April	Local	Surveys distributed	Summary of surveys

Goal 2: Olton High School will provide the curriculum and tools necessary to prepare students for continuing their education beyond High School and/or for the world of work in order to become productive citizens and life-long learners.

Objective 3: To provide special programs for eligible students and to have students meet or exceed the state standards in all TAKS subjects

State Compensatory Education (SCE): Olton High School is a Title I Schoolwide Program with 40% or greater poverty rate. \$164,598 SCE funds and 5.248 FTEs are coordinated with Title I funds to serve at-risk students.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Use SCE funds to improve at-risk student performance, to accelerate progress, and to reduce the drop-out rate	Principal	Aug. - July	\$164,598 SCE 5.248 FTEs	Grades Progress reports	TAKS RPTE
Use policy to identify, enter, and exit students	Supt.	August Semester Entry date	SCE Local	Policy developed	Policy followed
Identify and provide teachers with list of at-risk students	At-Risk Cord.	August & upon entry	SCE	Teachers list of students	PEIMS at-risk list
Conduct comprehensive needs assessment	Principal	Aug.-May	Local	Meeting agenda	CNA
Serve 9-12 who failed 2 or more subjects (previous year or current) with tutorials	At-risk coordinator	Grading periods	SCE Local	Semester Progress reports	TAKS grades
Serve students who have been retained	At-risk coordinator	Weekly	SCE Local	6 weeks grades	TAKS
Accelerate students who failed TAKS or SDAA with tutorials	At-risk coordinator	Weekly	SCE	6 weeks grades	TAKS
Serve pregnant/parent students	At-risk coordinator	As needed	SCE PEP grant	6 weeks Grades	TAKS attendance
Serve student placed in AEP preceding or current year	At-risk coordinator	Weekly	SCE Local	6 weeks Grades	TAKS

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Serve student expelled in preceding or current year	At-risk coordinator	As needed	SCE Local	Discipline records	Discipline records
Serve students on parole, probation, deferred prosecution or conditional release	At-risk coordinator	As needed	SCE Local	Student placements	TAKS
Serve drop-outs	At-risk coordinator	Aug.- July	SCE Local	6-Weeks Grades	Graduation rate
Serve LEP students	At-risk coordinator	Upon ID	SCE ESL	6-Week Grades	TAKS RPTE
Serve students in care of or referred to Dept. Protective & Regulatory Services	At-risk coordinator	As needed	SCE Local	Discipline Records	TAKS
Serve homeless students on the Schoolwide campus	At-risk coordinator	Upon ID	SCE TIA	6 weeks Grades	TAKS
Evaluate SCE program <ul style="list-style-type: none"> TAKS scores for At-Risk in reading, math, and writing compared to All students 	Principal	May-June	SCE Local	Semester Grades	TAKS comparison
Provide staff development <ul style="list-style-type: none"> With input from staff 	Principal	August-July	Local SCE	Training calendar	Certificates for training

Goal 2: Olton High School will provide the curriculum and tools necessary to prepare students for continuing their education beyond High School and/or for the world of work in order to become productive citizens and life-long learners.

Objective 3: To provide special programs for eligible students and to have students meet or exceed the state standards in all TAKS subjects

Title I, Part A: Schoolwide (TIA)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Incorporate the ten Schoolwide Components	Principal	Aug.-May	TIA	CIP	CIP
1) Conduct Comprehensive Needs Assessment to determine needs and plan instruction <ul style="list-style-type: none"> • Special populations TAKS • Adequate Yearly Progress (AYP) for Economically Disadvantaged • Annual Measurable Achievement Objectives (AMAOS) for LEP • Performance Based Monitoring (PBM) 	Principal	May-Aug.	TIA	Data disaggregated	CNA
2) Plan reform strategies to address needs <ul style="list-style-type: none"> • Focus: Economically disadvantaged, & At-Risk • Include extended day/year 	Site-Base Team, Chair	Quarterly	TIA, TIIA, TIID, TV, TIC, ESL, SCE, TIII	Caps and strategies	TAKS SDAA
4) Provide staff development for teachers, paraprofessionals, & staff <ul style="list-style-type: none"> • With staff input • Intensive, sustained, research-based 	Principal	March-May	TIA, local, TIID, TIIA, TIII	Staff Development Calendar	TAKS
5) Attract and retain highly qualified teachers to high needs campus(s)	Principal	Summer	Local TIA, TII, TPTR	Personnel Files	Personnel Files

