



DISTRICT IMPROVEMENT PLAN

2006-2007

BRAD LANE, SUPERINTENDENT

Goals and Objectives

Goal 1: Olton ISD 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 ISD 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

Goal 3: Olton ISD 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 ISD will provide opportunities for students to excel in areas of character through instruction in the six pillars of character including trustworthiness, respect, responsibility, fairness, caring, and good citizenship.

Objective 1: To provide training for staff to effectively implement character education with community collaborations

***Olton ISD Performance Target Goals**

Grade	Subject	Actual Score TAKS 2006 (grayed). Score is obtained from students' previous grade level	Goal Score 07	Actual Score 07	Goal Score 08	Goal Score 09	Goal Score 10
3	Reading	Did not take in 2 nd , goal based on last year	90(1 st)				90+
4	Reading	91 (1 st), 96 (2 nd)	90		90		90+
5	Reading	80	83		90	90	90+
6	Reading	87	88		85	90	90+
7	Reading	95	90+		89	87	90+
8	Reading	82	86		90+	90+	90+
9	Reading	82	89		87	90+	90+
10	E/LA	91	90+		90+	88	90+
11	E/LA	92	90+		90+	90+	90+
3	Math	Did not take in 2 nd , goal based on last year	80				90+
4	Math	77	80		83		90+
5	Math	94	90+		83	87	90+
6	Math	68(1 st) 85(2 nd)	77 (avg)		90+	87	90+
7	Math	86	87		81	90+	90+
8	Math	57	62		88	85	90+
9	Math	64	68		71	89	90+
10	Math	52	60		75	81	90+
11	Math	57	65		74	83	90+
4	Writing	90	90+		90+	90+	90+
7	Writing	91	90+		90+	90+	90+
8	Social Studies	Did not take in 7 th , goal based on last year	90+				90+
9	Social Studies	96 in 8 th (will not take, but gains expected)	90+		90+		
10	Social Studies	74 in 8 th (will not take, but gains expected)	82		90+	90+	90+
11	Social Studies	77	80		86	90+	90+
5	Science	Did not take in 4 th , goal based on last year	77				90+
6-7	Science	73 in 5 th (Will not take, but gains expected)	77		81		
8	Science	32 in 5 th (Will not take, but gains expected)	47		81	85	90+
9	Science	80 in 8 th (Will not take, but gains expected)	83		62	85	
10	Science	74 in 8 th grade	78		86	77	90+
11	Science	55	64		82	90	90+



Target Populations

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

Special Programs

Career and Technology Education (CTE)
Dyslexia
English as a Second Language (ESL)
Gifted and Talented (GT)
Pre-K
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 (TPTR)
Title II, Technology
Title III, Limited English Proficient
Title IV, Safe and Drug Free Schools
Title V, Innovative Education Program

Planning and Decision Making Team

Name	Role
TBA	Business Representative
TBA	Business Representative
Pam McFadden	Community Representative
Amelia Luera	Community Representative
Alisse Smyth	Community Representative
DeAnn McGill	Parent Representative
Roxanne Garcia	Parent Representative
Malaney Harmon	Teacher Representative
Tanya Soliz	Teacher Representative
Susan Soliz	Teacher Representative
Jerry Bartley	Teacher Representative
Jana Davis	Teacher Representative
Nikki Smith	Teacher Representative
Loretta Ray	Teacher Representative
Elias Pedrez	Teacher Representative
Dean Price	Teacher Representative
Cathi Freeman	Nurse
Terri Sandoval	Counselor
Ron Spears	Counselor
Tonya Morris	Paraprofessional
Mike Wiley	Jr. High Principal
Bub Mclver	High School Principal
Joe Becker	Elementary Principal
Linda Rowland	Asst. Supt / Special Programs
Brad Lane	Superintendent

Goal 1: Olton ISD 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.

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide Staff Development : <ul style="list-style-type: none"> Curriculum Contract Services Scientifically Based Research for Reading teachers /Special Ed K-12 Vertical Teaming/Curriculum Alignment Technology Waterford Early Reading 	Administration	School year	Title II Part A Title I Reading First Grant Title II D	Attendance sheets	Test Results
Identify students needing extra instruction through benchmark data and disaggregating TAKS <ul style="list-style-type: none"> Review students analysis Review item analysis scores 	Principals	May 2006	Local	Benchmark tests and TAKS	TAKS AIES
Provide accelerated reading courses: <ul style="list-style-type: none"> Accelerated Reading Accelerated Reading Initiative TAKS classes for failing students 	Principals	August – July 2006	Local ARI SCE	6 weeks grades	TAKS TPRI
Supplement the reading programs: <ul style="list-style-type: none"> PLATO© PACE Textbooks TAKS review Waterford© 	Asst. Supt.	August – July 2006	Local TIA SCE Reading 1 st grant	Lesson Plans TPRI, DIBELS,ITBS	TAKS

Goal 1: Olton ISD 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.

Objective 2: Through the use of TEKS, passing performance of OISD 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 disaggregating of TAKS <ul style="list-style-type: none"> Review students analysis Review item analysis scores 	Principals	May 2006	Local	Benchmark tests and TAKS	TAKS AIES
Provide accelerated math courses <ul style="list-style-type: none"> Accelerated Math Initiative TAKS classes for failing students 	Principals	August – July 2006	Local ARI SCE	6 weeks grades	TAKS TPRI
Supplement the math programs: <ul style="list-style-type: none"> PLATO© PACE Textbooks TAKS review Waterford© Reading First 3 Tier Model Success Maker© 	Asst. Supt.	August – July 2006	Local TIA SCE	Lesson Plans	TAKS
Provide staff development for math teachers: <ul style="list-style-type: none"> Technology Problem solving strategies CCS with ESC Vertical Team/Curriculum Alignment 	Asst. Supt.	August – June 2006	TIA TII TPTR Title II part D	Staff Development calendar	Training certificates

Goal 1: Olton ISD 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.

