



# Junior High Campus Improvement Plan

2007-2008

Mike Wiley, Principal

**Goals and Objectives**

**Goal 1: Olton Junior High student performance will maintain and enhance student performance as measured by accountability standards by reaching 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%

**Goal 2: By recruiting, evaluating, and retaining superior personnel, Olton Junior High 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: To recruit and employ the best, most qualified, teachers and other staff members available

**Goal 3: Olton Junior High 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 Junior High 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.**

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

**Goal 5: Olton Junior High will maintain a system of assessment, continual monitoring, and improvement of the safety of students, faculty, and staff.**

Objective 1: To provide “training” for staff to maintain a system of assessment, monitoring, and improvement of the safety of students, faculty, and staff

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

**Goal 6: Olton Junior High will maintain a variety of, and increase the opportunities for student involvement in extracurricular activities.**

Objective 1: To provide opportunities for students to participate, and improve UIL academic achievement

Objective 2: To provide opportunities for students to participate, and improve UIL athletic achievement

**Olton Junior High Improvement Plan**

**2007-2008**

**Olton Junior High 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 <sup>nd</sup> , goal based on last year	90(1 <sup>st</sup> )	95			90+
4	Reading	91 (1 <sup>st</sup> ), 96 (2 <sup>nd</sup> )	90	75	90		90+
5	Reading	80	83	84	90	90	90+
6	Reading	87	88	95	85	90	90+
7	Reading	95	90+	85	89	87	90+
8	Reading	82	86	84	90+	90+	90+
9	Reading	82	89	93	87	90+	90+
10	E/LA	91	90+	89	90+	88	90+
11	E/LA	92	90+	98	90+	90+	90+
3	Math	Did not take in 2 <sup>nd</sup> , goal based on last year	80	64			90+
4	Math	77	80	93	83		90+
5	Math	94	90+	96	83	87	90+
6	Math	68(1 <sup>st</sup> ) 85(2 <sup>nd</sup> )	77 (avg)	78	90+	87	90+
7	Math	86	87	85	81	90+	90+
8	Math	57	62	72	88	85	90+
9	Math	64	68	51	71	89	90+
10	Math	52	60	53	75	81	90+
11	Math	57	65	83	74	83	90+
4	Writing	90	90+	92	90+	90+	90+
7	Writing	91	90+	97	90+	90+	90+
8	Social Studies	Did not take in 7 <sup>th</sup> , goal based on last year	90+	93			90+
9	Social Studies	96 in 8 <sup>th</sup> (will not take, but gains expected)	90+		90+		
10	Social Studies	74 in 8 <sup>th</sup> (will not take, but gains expected)	82	79	90+	90+	90+
11	Social Studies	77	80	94	86	90+	90+
5	Science	Did not take in 4 <sup>th</sup> , goal based on last year	77	85			90+
6-7	Science	73 in 5 <sup>th</sup> (Will not take, but gains expected)	77		81		
8	Science	32 in 5 <sup>th</sup> (Will not take, but gains expected)	47	51	81	85	90+
9	Science	80 in 8 <sup>th</sup> (Will not take, but gains expected)	83		62	85	
10	Science	74 in 8 <sup>th</sup> grade	78	52	86	77	90+
11	Science	55	64	80	82	90	90+

(Read diagonally to track grade levels)

Formula for reaching goal: 90% – 04 score, then divided by 6, added each year (rounded) diagonally to reach 90% by year 2010

\*\* As new grade levels enter the system, targets will be set from baseline of previous year

**Target Populations and Special Programs**

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

Dyslexia  
English as a Second Language (ESL)  
Gifted and Talented (GT)  
Special Education (SPED)  
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, English as a Second Language  
Title IV, Safe and Drug Free Schools  
Title V, Innovative Education Program

**Planning and Decision Making Team**

<b>Name</b>	<b>Role</b>
Byron Potter	Community
Mary Ann Jimenez	Parent
Tamara Cooper	Parent
Lela Lively	Parent
Michelle Ast	Teacher
Misti Gallaway	Teacher
Jana Davis	Teacher
Leslie Maxwell	Teacher
Welda Miller	Non-teaching professional
Suzanne Venable	District Level Professional

**Goal 1: Olton Junior High 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
Identify students needing extra instruction through benchmark data and disaggregation of TAKS <ul style="list-style-type: none"> <li>• Review students analysis</li> <li>• Review item analysis scores</li> </ul>	Principals	May 2008	Local	Benchmark tests and TAKS	TAKS AIES
Supplement the reading programs: <ul style="list-style-type: none"> <li>• PLATO</li> <li>• Textbooks</li> <li>• TAKS review</li> <li>• Integrate technology including internet</li> <li>• ARI</li> </ul>	Asst. Supt.	August – July 2008	Local TIA SCE	Lesson Plans	TAKS
Provide staff development <ul style="list-style-type: none"> <li>• To increase reading comprehension</li> <li>• To align TEKS and TAKS</li> <li>• To ensure a highly qualified staff</li> </ul>	Principals	August – July 2008	Local ARI SCE	6 weeks grades	TAKS