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
6) Increase parent involvement <ul style="list-style-type: none"> Designed to improve academic achievement Designed for parents to have opportunities to participate in educational decisions 	Principal	Monthly	TIA, Local	PI Events	PI Evaluation
7) Provide transitions for students <ul style="list-style-type: none"> For Seniors to College/post secondary 	Principal	May	TIA	Event planned	Sign-In sheet
8) Get Teachers input on all local academic assessments to be used	Principal	Fall	Local	Meeting agenda	T Input
9) Identify students who need assistance <ul style="list-style-type: none"> Provide timely additional help Students having difficulties with academic proficiency or advanced levels 	Principal	Each reporting period	TIA	List of identified students	TAKS
10) Coordinate & integrate federal/state/local programs	Principal	August Through May	TIA, TIC TIIA, TIID ESL, Local CATE, TIII TIV, TV, GT,SCE Sp Ed.	Meeting agendas	TAKS SDAA
Evaluate Parent Involvement (PI) program <ul style="list-style-type: none"> Involve parents in the evaluation 	Principal	Spring	TIA	SB Meeting Agenda	Evaluation results
Review Parent Involvement policy <ul style="list-style-type: none"> Developed and agreed upon by parents 	Principal	Summer	Local	Meeting agenda	Policy
Conduct Annual Title I Meeting <ul style="list-style-type: none"> Inform parents of TIA program Explain parents' rights to be involved Revise Parent Compact in English & parents home language 	Principal	Spring	Local	Meeting scheduled	Agenda and sign-in sheet

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide parent communications: <ul style="list-style-type: none"> • Conference with parents • Hold flexible number of meetings • Use parents' home language • Provide information on state assessments & proficiency levels • Provide information on school curriculum • Provide Notifications under NCLB • Send Timely notice if Teacher is not highly qualified • Inform Parents of their right to know Teacher qualifications and paraprofessional qualifications 	Principal	August-July	TIA	Communications to parents each 6 weeks period	Communications for year PI evaluation

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Objective 3: To provide special programs for eligible students and to have students meet or exceed the state standards in all TAKS subjects

Title I, Part C: Migrant Education Program (TIC)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Determine needs: <ul style="list-style-type: none"> • Migrant TAKS • Migrant dropout • Migrant RHSP/DAP 	Principal	Upon release of AEIS	Local	TAKS release tests	TAKS
Identify and recruit eligible students 3-21 <ul style="list-style-type: none"> • Home visits • Visibility in community: churches, stores, 	MEP staff	Year round	TIC Local TIA	Logs	COEs
Attend training on NGS and TMSTPS	MEP staff	As scheduled	TIC TIA	Training schedule	Certificates of training
Provide MSC, 3-21, to coordinate school programs/services for families	MSC	Daily	TIC	Schedules	Record of services provided
Enhance graduation: <ul style="list-style-type: none"> • Compile data • Monitor progress • Provide help for student needs 	MEP staff	Year round	TIC TIA Local	NGS records	Graduation rates
Provide secondary credit exchange and accrual <ul style="list-style-type: none"> • Grades 9-12 • Cross reference NGS with transcripts 	MEP staff	Semester	TIC	NGS records	Credits

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide Parent Involvement <ul style="list-style-type: none"> • Include PAC • Regular meetings • Form partnership • Establish communications • Provide parent opportunities 	Principal MEP staff	Aug – May	TIC TIA Local	PI Calendar	Sign in sheets
Provide services for students: <ul style="list-style-type: none"> • List priority for services students and needs • Tutorials • Acceleration • CAI • Support services 	Principal	Weekly	TIC	Services offered	Log TAKS TPRI
Provide professional development for Teachers and paraprofessionals <ul style="list-style-type: none"> • With input from MEP staff • Research-based 	Principal	As scheduled	TIC TIA Local	Training calendar	Certificates

Goal 2: Olton High School will provide the curriculum and tools necessary to prepare students for continuing their education beyond High School and/or for the world of work in order to become productive citizens and life-long learners.

