



Junior High
Campus Improvement Plan

2010-2011

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 2010-2011 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 employment 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 and physical well-being 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.

Objective 3: To provide coordinated school health, physical activity, nutrition and wellness for students.

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 increased parental involvement, and for business, and community members to increase involvement in school activities.

Olton Junior High Improvement Plan

2010-2011

Olton Junior High Performance Target Goals

Grade	Subject	Actual Score TAKS 2006 (grayed). Score is obtained from students' previous grade level	Goal Score 08	Actual Score 08	Goal Score 09	Actual Score 09	Goal Score 10
3	Reading	Did not take in 2 nd , goal based on last year					90+
4	Reading	91 (1 st), 96 (2 nd)					90+
5	Reading	80					90+
6	Reading	87	85	94	90	88	90+
7	Reading	95	89	92	87	88	90+
8	Reading	82	90+	97	90+	97	90+
9	Reading	82					90+
10	E/LA	91					90+
11	E/LA	92					90+
3	Math	Did not take in 2 nd , goal based on last year					90+
4	Math	77					90+
5	Math	94					90+
6	Math	68(1 st) 85(2 nd)	90+	90	87	66	90+
7	Math	86	81	73	90+	90	90+
8	Math	57	88	87	85	85	90+
9	Math	64					90+
10	Math	52					90+
11	Math	57					90+
4	Writing	90					90+
7	Writing	91	90+	92	90+	89	90+
8	Social Studies	Did not take in 7 th , goal based on last year	90+	93	90+	88	90+
9	Social Studies	96 in 8 th (will not take, but gains expected)					
10	Social Studies	74 in 8th(will not take, but gains expected)					90+
11	Social Studies	77					90+
5	Science	Did not take in 4 th , goal based on last year					90+
6-7	Science	73 in 5 th (Will not take, but gains expected)	N/A	N/A	N/A		
8	Science	32 in 5 th (Will not take, but gains expected)	81	58	85	58	90+
9	Science	80 in 8 th (Will not take, but gains expected)					
10	Science	74 in 8 th grade					90+
11	Science	55					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

Planning and Decision Making Team

Name	Role
Byron Potter	Community
Billie Stewart	Teacher
Mary Lou De La Cruz	Parent
Resa Jimenez	Teacher
Michelle Ast	Teacher
Kent Gunter	Parent
Kristy Goen	Parent
Misti Gallaway	Teacher
School Counselor	Non-teaching professional
Suzanne Venable	District Level Professional
Mike Wiley	Principal

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 2010-2011 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"> • Review students analysis • Review item analysis scores • AIMSWEB 	Principal & Teachers	May 2010	Local	Benchmark tests and TAKS	TAKS AEIS-IT AIMSWEB
Supplement the reading programs: <ul style="list-style-type: none"> • PLATO • Textbooks • TAKS review • Integrate technology including internet • SSI 	Principal & Administrative Director	August – July 2011	Local TIA SCE	Lesson Plans	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 & Administrative Director	August – July 2010	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 2010-2011 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 disaggregation of TAKS <ul style="list-style-type: none"> • Review students analysis • Review item analysis scores • AIMSWEB 	Principal & Teachers	May 2010	Local	Benchmark tests and TAKS	TAKS AEIS-IT AIMSWEB
Provide Math tutorials before and/or after school for students at-risk	Principal & Teachers	August – May	Local	Math grades	TAKS
Provide accelerated math courses <ul style="list-style-type: none"> • Double blocked math classes • Add Algebra I to regular schedule 	Principal	August – July	Local ARI SCE	6 weeks grades	TAKS
Supplement the math programs: <ul style="list-style-type: none"> • PLATO • TAKS review 	Principal Administrative Director	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 	Principal Administrative Director	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 2010-2011.