**Goal 1: Olton Junior High 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**

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Identify students needing extra instruction through benchmark data and disaggregation of TAKS <ul style="list-style-type: none"> <li>• Review students analysis</li> <li>• Review item analysis scores</li> </ul>	Principals	May 2007	Local	Benchmark tests and TAKS	TAKS AEIS
Provide Math tutorials before and/or after school for students at-risk	Principal	August – May	Local	Math grades	TAKS
Provide accelerated math courses <ul style="list-style-type: none"> <li>• Double blocked math classes</li> <li>• Add Algebra I to regular schedule</li> </ul>	Principal	August – July	Local ARI SCE	6 weeks grades	TAKS
Supplement the math programs: <ul style="list-style-type: none"> <li>• PLATO</li> <li>• TAKS review</li> </ul>	Asst. Supt.	August – July	Local TIA SCE	Lesson Plans	TAKS
Provide staff development for math teachers: <ul style="list-style-type: none"> <li>• Technology</li> <li>• Critical thinking skills</li> <li>• Problem solving strategies</li> </ul>	Asst. Supt.	August – June	TIA TII TPTR	Staff Development calendar	Training certificates



**Goal 1: Olton Junior High 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**

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Identify students needing extra instruction through benchmark data and disaggregation of TAKS: <ul style="list-style-type: none"> <li>• Review students analysis</li> <li>• Review item analysis scores</li> </ul>	Principals	May 2007	Local	Benchmark tests and TAKS	TAKS AIES
Supplement the ELA programs with: <ul style="list-style-type: none"> <li>• PLATO</li> <li>• Technology/word processing programs</li> <li>• TAKS review</li> </ul>	Asst. Supt.	August – July 2008	Local TIA SCE	Lesson Plans	TAKS
Provide staff development for teachers: <ul style="list-style-type: none"> <li>• Technology</li> <li>• Critical thinking skills</li> </ul>	Asst. Supt.	August – June 2008	TIA TII TPTR	Staff Development calendar	Training certificates
Incorporate writing into all content areas	Content teachers	August – May	Local	Lesson Plans	TAKS

**Goal 1: Olton Junior High will elevate district and campus AEIS ratings to Exemplary by achieving a 90% or greater passing rate for all students including the target populations and meet or exceed other required AEIS standards.**

**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 disaggregation of TAKS: <ul style="list-style-type: none"> <li>• Review students analysis</li> <li>• Review item analysis scores</li> </ul>	Principals	May	Local	Benchmark tests and TAKS	TAKS AIES
Supplement the programs with: <ul style="list-style-type: none"> <li>• PLATO</li> <li>• Textbooks</li> <li>• TAKS review</li> </ul>	Asst. Supt.	August – July	Local TIA SCE	Lesson Plans	TAKS
Provide staff development for teachers <ul style="list-style-type: none"> <li>• Technology</li> <li>• Critical thinking skills</li> </ul>	Asst. Supt.	August – June	TIA TII TPTR	Staff Development calendar	Training certificates

**Goal 1: Olton Junior High will elevate district and campus AEIS ratings to Exemplary by achieving a 90% or greater passing rate for all students including the target populations and meet or exceed other required AEIS standards.**

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

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Provide staff development for teachers <ul style="list-style-type: none"> <li>• Technology</li> <li>• Critical thinking skills</li> </ul>	Asst. Supt.	August – June	TIA TII TPTR	Staff Development calendar	Training certificates
Identify students needing extra instruction through benchmark data and disaggregation of TAKS: <ul style="list-style-type: none"> <li>• Review students analysis</li> <li>• Review item analysis scores</li> </ul>	Principals	May 2007	Local	Benchmark tests and TAKS	TAKS AIES
Supplement the programs with: <ul style="list-style-type: none"> <li>• PLATO</li> <li>• Textbooks</li> <li>• TAKS review</li> </ul>	Asst. Supt.	August – July	Local TIA SCE	Lesson Plans	TAKS
Provide staff development for teachers <ul style="list-style-type: none"> <li>• Technology</li> <li>• Critical thinking skills</li> </ul>	Asst. Supt.	August – June	TIA TII TPTR	Staff Development calendar	Training certificates

**Goal 1: Olton Junior High 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 6: To improve the Attendance Rate among all students and target population groups to 97.5%**

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
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
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"> <li>• School Board</li> <li>• DAC</li> <li>• CAC</li> <li>• Community</li> </ul>	Administrators	Monthly	Local	Reports	Attendance Rates

**Goal 2: By recruiting, evaluating, and retaining superior personnel, Olton Junior High 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"> <li>Provide opportunities for planning, creating, and implementing projects using technology applications</li> </ul>	Principals	Daily	Local TIA	Lesson Plans	Lesson Plans
Integrate technology in instruction and administration	Administrators	Daily	Local TIA TII D, Tech	Lesson Plans	Surveys

**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	UIL Director	Fall	Local	Student participation	Student achievement and

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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**