Objective 3: To provide special programs for eligible students and to have students meet or exceed the state standards in all TAKS subjects

Special Education (SPED)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Conduct Comprehensive Needs Assessment including areas underlined which exceeded the state median: SPED TAKS <ul style="list-style-type: none"> • SPED Exit TAKS • SDAA Gap Closure (grade level testing) • Exemptions • <u>LRE placement rate</u> • SPED Dropout Rate • LEP disproportion • SPED RHSP/DAP Graduation Rate • SPED Identification • African American Representation • <u>Hispanic Representation</u> • LEP Representation • Discretionary DAEP Placement • Discretionary Expulsions • Discretionary ISS placement 	Special Ed. Director And staff	Fall	SPED Local	Analysis	PBMAS
Hire and retain teachers and paraprofessionals who are highly qualified	Principal	June-Aug.	SPED	Teachers interviewed	Personnel files

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide research-based staff development with staff input <ul style="list-style-type: none"> • How to modify curriculum • Timelines for initial evaluation • Least Restrictive Environment • Related services • Timeline for re-evaluation • Pre-referrals • Other needs identified 	Principal	As scheduled	SPED Local	Training calendar	Training certificates TAKS SDAA
Provide students with disabilities access to general curriculum	SPED Dr.	Aug.-May	SPED	ARD/IEP	Student schedules TAKS SDAA
Provide Parent Involvement opportunities for parents to participate in school activities	SPED Dr.	Aug.-May	Sp. Ed Local TIA	PI Calendar	Sign in sheets
Provide transitions <ul style="list-style-type: none"> • Implement Individual Transition Plan (ITP) • Coordinate ITP with IEP 	SPED Dr.	As needed	Local SPED	ARD	Transitions in IEPs
Train ARD committee	SPED Dr.	August	SPED	Training scheduled	Sign in sheets

Goal 2: Olton High School will provide the curriculum and tools necessary to prepare students for continuing their education beyond High School and/or for the world of work in order to become productive citizens and life-long learners.

Objective 4: Improve the overall guidance and assessment program at Olton High School

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Increase the number of scholarships awards to Olton High School students	Principal & Counselor	Yearly	Local	Number of applications submitted	Number of scholarships awarded
Utilize AEIS-IT data and reports to guide instruction before testing	Principal & Counselor	Yearly	Local	Provide Training	Improve test scores

Goal 3: Olton High School will provide a climate of mutual respect among parents, business, community, staff, and students.

Performance Objective 1: Olton High School will provide opportunities for increased parental involvement and for business and community members to become involved in school activities

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Hold regular meetings of the Planning and Decision Making Teams for collaboration between all Stakeholders including: <ul style="list-style-type: none"> • Parents • Community • Business • Staff 	Chair	Quarterly	Local	Meetings scheduled	Sign In Sheet Minutes
Inform parents of <ul style="list-style-type: none"> • State assessments • Proficiency levels required • General Curriculum 	Counselor	Meeting scheduled	Spring	Meeting held	Sign-in Sheet
Provide parents with information on : <ul style="list-style-type: none"> • State assessments/ proficiency levels • Higher education admissions • Financial aid opportunities • TEXAS grant • Teach for Texas grant • Curriculum choices for success beyond HS 	Counselor	Fall/Spring	Local	Meeting scheduled	Parent Surveys

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Survey parents and stakeholder on: <ul style="list-style-type: none"> • School climate • Special programs ▪ Parent involvement 	Principal	Spring	Local	Principal	Survey Results TAKS
Provide staff development on the importance of parent involvement	Principal and parent advisory team	Spring	Local TIA	Training scheduled	Sign in sheet for staff
Provide information in parent's home language	Principal	August – July	TIA Local	Information documents	PI survey
Use newspapers, newsletters, TV and radio to publicize school events and student success	Principal	Weekly	Local	Communications	PI Survey
Provide school functions for parents to attend	Principal	August – May	Local TIA	Activities Calendar	PI Survey

Goal 4: Olton High School will maintain a variety of and increase student involvement in extracurricular activities.