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 disaggregation of TAKS: <ul style="list-style-type: none"> • Review students analysis • Review item analysis scores • AIMSWEB 	Principal & Teachers	May 2010	Local	Benchmark tests and TAKS AIMSWEB	TAKS AEIS-IT
Supplement the ELA programs with: <ul style="list-style-type: none"> • PLATO • Technology/word processing programs • TAKS review 	Principal Administrative Director	August – July 2011	Local TIA SCE	Lesson Plans	TAKS
Provide staff development for teachers: <ul style="list-style-type: none"> • Technology • Critical thinking skills 	Principal Administrative Director	August – June 2011	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"> • Review students analysis • Review item analysis scores • AIMSWEB 	Principal & Teachers	May 2010	Local	Benchmark tests, TAKS and AIMSWEB	TAKS AEIS AIMSWEB
Supplement the programs with: <ul style="list-style-type: none"> • PLATO • Textbooks • TAKS review 	Principal & Administrative Director	August – July	Local TIA SCE	Lesson Plans	TAKS
Provide staff development for teachers <ul style="list-style-type: none"> • Technology • Critical thinking skills 	Principal & Administrative Director	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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide staff development for teachers <ul style="list-style-type: none"> • Technology • Critical thinking skills 	Administrative Director & Principal	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"> • Review students analysis • Review item analysis scores 	Principal & Teachers	May 2010	Local	Benchmark tests and TAKS	TAKS AEIS-IT
Supplement the programs with: <ul style="list-style-type: none"> • PLATO • Textbooks • TAKS review 	Administrative Director	August – July	Local TIA SCE	Lesson Plans	TAKS
Provide staff development for teachers <ul style="list-style-type: none"> • Technology • Critical thinking skills 	Administrative Director	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 2010-2011 as outlined in the 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
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

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 employment 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 • Participation in the T-3 Technology Grant 	Principals, Technology, & Core Teachers All instructional	Daily Daily	Local TIA Through Grant Consortium	Lesson Plans Applications and observation form Grant emp	Lesson Plans Student success
Integrate technology in instruction and administration and use Web 2.0 applications in the classrooms.	Administrators and teachers	Daily	Local TIA	Lesson Plans	Surveys and student success in class

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"> • Early ID and intervention • Needs assessment • Read Naturally • Rewards • Great Leaps • Services at student campus 	Dyslexia Staff & Administrator	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 Committee	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 	Administrator	Summer	Local	Training calendar	<i>Attendance certificates</i>
<i>Evaluate program</i>	<i>Dyslexia staff</i>	<i>April-May</i>	<i>Local</i>	<i>Reports</i>	<i>RPTE</i>

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English Language Learners (ELL)

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 • 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/SDAA Participation • LEP Dropout • Annual Measurable Achievement Objectives 	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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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/ELL/SPED: 	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"> • 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 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"> • Depth and complexity with 4 core academic areas 		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"> • 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
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 employment in order to become productive citizens and life-long learners.

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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	Supt., Admin. Director, & Principal	Aug. - July	SCE Funds 0.9259 FTEs	Grades Progress reports	TAKS RPTE
Use policy to identify, enter, and exit students	Supt., Admin Director, & Principal	August Semester Entry date	SCE Local	Policy developed	Policy followed
Identify and provide teachers with list of at-risk students	Counselor & At-risk Coordinator	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 th 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

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 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"> 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: 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 employment 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 	Principal & Site-Base Team, Chair	Quarterly	TIA, TIIA, TIC, ESL, SCE, TIII	Caps and strategies	TAKS SDAA
3) Provide instruction by highly qualified (HQ) staff: <ul style="list-style-type: none"> • Highly Qualified Teachers in core subject areas • Instructional Paraprofessionals 	Principal & Site-Base Team Chair	Quarterly	TIA, TIIA T IC, 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, 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"> Designed to improve academic achievement Designed for parents to have opportunities to participate in decisions 	Principal & Admin. Director	Monthly	TIA, Local	PI Events	PI Evaluation
7) Provide transitions for students <ul style="list-style-type: none"> From Elementary to JH 	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 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, BE/ESL, TIII, TIV, GT, SCE, SPED, Local	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

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 know • Revise Parent Compact in English & parents home language 	Principal	Spring	Local	Meeting scheduled	Agenda and sign-in sheet
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

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.