Performance Objective 3: Through the use of TEKS, passing performance of OISD 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 disaggregating of TAKS: <ul style="list-style-type: none"> Review students analysis Review item analysis scores 	Principals	May 2006	Local	Benchmark tests and TAKS	TAKS AIES
Provide accelerated writing courses <ul style="list-style-type: none"> Address student deficiencies Tutorials 	Principals	August – July 2007	Local ARI SCE	6 weeks grades	TAKS TPRI
Supplement the ELA programs with: <ul style="list-style-type: none"> PLATO PACE Textbooks TAKS review 	Asst. Supt.	August – July 2007	Local TIA SCE	Lesson Plans	TAKS
Provide staff development for teachers: <ul style="list-style-type: none"> Technology CCS with ESC Vertical Team/Curriculum Alignment 	Asst. Supt.	August – June 2007	TIA TII TPTR Title II Part D	Staff Development calendar	Training certificates

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Performance Objective 4: Through the use of TEKS, passing performance of OISD 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 disaggregating of TAKS: <ul style="list-style-type: none"> • Review students analysis • Review item analysis scores 	Principals	May 2007	Local	Benchmark tests and TAKS	TAKS AIES
Provide accelerated courses <ul style="list-style-type: none"> • Address student deficiencies • Tutorials 	Principals	August – July 2007	Local ARI SCE	6 weeks grades	TAKS TPRI
Supplement the programs with: <ul style="list-style-type: none"> • PLATO • Textbooks • TAKS review 	Asst. Supt.	August – July 2007	Local TIA SCE	Lesson Plans	TAKS
Provide staff development for teachers <ul style="list-style-type: none"> • Technology • Waterford • Critical thinking • CCS with ESC • Vertical Team/Curriculum Alignment 	Asst. Supt.	August – June 2007	TIA TII TPTR Title II part D	Staff Development calendar	Training certificates

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Performance Objective 5: Through the use of TEKS, passing performance of OISD 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 disaggregating of TAKS <ul style="list-style-type: none"> • Review students analysis • Review item analysis scores 	Principals	May 2006	Local	Benchmark tests and TAKS	TAKS AIES
Provide accelerated courses <ul style="list-style-type: none"> • Address student deficiencies • Tutorials 	Principals	August – July 2007	Local ARI SCE	6 weeks grades	TAKS TPRI
Supplement the programs: <ul style="list-style-type: none"> • PLATO • Textbooks • TAKS review 	Asst. Supt.	August – July 2007	Local TIA SCE	Lesson Plans	TAKS
Provide staff development for teachers <ul style="list-style-type: none"> • CCS with ESC • Vertical Team/Curriculum Alignment • Technology 	Asst. Supt.	August – June 2007	TIA TII TPTR	Staff Development calendar	Training certificates

Goal 1: Olton ISD 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.

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	Clerks	Daily	Local	Grading period attendance records	Attendance rates
Contact authorities and use legal recourse for truancy	Principal	As needed	Local	Contacts	Dropout rate
Provide parent contact if student attendance rate drops below 90%	Principals	Daily	Local	Grading period attendance records	Attendance rates
Report attendance rates : <ul style="list-style-type: none"> • School Board • DAC • CAC • Community 	Administrators	Monthly	Local	Reports	Attendance Rates
Provide attendance incentives	Administrators	Quarterly	Local	Incentives awarded	Attendance Rates

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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 Individual Graduation Plans for students	Counselor	Fall	Local	Plans in Place	Completion rate
Implement the High School Completion Grant	Administrator	October 2006	Grant	Implementation Timelines	Completion rate
Exempt Juniors/Seniors from semester exams if they meet attendance and academic criteria	Principals	Semester	Local	Students exempted	Dropout rate
Refer students to Option HS <ul style="list-style-type: none"> Students at-risk of not graduating 	Principal	As needed	Local SCE TIA	Students referred	Dropout rate
Utilize Crossroads Learning Center (CLC) <ul style="list-style-type: none"> DAEP 	Principal	As needed	Local SCE	Winschool data	Dropout rate Referrals
Monitor and counsel at-risk students	Counselors	As needed	Local SCE	Counselors log	Dropout rate
Provide counseling for pregnant teens/teen parents	Counselors	As needed	Local SCE	Counselors log	Dropout rate

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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	Counselors	Semester	Local	Student enrollment	College credits SAT/ACT scores
Counsel students and offer high school credit coursed at the junior high school	Administrator	Semester	Local	Student enrollment	Student course completions
Offer SAT/ACT/TASP prep. resources	Counselors	Daily	Local	Students participating	SAT/ACT/TASP scores
Encourage participation in the Recommended Graduation Program	Counselors	Semester	Local	Student enrollment	Student graduation plans

Goal 2: Olton ISD 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 by <ul style="list-style-type: none"> Provide opportunities for planning, creating, and implementing projects using technology applications 	Principals	Daily	Local TIA	Lesson Plans	Lesson Plans
Add Technology instruction to Elementary and Jr. High	Principals	Daily	Local T1 part A Title II part D Technology Allotment	Schedules	Class rolls
Provide 6 Hours Staff Development	Administrators	In-service	E-Rate Local Title II Part D	Sign in sheets	Lesson Plans
Integrate technology in instruction and administration	Administrators	Daily	Local TIA TII D, Tech	Lesson Plans	Surveys