Performance Objective 1: To provide opportunities for students to improve UIL academic participation and achievement.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Encourage students to participate in UIL academic activities	Principal, UIL Director, & Teachers	Spring	Local	Student participation	Student achievement
Recognize and reward student participation	Principal, UIL Director, & Teachers	Spring	Local	Recognition Announcements Local newspaper	Recognition Awards Ceremony

Goal 5: Olton High School will recruit, evaluate, and retain superior personnel.

Performance Objective 1: To provide staff who are capable of providing a quality education for all students

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Recruit and retain personnel who are highly qualified	Principal	Yearly	Local TIA, TII EPTR	Verification of Qualifications References checked	Highly qualified report Performance Results of staff
Evaluate professionals with PDAS, Evaluate paraprofessionals with the PAKS and with the use of job descriptions.	Principal	Yearly	Local	Walkthroughs Observation Summaries	Summative Final Evaluations
Provide instruction by highly qualified (HQ) staff: <ul style="list-style-type: none"> • HQ Teachers in core subject areas • Instructional Paraprofessionals 	Supt. Principal	Quarterly	TIA, TIIA TIID, TV TIC, ESL SCE, TIII	CIPS and strategies	TAKS TAKS I
Provide staff development for teachers, paraprofessionals, & staff <ul style="list-style-type: none"> • With staff input • Intensive, sustained, research-based 	Principal	March-May	TIA, local, TIID, TIIA TIII	Staff Development Calendar	TAKS TAKS I

Goal 5: Olton High School will maintain a system of assessing and continually monitor and improve the safety of students, faculty, and staff.

Performance Objective 2: To provide training for staff to maintain a system of assessing, monitoring, and improving the safety of students, faculty, and staff

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
CERTS Training	Principal	June	Local	Attendance at ESC 17	Completion Certification
Local Staff Development	Principal	Yearly	Local	Attendance at Staff Meetings	Successful Emergency Drills
Emergency Drills	Principal	Yearly	Local	Conducting Drills	Drill Log
Provide for prevention of and education in these areas: <ul style="list-style-type: none"> • Unwanted physical or verbal aggression • Sexual harassment • Other forms of bullying In schools, On school grounds In school vehicles 	Principal Counselor	Daily	TIV Local	Incidents reported each 6 weeks	PEIMS incidents reports

Comprehensive Needs Assessment

Olton High School has an enrollment of 199 students, grades 9-12. The campus is 67%% low income. Olton High School is rated Academically Acceptable in 2007. To make this rating in 2006, standards increased to a passing rate of at least 60% on reading/English Language Arts, writing, and social studies TAKS for all students and all student groups. The math passing rate must be at least 40% and the science must be at least 35%. The Completion Rate must be at least 75% or an annual dropout rate of 1.0% or less.

Student Strengths and Needs:

Adequate Yearly Progress—Federal Accountability

In 2006, the High School met AYP in all subject areas and for all target populations

State Accountability

See TAKS Charts for student scores for 2006-2007 Academically Acceptable

Staff:

Highly Qualified Teachers

Teachers in the core subject areas must meet NCLB federal “highly qualified” standards. In 2006 and 2007, 100% of teachers were highly qualified! A plan is in place to continue to meet the state targets for highly qualified teachers. The extended deadline is May 2007.

Parent and Community Involvement Strengths

Parents and community are partners in the success of Olton students! Parents are involved as well as community and business people. Stakeholders are informed and involved in positive ways by the district! Parent conferences are held each year at all campuses. Parents are informed of state assessments and required proficiency levels.

Strengths observed according to staff surveys were: 1) Information on state assessments and proficiency levels; 2) Parent Teacher conferences; 3) Newsletters and other communications to parents; and 4) Flexible number of parent meetings.

Needs

Areas needing improvement were: 1) Informing parents about specific programs of the district; and 2) Providing information on curricular choices for success after High School.

Facilities:

Facilities are maximized with no current room available for growth. The district has a comprehensive maintenance and facility plan to allow for improvement in student performance.