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"> • Migrant TAKS • Migrant dropout 	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 provided
Provide Parent Involvement <ul style="list-style-type: none"> • Include PAC • Regular meetings • Form partnership • Establish communications • Provide parent opportunities 	Administrator 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 	Administrator	Weekly	TIC	Services offered	Log TAKS

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
needs <ul style="list-style-type: none"> • Tutorials • Acceleration • Computer Assisted Instruction • Support services 					
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

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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"> • SPED TAKS • TAKS I • Exemptions • <u>LRE placement rate</u> • SPED Dropout Rate • LEP disproportion • SPED Identification • African American Representation • <u>Hispanic Representation</u> • LEP Representation • Discretionary DAEP Placement • Discretionary Expulsions • Discretionary ISS placement 	Special Ed. Director	Fall	SPED. Local	Analysis	PBMAS
Provide research-based staff development with staff input <ul style="list-style-type: none"> • How to modify curriculum 	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"> • Timelines for initial evaluation • Least Restrictive Environment • Related services • Timeline for re-evaluation • Pre-referrals • Other needs identified 					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"> • 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 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"> • 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 and proficiency levels • Higher education admissions • Financial aid opportunities • Teach for Texas grant • 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 	Administrator	Surveys	Local	Principals	Survey Results

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Special programs • Parent involvement 					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"> • 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	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 *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"> • Local ministers • Business members • Civic leaders • Community members • PTO 	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	Local	Incident Reports	Incident Reports

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

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
Local Staff Development	Principal	Yearly	Local	Attendance at staff meetings	Successful emergency drills
*Provide for prevention of and education in these areas: *unwanted physical or verbal aggression *sexual harassment *other forms of bullying in school, on school grounds, or vehicles	Principal & Counselor	Daily	Local	Incidents reported each 6 weeks	PEIMS incident reports

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

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Safety Audit	Principal with ESC support	Yearly	Local	Ongoing with support from the ESC	Results of the audit
Emergency Drills	Principal	Yearly	Local	Conducting Drills	Drill logs

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

Objective 3: To provide students with a coordinated school health plan involving physical activity, nutrition, and wellness, using the CATCH program and the state nutrition and wellness policies.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
*Utilize the CATCH curriculum in Health and PE. *All identified non-restricted students will be assessed using the Fitnessgram. *All middle school students will be enrolled and participate in six semesters of Physical Education.	*Health & PE Teachers *Principal, PE Teachers & Coaches	Yearly	Local	*Classroom evaluation and data. *Schedule	*Classroom evaluation and data. *Schedule
*The Junior High will comply with the Nutrition Policy (CO,Legal) and Wellness Policy (FAA, Local)	Principal	Yearly	Local	Policy	Policy & Inspections

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

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Encourage students to participate in UIL academic events	UIL Coordinator & Principal	Sept.-Nov.	Local	Student participation	Student achievement & participation
Increase the number of UIL practice events.	UIL Coordinator & Principal	Sept.-Nov.	Local	Student participation	Student Achievement & participation

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

Objective 2: To provide opportunities for increased parental involvement and for business and community members to increase involvement in school activities

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 • Report card conferences • Newspaper articles • Athletic events 	Administrators and teachers	Year round	Title I funds Local	Schedule	Sign in sheets
Inform parents of <ul style="list-style-type: none"> • State/federal assessments • District Report Card (AEIS) • Proficiency levels required • General /extracurricular activities • 	Counselor	October and January	Local	Meetings held	Sign-in Sheet
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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide school functions for parents to attend	Principal	August – May	Local TIA	Activities Calendar	PI Survey

Comprehensive Needs Assessment

Olton Junior High is a 6-8 grade campus with an enrollment of 176 students. The low income percentage is 61.8%. The campus was rated Recognized in 2006, 2007, and Acceptable in 2008. However, to make this rating in '08 the standards jumped to a passing rate of at least 75% on all tests. The Completion Rate must be at least 85% 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 2008.

Performance Based Monitoring (PBM)—State Monitoring System

In 2008, 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 2009 PBM report for the district will be available in late September.

State Accountability

See TAKS Charts for student scores.

Staff

Highly Qualified Teachers

In 2008, 100% of the teachers in core subjects met the federal NCLB standards for “highly qualified.”

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. There is a need for a second exit from the Science lab. The district has a comprehensive maintenance and facility plan to allow for improvement in student performance.