Goal 2: Olton ISD 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	Counselors	Spring	Local	Student participation	Student achievement and participation

Goal 2: Olton ISD 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 • Performance Based Monitoring (PBM) report 	CATE 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	Administrator	April	Local	Disaggregated data	Annual evaluation CATE programs
Review and update objectives for relevance to business/industry with local advisory council	CATE staff & council	Fall Spring	CTE Perkins	Mid-Year review	Program update results

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Integrate CATE and academic programs	Administrator	On-going	Tech Prep CTE	Meeting agenda	Evaluation
Record 4 year plan for all students	Administrator	August Semester	CTE Local	Students plans	Courses completed
Provide and encourage coherent sequence of courses	Administrator	August	CTE Local	Choice cards	Scheduled courses
Offer CATE courses	Administrator	Semester	CTE Local	Courses scheduled	Courses completed
Recruit and retain highly qualified teachers including minorities	Administrator	Summer	CTE Local	Teachers interviewed	Teachers certificates
Provide staff development with staff input	Administrator	During year	Local CATE	Calendar of training	Attendance certificates
Increase Parent Involvement <ul style="list-style-type: none"> • Send information in parents' home language • Provide PI activities 	CATE staff	August-May	CATE Perkins TIA	Calendar of PI activities	Sign in sheets for parents
Offer programs for license/certification	Administrator	Semester	CATE Local	Courses scheduled	Licenses certifications
Provide Career Awareness programs <ul style="list-style-type: none"> • Grades 7-8 	Administrator	Semester	Local	Course offered	Course completions
Provide transition for work/post-secondary education	CATE staff	Senior year	CATE Local	Lesson plans	Participating students

Goal 2: Olton ISD 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 Administrator	August – Jan	Local	Training scheduled for staff	Students identified & served
Align SBOE and district procedures	Dyslexia staff	August	Local	Draft	Written procedures
Provide services for students under sect. 504	504 Committee	Daily	Local	List ID	Students served
Provide professional development <ul style="list-style-type: none"> • Individualized and intensive • Multi-sensory • Phonetic reading methods • With staff input 	Administrator	Summer	Local	Training calendar	Attendance certificates
Hire and retain teachers with certification/endorsements	Administrators	Summer	Local TII, TPTR	Teachers interviewed	Certificates of teachers
Evaluate program	Dyslexia staff	April-May	Local	progress reports	RPTE TPRI

Goal 2: Olton ISD 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

English as a Second Language (ESL)/ and Title III: Limited English Proficient

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"> • Waterford early reading • PLATO • Integrate technology 	ESL coordinator	Early Aug. Upon enrollment	ESL, TIII	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 (AMAOs) • Adequate Yearly Progress (AYP) for LEP students 	Administrator	August	BE/ESL Local	Meeting agenda	Data disaggregated
Reduce percent of LEP exemptions/number of parent denials	Administrator	Annually	Local	Number exempt	Number exempt

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
for program					
Recruit/retain highly qualified teachers	Supt.	Summer	Local TIII Extra duty pay	Positions posted	Certified Staff
Send information in home language	Principal	All year	Title I	Communications	Communications
Provide opportunities for parents to participate in school activities	Administrator	During year	Local	PI calendar	Sign in Sheets
Provide professional development for core area teachers in strategies for teaching English Language Learners	ESL Teachers	Fall and Spring semester	TIII Extra duty pay for ESL teachers	Training scheduled and sign in sheets	AMAOs

Goal 2: Olton ISD 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 	Principal	May – Aug	Local	Agendas	Written policies
Hold annual nomination <ul style="list-style-type: none"> • Focus on minorities: • ESL • Poverty • SPED • Migrant 	GT Selection committee	August and semester	Local	Training sign in sheets on GT characteristics	Student nominees
Provide advanced curriculum	GT staff	Aug – May	GT Local	Lesson Plans	TAKS SAT/ACT
Ensure equity of program <ul style="list-style-type: none"> • Include native language assessment • Include non-verbal assessment 	GT selection committee	August and semester	Local	Students tested	Tests other than English/non-verbal tests
Provide 3 criteria with qualitative and quantitative measures in intellectual ability &/or specific academic fields for 1-12	GT selection committee	Spring	Local and GT	Planning meetings scheduled	3 Criteria used

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Revise curriculum framework <ul style="list-style-type: none"> • Depth and complexity with 4 core academic areas 	GT Staff	April – August	Local	Minutes of meeting	Curriculum revisions
Determine Professional development needs by staff survey	Administrator	Spring	Local	Survey	Survey results
Provide students opportunities to work <ul style="list-style-type: none"> • Together as a group • With other students • Independently 	GT staff	Weekly	Local	Lesson plans	TAKS
Evaluate program including surveys <ul style="list-style-type: none"> • Students • Parents • Staff 	Administrator	April	Local	Surveys distributed	Summary of surveys
Provide Parent Involvement opportunities for parent participation	Administrator	Aug.- May	Local	PI Calendar	Sign in sheets

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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