**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"> <li>• Early ID and intervention</li> <li>• Needs assessment</li> <li>• Read Naturally</li> <li>• Rewards</li> <li>• Great Leaps</li> <li>• Services at student campus</li> </ul>	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"> <li>• Individualized and intensive</li> <li>• Multisensory</li> <li>• Phonetic reading methods</li> <li>• With staff input</li> </ul>	Administrator	Summer	Local	Training calendar	Attendance certificates
Evaluate program	Dyslexia staff	April-May	Local	Reports	RPTE

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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 Language Learners (ELL)**

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Identify LEP students and provide program to develop proficiency in comprehension., speaking, reading & composition <ul style="list-style-type: none"> <li>• PLATO</li> <li>• Integrate technology</li> </ul>	ESL coordinator	Early Aug. Upon enrollment	ESL, TIII	Home Lang. Survey List	RPTE TAKS
Conduct Comprehensive Needs Assessment <ul style="list-style-type: none"> <li>• TAKS</li> <li>• TAKS/SDAA Participation</li> <li>• LEP Dropout</li> <li>• Annual Measurable Achievement Objectives</li> </ul>	Administrator	August	BE/ESL Local	Meeting agenda	Data disaggregated
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

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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**

**Gifted and Talented (GT)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Update policies <ul style="list-style-type: none"> <li>• Furloughs</li> <li>• Re-Assessments</li> <li>• Exiting and transfers</li> <li>• Appeals of placement</li> </ul>	Principal	May – Aug	Local	Agendas	Written policies
Hold annual nomination <ul style="list-style-type: none"> <li>• Focus on minorities/ELL/SPED:</li> </ul>	GT Selection committee	August and semester	Local	Training sign in sheets	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"> <li>• Include native language assessment</li> <li>• Include non-verbal assessment</li> </ul>	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 JH	GT selection committee	Spring	Local and GT	Planning meetings scheduled	3 Criteria used
Revise curriculum framework	GT Staff	April –	Local	Minutes of	Curriculum



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> <li>• Depth and complexity with 4 core academic areas</li> </ul>		August		meeting	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"> <li>• Together as a group</li> <li>• With other students</li> <li>• Independently</li> </ul>	GT staff	Weekly	Local	Lesson plans	TAKS
Evaluate program including surveys <ul style="list-style-type: none"> <li>• Students</li> <li>• Parents</li> <li>• Staff</li> </ul>	Administrator	April	Local	Surveys distributed	Summary of surveys
Hire and retain GT certified teachers	Administrator	May – August	Local GT	Interviews	Teacher endorsements
Provide Parent Involvement opportunities for parent participation	Administrator	Aug.- May	Local	PI Calendar	Sign in sheets

**Goal 2: By recruiting, evaluating, and retaining superior personnel, Olton Junior High 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):** Junior High is a Title I Schoolwide Program with 40% or greater poverty rate that coordinates \$59,475 SCE funds and 0.9259 FTEs 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	Administrator	Aug. - July	\$\$59,475 SCE 0.9259 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 7-8 <sup>th</sup> graders who failed 2 or more subjects (previous year or current) with tutorials or who have below passing TAKS scores	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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
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	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
Evaluate SCE program <ul style="list-style-type: none"> <li>TAKS scores for At-Risk in reading, math, and writing compared to All students</li> </ul>	Principal	May-June	SCE Local	Semester Grades	TAKS comparison
Provide staff development <ul style="list-style-type: none"> <li>With input from staff</li> </ul>	Principal	August-July	Local SCE	Training calendar	Certificates for training

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**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"> <li>• Special populations TAKS</li> <li>• Adequate Yearly Progress (AYP) for Economically Disadvantaged</li> <li>• Annual Measurable Achievement Objectives (AMAOS) for LEP</li> <li>• Performance Based Monitoring (PBM)</li> </ul>	Principal	May-Aug.	TIA	Data disaggregated	CNA
2) Plan reform strategies to address needs <ul style="list-style-type: none"> <li>• Focus: Economically disadvantaged, &amp; At-Risk</li> <li>• Include extended day/year</li> </ul>	Site-Base Team, Chair	Quarterly	TIA, TIIA TIID, TV, TIC, ESL, SCE, TIII	Caps and strategies	TAKS SDAA
3) Provide instruction by highly qualified (HQ) staff: <ul style="list-style-type: none"> <li>• Highly Qualified Teachers in core subject areas – Deadline Extended: May 2007</li> <li>• Instructional Paraprofessionals Deadline : May 2006</li> </ul>	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"> <li>• With staff input</li> <li>• Intensive, sustained, research-based</li> </ul>	Principal	March-May	TIA, local, TIID, TIIA, TIII	Staff Development Calendar	TAKS
5) Attract and retain highly qualified teachers to high needs campus(s)	Administrator	Summer	Local TIA, TII, TPTR	Personnel Files	Personnel Files
6) Increase parent involvement <ul style="list-style-type: none"> <li>• Designed to improve academic achievement</li> <li>• Designed for parents to have opportunities to participate in decisions</li> </ul>	PI Coordinator	Monthly	TIA, Local	PI Events	PI Evaluation
7) Provide transitions for students <ul style="list-style-type: none"> <li>• From Elementary to JH</li> </ul>	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"> <li>• Provide timely help</li> <li>• Students having difficulties with academic proficiency or advanced levels</li> </ul>	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, TIII, TIV, TV, GT, SCE, SPED, Local	Meeting agendas	TAKS SDA
Evaluate Parent Involvement (PI) program	Principal	Spring	TIA	SB Meeting	Evaluation