State Compensatory Education (SCE): The district will coordinate \$510,048 SCE funds with Title I Schoolwide funds on the three schoolwide campuses with 40% or greater poverty rate 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	Administrator	Aug. - July	\$510,048 SCE FTEs 10.04 HS 5.248 JH 0.9259 Ele 1.858 DAEP 2.0 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 needs assessment	Principal	Aug.-May	Local	Meeting agenda	CNA
Serve PK-3 who failed local readiness test (ARI and AMI—or other local test)	Principal		SCE Local	ARI, AMI test scores	TPRI Math test
Serve 7-12 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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
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	attendance
Serve student placed in AEP preceding or current year	At-risk coordinator	Weekly	SCE Local	6 weeks Grades	TAKS
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 TIII	6-Week Grades	TAKS RPTE
Serve students in care of or referred to DPRS	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
Serve students who reside in residential placement facility or foster group home in preceding or current year	At-risk coordinator	As needed	SCE Local	Progress reports	TAKS
Evaluate SCE program <ul style="list-style-type: none"> • TAKS scores for At-Risk in reading, math, and writing compared to All students • Completion Rate 	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 ISD 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 Analysis Report (PBMAS) 	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, OEY	Caps and strategies	TAKS SDAA
3) Provide instruction by highly qualified (HQ) staff: <ul style="list-style-type: none"> • Teachers in core subject areas - Deadline: May-2006 (extended) • Instructional Paraprofessionals • Deadline : May 2006 • Paraprofessionals hired after 1/8/02 will be qualified when hired 	Site-Base Team Chair	Quarterly	TIA, TIIA, TIID, TV, TIC, ESL, SCE, TIII	CIPs and strategies	TAKS SDAA

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
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 <ul style="list-style-type: none"> Provide mentors for teachers 	Administrator	Summer Year round	Local TIA, TII	Personnel Files	Personnel Files
6) Increase parent involvement <ul style="list-style-type: none"> Designed to improve academic achievement Designed for parents to have opportunities to participate in decisions 	PI Coordinator	Monthly	TIA, Local	PI Events	PI Evaluation
7) Assist pre-school children to local elementary. school with visitation day	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 additional assistance to meet standards <ul style="list-style-type: none"> Provide timely additional help Students having difficulties with academic proficiency or advanced levels 	Lead teachers	Each reporting period	TIA	List of identified students	TAKS
10) Coordinate & integrate federal/state/local programs	Principal	August Through May	TIA, TIC, TIIA, TIID, BE/ESL, CATE, TIII, TIV, TV, GT, SCE, SPED, Local	Meeting agendas	TAKS SDAA
Evaluate Parent Involvement (PI) program <ul style="list-style-type: none"> Involve parents in the evaluation survey 	Principal	Spring	TIA	SB Meeting Agenda	Evaluation results

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Review Parent Involvement policy <ul style="list-style-type: none"> • Developed and agreed upon by parents 	Administrator	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 English/Spanish 	Principal	Spring	Local	Meeting scheduled	Agenda and sign-in sheet
Provide parent communications: <ul style="list-style-type: none"> • Include information on website and Handbook • 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

Goal 2: Olton ISD 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 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 	Administrator	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
Provide home-based or school-based early childhood program ages 3 – Grade 2	Administrator	Weekly	TIC	Checklists	Annual evaluation
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
Provide Parent Involvement <ul style="list-style-type: none"> Include PAC 	Administrator MEP staff	Aug – May	TIC TIA	PI Calendar	Sign in sheets

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Regular meetings • Form partnership • Establish communications • Provide parent opportunities 			Local		
Provide services for students: <ul style="list-style-type: none"> • List priority for services students and needs • Tutorials • Acceleration • SuccessMaker© • Support services 	Administrator	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 	Administrator	As scheduled	TIC TIA Local	Training calendar	Certificates

Goal 2: Olton ISD 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 indicators underlined that are above the state median. See areas below: <ul style="list-style-type: none"> • SPED TAKS • 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 SPED staff	Fall	SPED Local	Analysis Checks on LRE placements Checks on Hispanic representation	PBMAS Report
Hire and retain teachers and paraprofessionals who are highly qualified	Administrator	June-Aug.	SPED	Teachers interviewed	Personnel files
Provide students with disabilities access to	Supt.	Aug.-May	SPED	ARD/IEP	Student

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
general curriculum					schedules
Provide Parent Involvement opportunities for parents to participate in school activities	Supt.	Aug.-May	SPED Local TIA	PI Calendar	Sign in sheets
Provide transitions <ul style="list-style-type: none"> • Implement Individual Transition Plan (ITP) • Coordinate ITP with IEP 	Supt.	As needed	Local SPED	ARD	Transitions in IEPs
Train ARD committee	HONDA SSA	August	SPED	Training scheduled	Sign in sheets

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

Performance Objective 1: Olton ISD 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: <ul style="list-style-type: none"> • Parents • Community • Business • Staff 	Supt.	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	October and January	Local	Meetings held	Sign-in Sheet
Provide parents with information on : <ul style="list-style-type: none"> • State assessments and proficiency levels • Higher education admissions • Financial aid opportunities • Curriculum choices for success beyond HS 	Counselor	Fall/Spring	Local	Meeting scheduled	Parent Surveys
Survey parents and stakeholder on: <ul style="list-style-type: none"> • School climate • Special programs • Parent involvement 	Administrator	Surveys	Local	Principals	Survey Results TAKS
Provide staff development on the	Administrators	Spring	Local	Training	Sign in sheet

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
importance of parent involvement	and parent advisory team		TIA	scheduled	for staff
Provide information in parent's home language	Administrator	August – July	TIA Local	Information documents	PI survey
Use newspapers, newsletters, and TV to publicize school events and student success	Administrator	Weekly	Local	Communications	PI Survey

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

Performance Objective 2: To foster open communications between school and community.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Sponsor Activities such as <ul style="list-style-type: none"> • Open House • Band Concerts • Parent Night • Awards programs • Graduation • Report card conferences • Newspaper articles • Provide programs for organizations such as Lions Club • Athletic events 	Administrators and teachers	Year round	TIA Local	Schedule	Actual events occur
Provide information to community through public meetings that include Safe and Drug Free Surveys and School report card	Superintendent	Fall board meeting	Local Title IV	Board Agenda	Board Minutes

Goal 4: Olton ISD will provide opportunities for all students to excel in areas of character through instruction in the pillars of character including: trustworthiness, respect, responsibility, fairness, caring, and good citizenship.

Performance Objective 1: To provide training for staff to effectively implement character education with community collaborations

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
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 <ul style="list-style-type: none"> ○ In schools, ○ On school grounds ○ In school vehicles 	Administrators	Daily	TIV Local	Incidents reported each 6 weeks	PEIMS incidents reports
Provide in-service training in Character Counts: <ul style="list-style-type: none"> • Intensive • Sustained • Research-based 	At risk coordinator	August	Local	Training scheduled	Training certificates
Provide resources and curriculum supplements for program	At risk coordinator	Year round	Local Title IV	Resource list of needs	Resources provided
Give incentives to students for character achievement	Principal	Quarterly	Local	Incentives given at quarters	End of year incentives
Coordinate with the following: <ul style="list-style-type: none"> • Local ministers • Business/community members • Civic leaders 	Administrator	Year round	Local	Coordination Plans	Agendas and sign in sheets

Comprehensive Needs Assessment

Olton is an EE-12 district with four campuses including the DAEP. The enrollment is 714 students and the low income rate is 71.16%. The district received an Academically Acceptable rating for 2005 and 2006. Webb Elementary received the Recognized rating for two years in a row. To make Academically Acceptable rating in 2006, the district had to achieve higher standards than in 2005 with 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 2005, The District and two campuses met the federal accountability, Adequate Yearly Progress (AYP). AYP is similar to the state accountability but also includes two additional target populations—Special Education and Limited English Proficient. All students and each student group must meet TAKS standards. The High School Campus missed AYP in Reading in 2005. The 2006 AYP results are available on August 15, 2006.

Performance Based Monitoring (PBM)—State Monitoring System

In 2005, students in Special Education placed in less restrictive environments exceeded the state rate as did Hispanic representation for the program. Strategies to correct any problems in these areas will be a focus of the District. In 2006. Current year PBM reports are not available to date.

State Accountability

See TAKS Charts for student scores for 2005 and 2006 for the panel recommended/ rigorous TAKS standards.

Staff Strengths and Needs

Highly Qualified Teachers

In 2005, 60 teachers in core subject areas were required to meet federal “Highly Qualified” standards. 93.3% achieved the rating. In 2006, 100% of classes at Olton were taught by Highly Qualified teachers and 100% of the teachers were highly qualified.

Parent 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.