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> <li>Involve parents in the evaluation</li> </ul>				Agenda	results
Review Parent Involvement policy <ul style="list-style-type: none"> <li>Developed and agreed upon by parents</li> </ul>	Administrator	Summer	Local	Meeting agenda	Policy
Conduct Annual Title I Meeting <ul style="list-style-type: none"> <li>Inform parents of TIA program</li> <li>Explain parents' rights to know</li> <li>Revise Parent Compact in English &amp; parents home language</li> </ul>	Principal	Spring	Local	Meeting scheduled	Agenda and sign-in sheet
Provide parent communications: <ul style="list-style-type: none"> <li>Conference with parents</li> <li>Hold flexible number of meetings</li> <li>Use parents' home language</li> <li>Provide information on state assessments &amp; proficiency levels</li> <li>Provide information on school curriculum</li> <li>Provide Notifications under NCLB</li> <li>Send Timely notice if Teacher is not highly qualified</li> <li>Inform Parents of their right to know Teacher qualifications and paraprofessional qualifications</li> </ul>	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.

**Title I, Part C: Migrant**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Determine NCLB program success in PBMAS report: <ul style="list-style-type: none"> <li>• Migrant TAKS</li> <li>• Migrant dropout</li> </ul>	Administrator	Upon release of AEIS	Local	TAKS release tests	TAKS
Identify and recruit eligible students 3-21 <ul style="list-style-type: none"> <li>• Home visits</li> <li>• Visibility in community: churches, stores,</li> </ul>	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
Provide Parent Involvement <ul style="list-style-type: none"> <li>• Include PAC</li> <li>• Regular meetings</li> <li>• Form partnership</li> <li>• Establish communications</li> <li>• Provide parent opportunities</li> </ul>	Administrator MEP staff	Aug – May	TIC TIA Local	PI Calendar	Sign in sheets
Provide services for students: <ul style="list-style-type: none"> <li>• List priority for services students and</li> </ul>	Administrator	Weekly	TIC	Services offered	Log TAKS

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
needs <ul style="list-style-type: none"> <li>• Tutorials</li> <li>• Acceleration</li> <li>• Computer Assisted Instruction</li> <li>• Support services</li> </ul>					
Provide professional development for Teachers and paraprofessionals <ul style="list-style-type: none"> <li>• With input from MEP staff</li> <li>• Research-based</li> </ul>	Administrator	As scheduled	TIC TIA Local	Training calendar	Certificates



**Goal 2: By recruiting, evaluating, and retaining superior personnel, Olton Junior High 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 with a focus on underlined areas that exceeded the state median <ul style="list-style-type: none"> <li>• SPED TAKS</li> <li>• TAKS I</li> <li>• Exemptions</li> <li>• <u>LRE placement rate</u></li> <li>• SPED Dropout Rate</li> <li>• LEP disproportion</li> <li>• SPED Identification</li> <li>• African American Representation</li> <li>• <u>Hispanic Representation</u></li> <li>• LEP Representation</li> <li>• Discretionary DAEP Placement</li> <li>• Discretionary Expulsions</li> <li>• Discretionary ISS placement</li> </ul>	Special Ed. Director	Fall	SPED. Local	Analysis	PBMAS
Provide research-based staff development with staff input <ul style="list-style-type: none"> <li>• How to modify curriculum</li> </ul>	Administrator	As scheduled	SPED. Local	Training calendar	Training certificates TAKS

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> <li>• Timelines for initial evaluation</li> <li>• Least Restrictive Environment</li> <li>• Related services</li> <li>• Timeline for re-evaluation</li> <li>• Pre-referrals</li> <li>• Other needs identified</li> </ul>					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	SPED Local TIA	PI Calendar	Sign in sheets
Provide transitions <ul style="list-style-type: none"> <li>• Implement Individual Transition Plan (ITP)</li> <li>• Coordinate ITP with IEP</li> </ul>	SPED. Dr.	As needed	Local SPED.	ARD	Transitions in IEPs
Train ARD committee	SPED. Dr.	August	SPED.	Training scheduled	Sign in sheets

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

Performance Objective 1: Olton Junior High 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"> <li>• Parents</li> <li>• Community</li> <li>• Business</li> <li>• Staff</li> </ul>	Chair	Quarterly	Local	Meetings scheduled	Sign In Sheet Minutes
Inform parents of <ul style="list-style-type: none"> <li>• State assessments</li> <li>• Proficiency levels required</li> <li>• General Curriculum</li> </ul>	Counselor	Meeting scheduled	Spring	Meeting held	Sign-in Sheet
Provide parents with information on : <ul style="list-style-type: none"> <li>• State assessments and proficiency levels</li> <li>• Higher education admissions</li> <li>• Financial aid opportunities</li> <li>• Teach for Texas grant</li> <li>• Curriculum choices for success beyond HS</li> </ul>	Counselor	Fall/Spring	Local	Meeting scheduled	Parent Surveys
Survey parents and stakeholder on: <ul style="list-style-type: none"> <li>• School climate</li> </ul>	Administrator	Surveys	Local	Principals	Survey Results