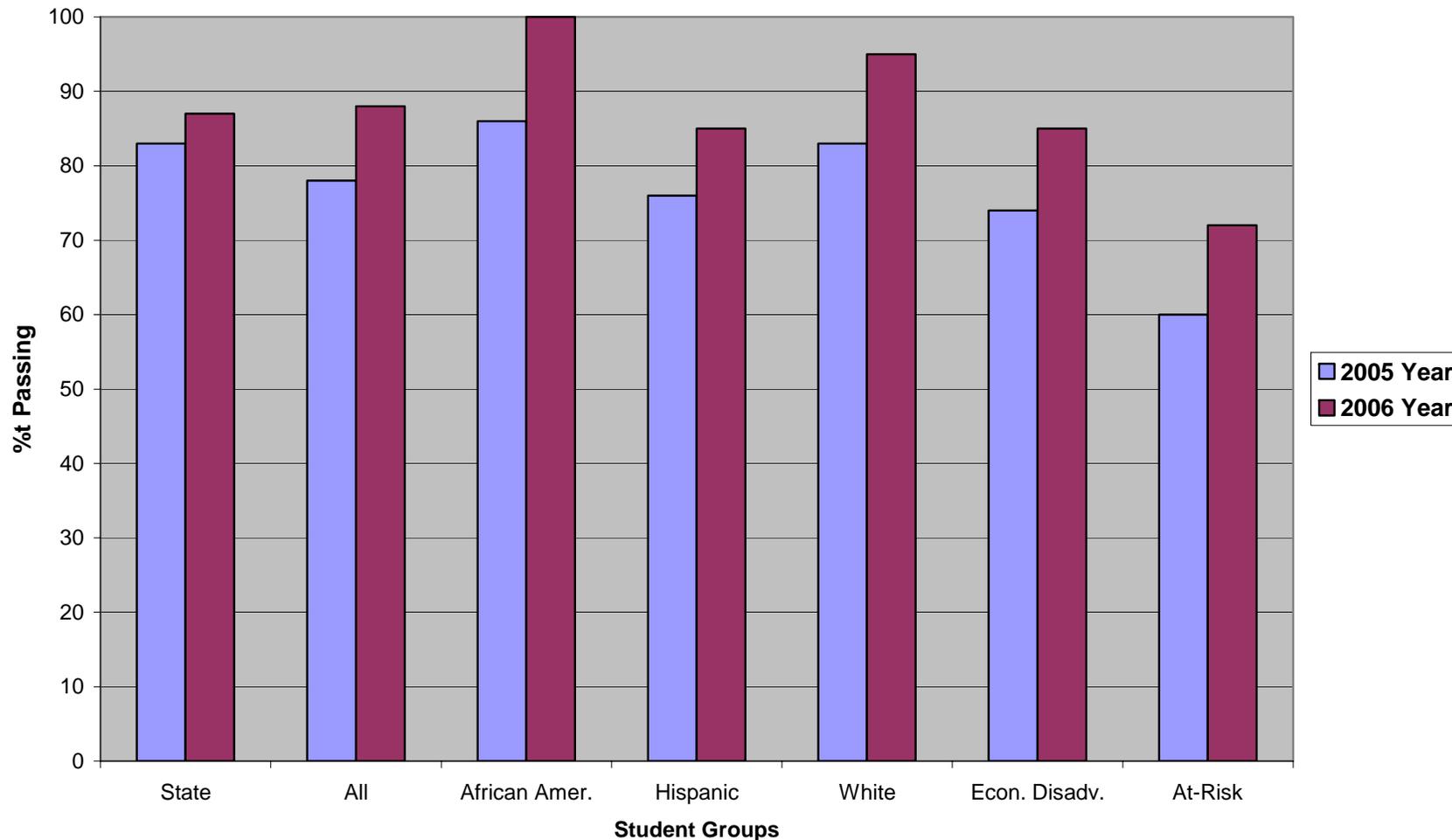
Needs

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.