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

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

Performance Objective 2: To provide tutorial opportunities across all campuses

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide at-risk students with tutorial opportunities in areas where additional help is needed	Program supervisor	Year round	Local	Tutors assigned	Tutor schedules

**Goal 4: Olton Junior High 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"> <li>• Unwanted physical or verbal aggression</li> <li>• Sexual harassment</li> <li>• Other forms of bullying                             <ul style="list-style-type: none"> <li>○ In schools,</li> <li>○ On school grounds</li> <li>○ In school vehicles</li> </ul> </li> </ul>	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"> <li>• Intensive</li> <li>• Sustained</li> <li>• Research-based</li> </ul>	At risk coordinator	August	Local	Training scheduled	Training certificates
*Provide resources and curriculum supplements for program *Quotes of the day *posters	At risk coordinator	Year round	Local	Resource list of needs	Resources provided

Give incentives to students for character achievement	Principal	Quarterly	Local	Incentives given at quarters	End of year list of incentives awarded
Coordinate with the following: <ul style="list-style-type: none"> <li>• Local ministers</li> <li>• Business members</li> <li>• Civic leaders</li> <li>• Community members</li> <li>• PTO</li> </ul>	Administrator	Year round	Local	Coordination Plans	Agendas and sign in sheets
Teach drug-free lifestyle through Red Ribbon Week drug awareness program	Teachers	August – May	TIV Local	Incident Reports	Incident Reports

### **Comprehensive Needs Assessment**

Olton Junior High is a 6-8 grade campus with an enrollment of 149 students. The low income percentage is 68.87%. The campus was rated Academically Acceptable in 2005 and 2006. However, to make this rating in '06 the standards jumped 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.

#### **Students Strengths and Needs**

##### **Adequate Yearly Progress—Federal Accountability**

The campus met federal accountability, Adequate Yearly Progress (AYP) in 2006 and 2007. AYP is similar to the state accountability but it includes two additional target populations—Special Education and Limited English Proficient. These two groups must also meet TAKS standards.

##### **Performance Based Monitoring (PBM)—State Monitoring System**

In 2006, 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 campus. The 2007 PBM report for the district will be available in late September.

##### **State Accountability**

See TAKS Charts for student scores for 2006 and 2007 for the panel recommended/ rigorous TAKS standards.

#### **Staff**

##### **Highly Qualified Teachers**

In 2007, 100% of the teachers in core subjects met the federal NCLB standards for “highly qualified.” In 2005, 94.1% of the teachers met the highly qualified target.



**Parent Involvement Strengths and Needs**

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.

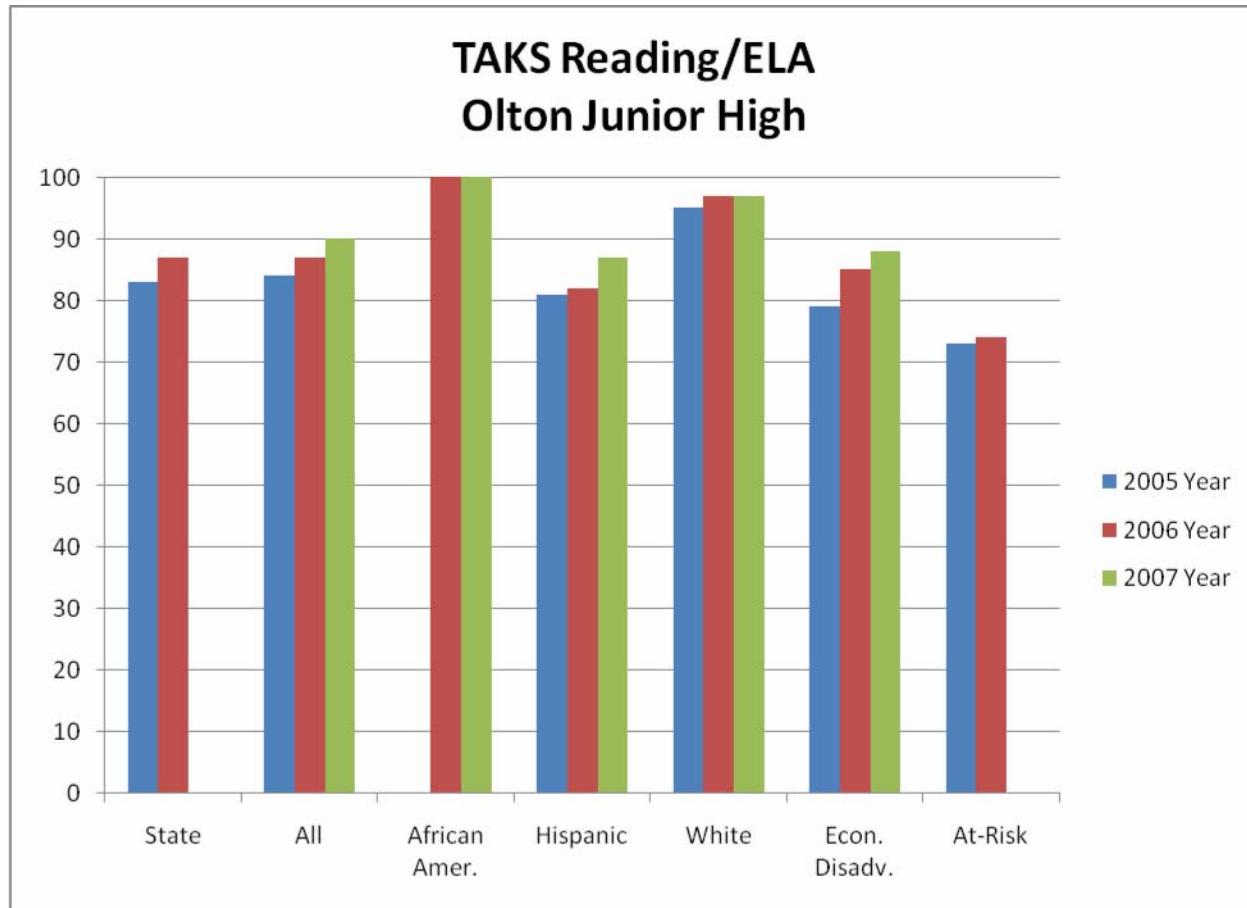
Strengths observed according to staff surveys were: 1) Information on state assessments and proficiency levels; 2) Parent Teacher conferences; 3) Newsletters and other communications to parents; and 4) Flexible number of parent meetings.

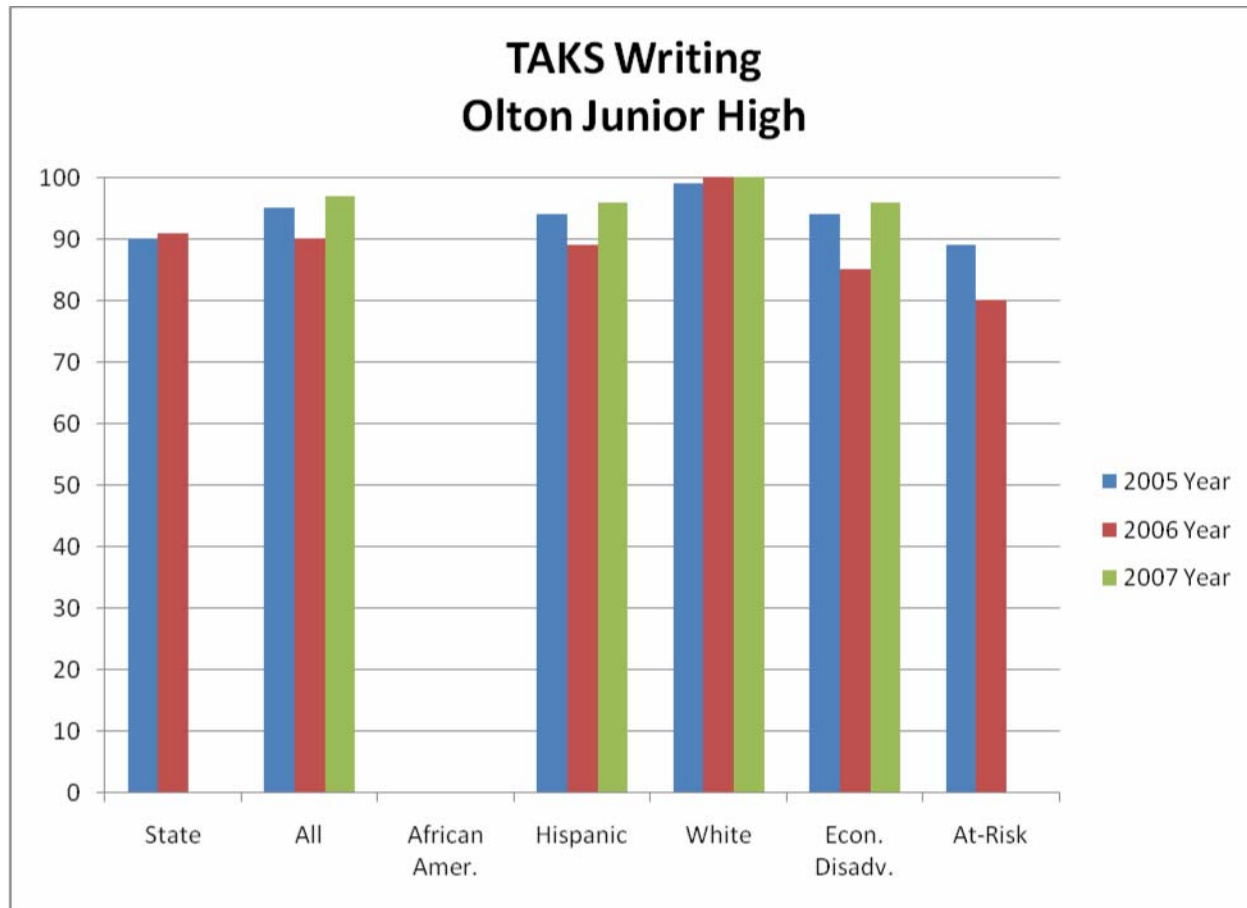
**Needs**

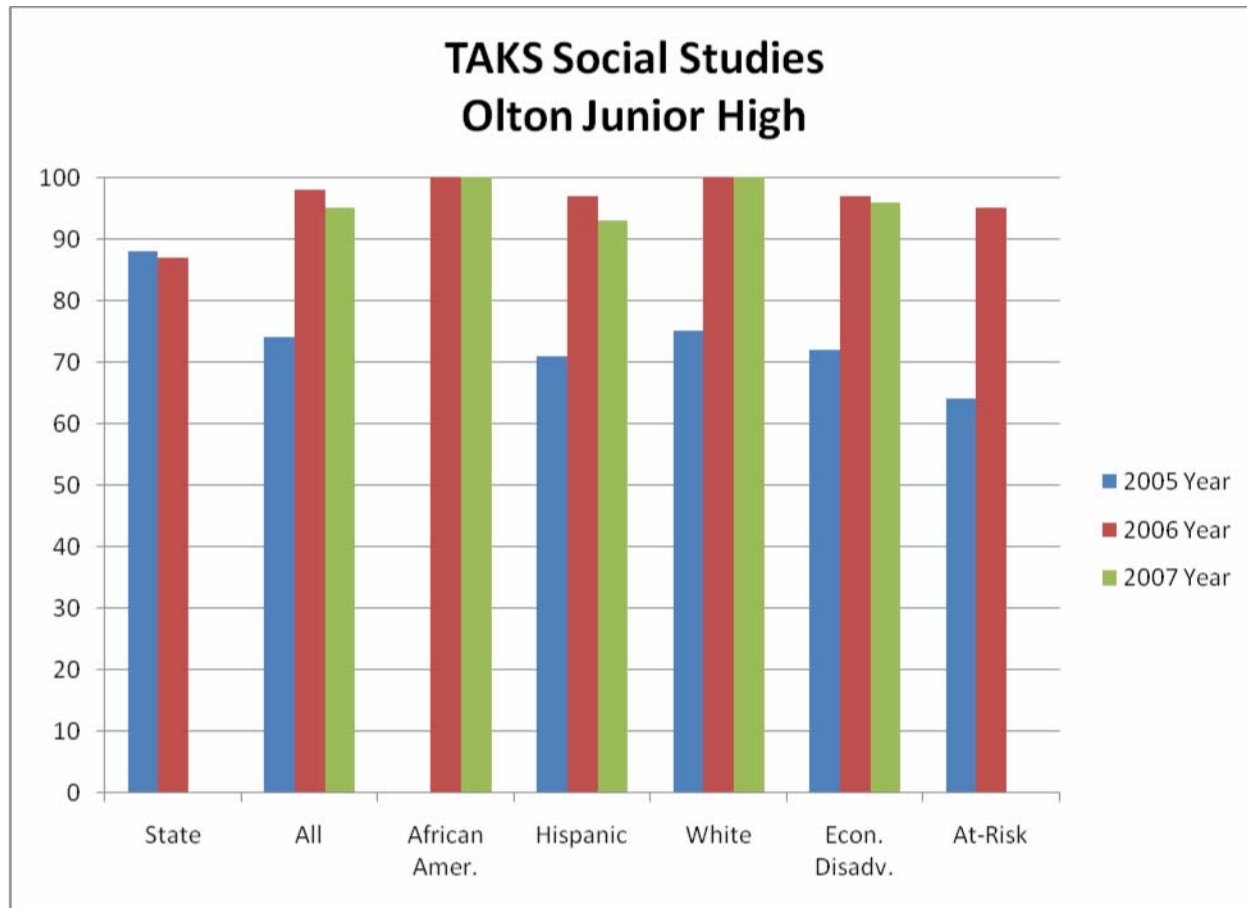
Areas needing improvement were: 1) Informing parents about specific programs of the district; and 2) Helping the students and community understand the importance of education.