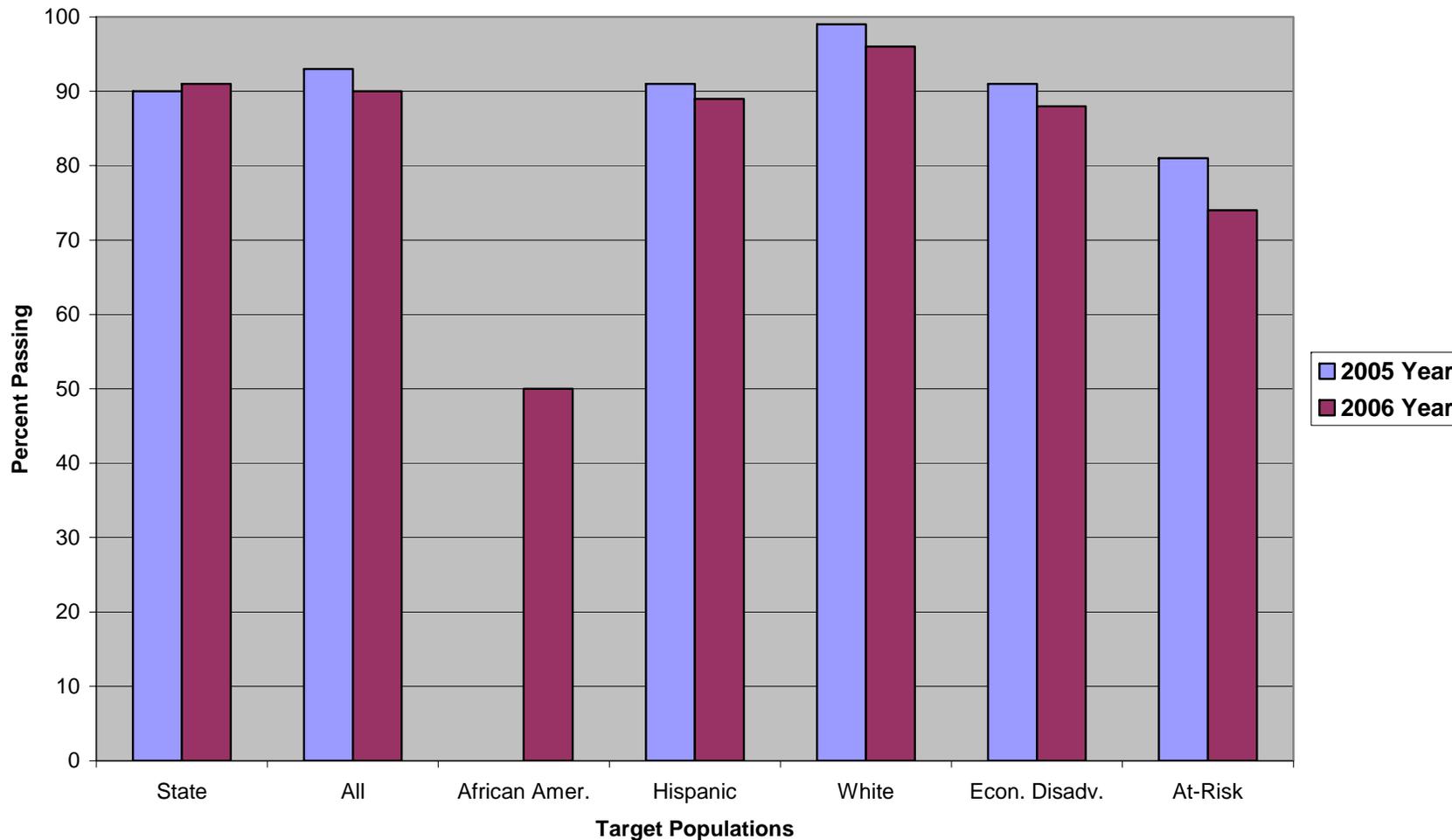
Facilities

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

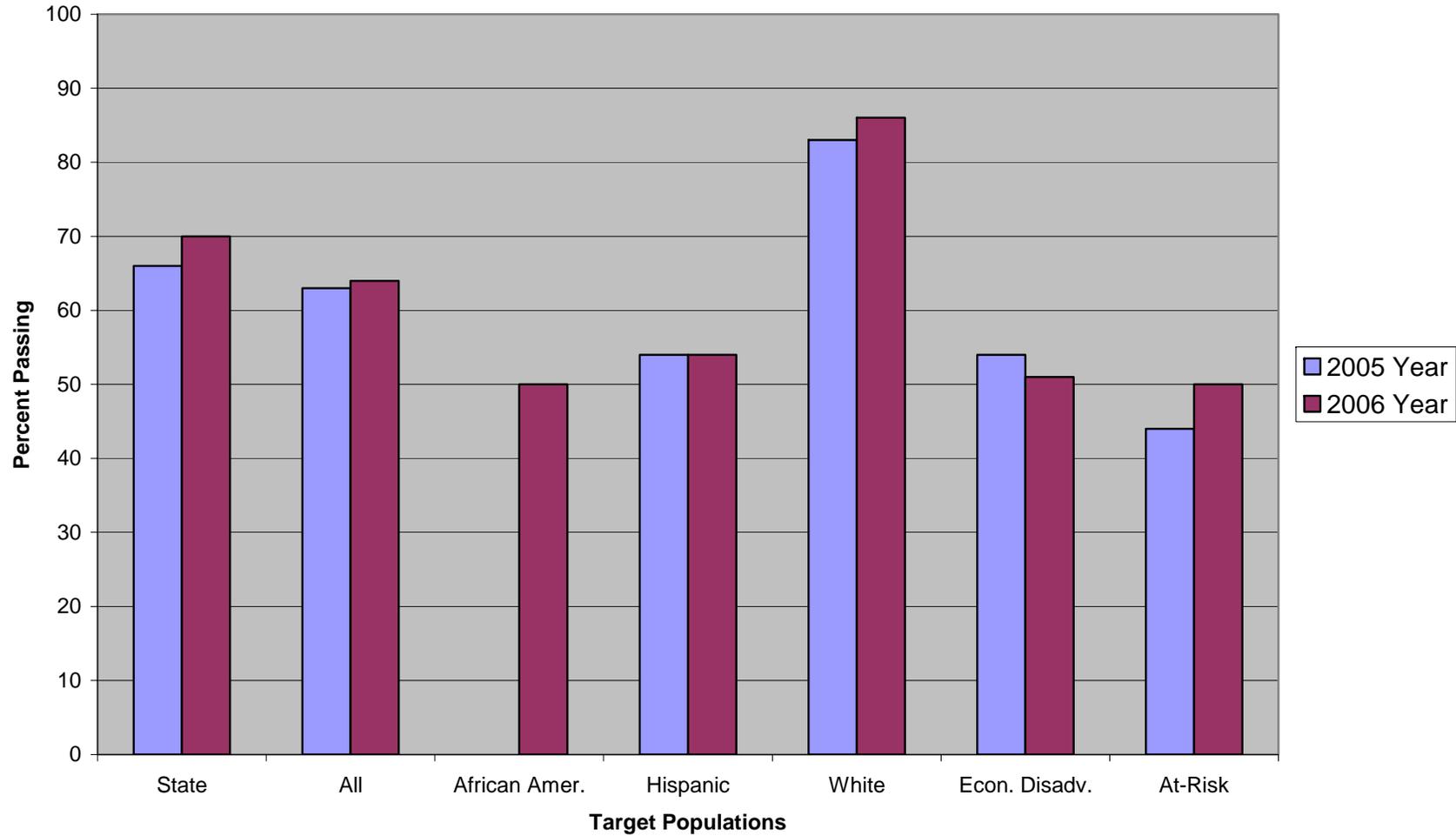
TAKS Reading/ELA
Olton ISD



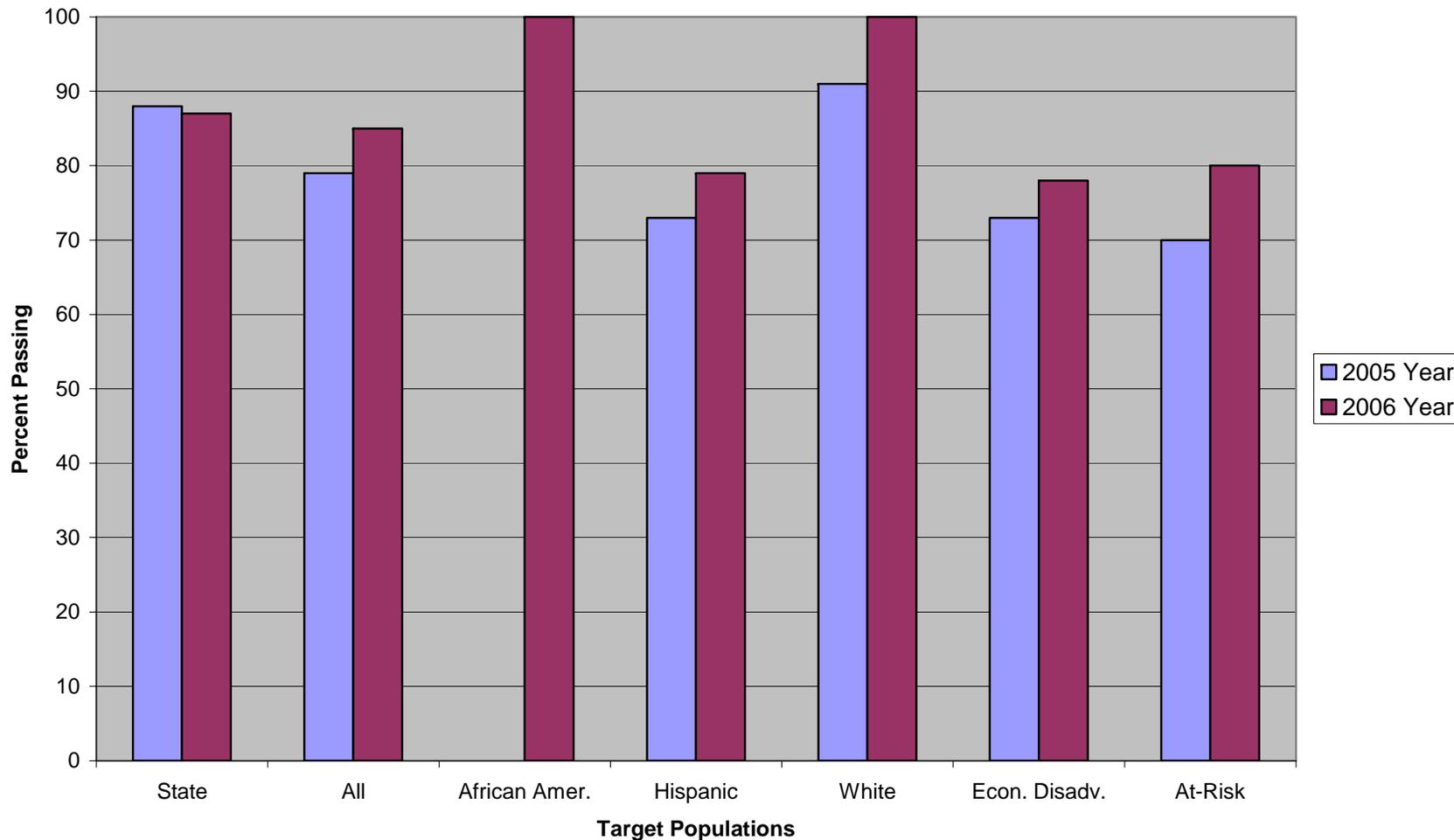
TAKS Writing
Olton ISD



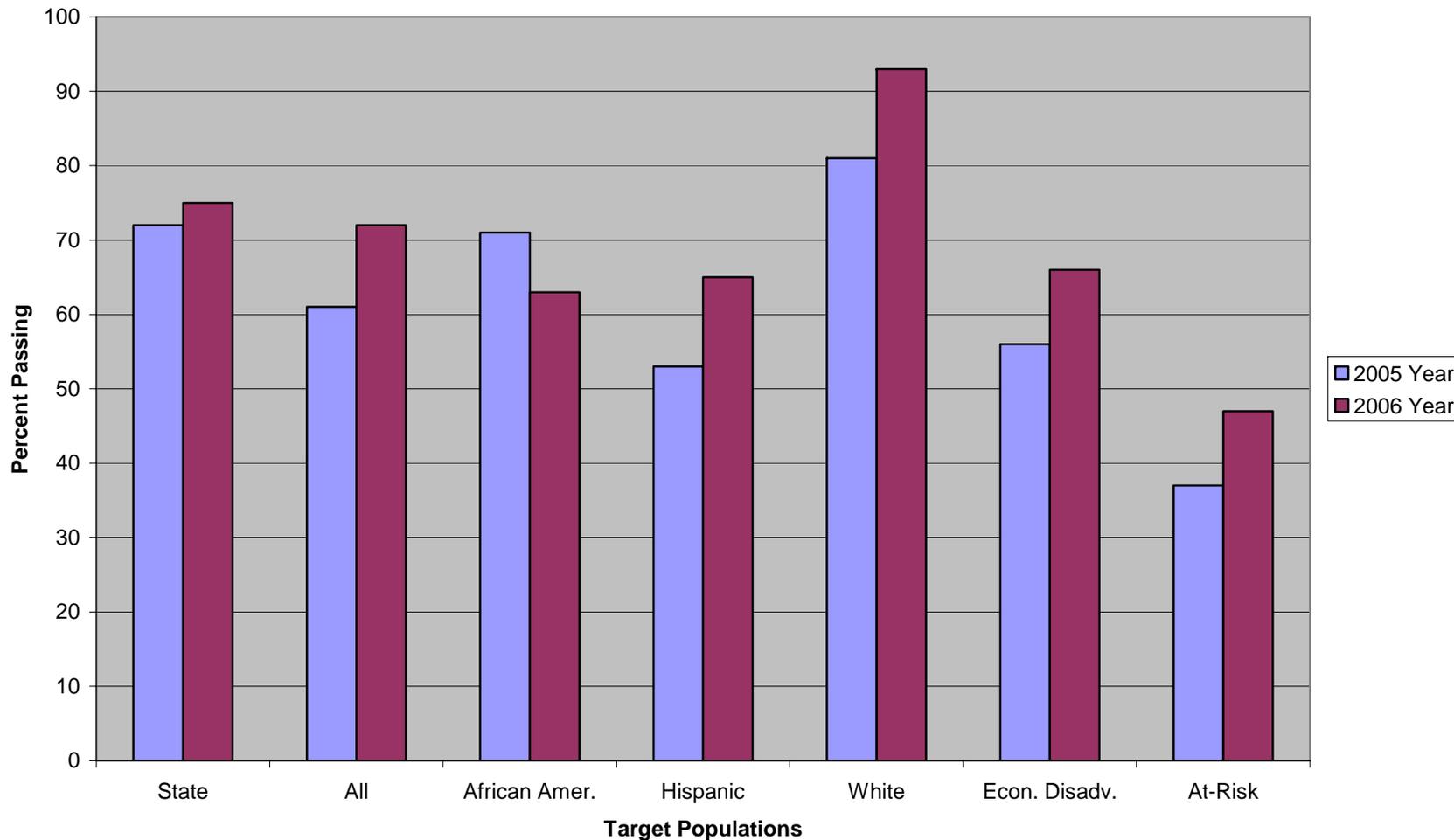
TAKS Science
Olton ISD



TAKS Social Studies
Olton ISD



TAKS Math
Olton ISD



Completion Rate 2004
Olton ISD