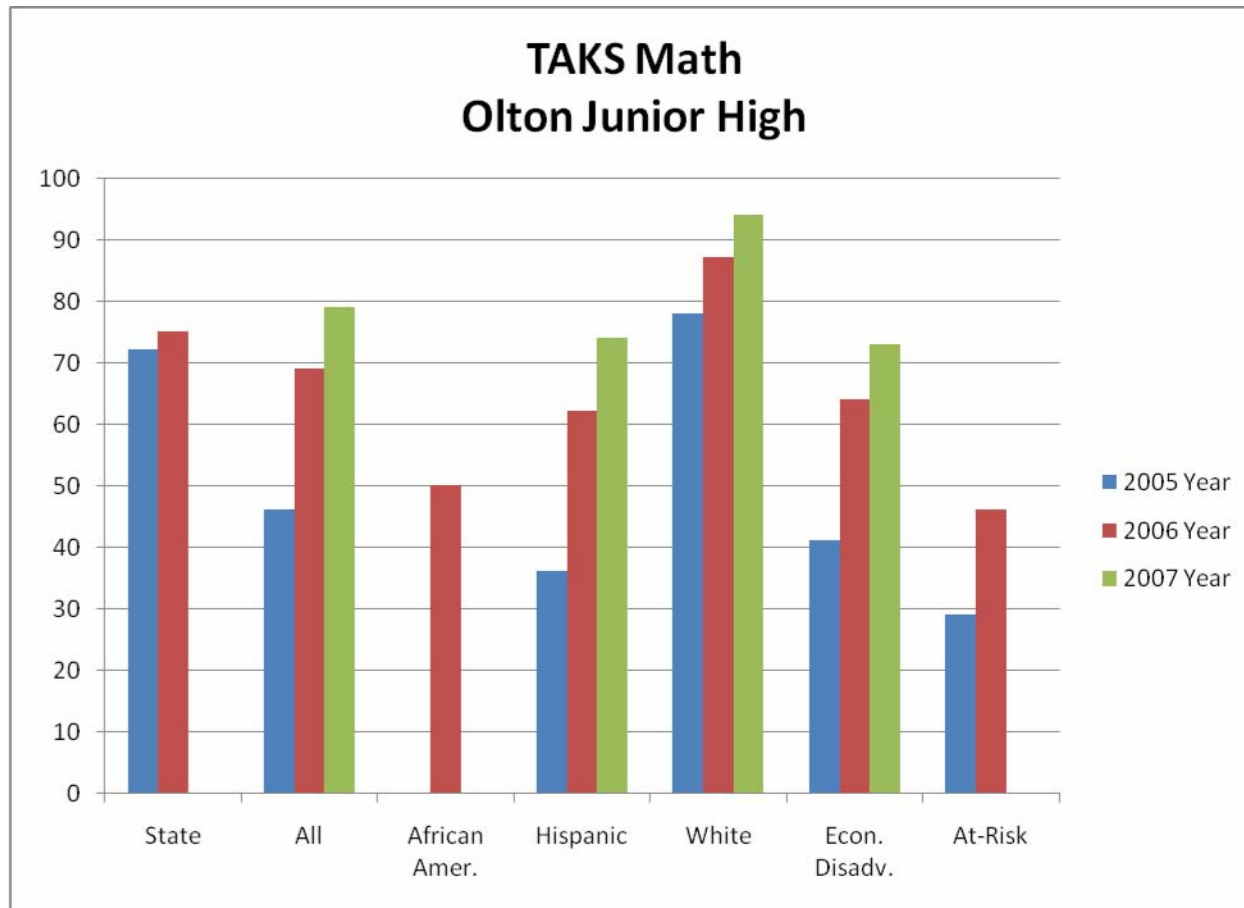
**Facilities**

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.









Performance Based Monitoring Analysis System (PBMAS)

Programs	Program Indicators	★Performance Level 2007	Performance Level 2008	Performance Level 2009	Performance Level 2010
<b>Bilingual/English as a Second Language (BE/ESL)</b>	All indicators met/exceeded state standard				
<b>Career and Technology Education (CTE)</b>	All indicators met/exceeded state standard				
<b>No Child Left Behind (NCLB)</b>	All indicators met/exceeded state standard				
<b>Special Education (SPED)</b>					
	TAKS Only Participation Rate	1			
	Less Restrictive Environment ages 6-11	1			
	SPED Identification	2			
	LEP Representation	1			

⊗ A performance Level of 0 is the best score and a 3 is the most undesirable score. Any level other than 0 may require a program analysis, interventions, and an improvement plan.

**Multi-Year Progress Toward Meeting NCLB Highly Qualified Goals**

STATE OBJECTIVES	STATE TARGETS	OLTON ISD	OLTON HIGH SCHOOL	OLTON JR. HIGH	WEBB ELEM
<b>1. Percentage of Classes Taught by Highly Qualified Teachers</b>					
<b>2006-07</b>					
<b>2005-06</b>	100%	99.32%	100%	100%	95.24%
<b>2004-05</b>	90%	87.74%	83.95%	89.80%	96%
<b>2003-04</b>	80%	94.85%	96.63%	92.86%	100%
<b>2. Percentage of Highly Qualified Teachers</b>					
<b>2006-07</b>					
<b>2005-06</b>	100%	98.28%	100%	100%	95.24%
<b>2004-05</b>	90%	93.33%	88.89%	94.12%	96%
<b>2003-04</b>	80%	98.33%	100%	93.33%	100%
<b>3. Percentage of Teachers Receiving High-Quality Professional Development</b>					
<b>2006-07</b>					
<b>2005-06</b>	100%	100%	100%	100%	100%

<b>2004-05</b>	97%	100%	100%	100%	100%
<b>2003-04</b>	94%	100%	100%	100%	100%