



High School
Campus Improvement Plan
2003-2004

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Olton High School
Campus Improvement Plan

Goal 1: By August 03-May 2004 90% or more of all students and sub-populations will pass all TAKS tests taken and meet or exceed state AEIS standards.
Objective 1: Increase passing performance of 10th grade students on all portions of the TAKS tests by 5%

Strategies	Person Responsible	Resources Required	Timeline	Formative Assessment	Summative Assessment	Target population
A. SCE funds are coordinated on the Schoolwide campus with 40% or more low income to serve at-risk students including the DAEP	Principal	SCE and Title I \$166,592 FTE 6.45589	July 03 – June 04	Progress Reports for At-risk	TAKS reading scores, ITBS reading scores, TPRI scores, Report cards	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
B. Designate total SCE funds to reduce dropout rate and improve student performance including the DAEP	Superintendent	SCE \$166,592	August 03	DIP/CIP draft copy	DIP/CIT and TAKS	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
C. Designate Total Full time Equivalents (FTE's)	Business Manager	FTE 6.45589	August 03	DIP/CIP Draft copy	DIP/CIP	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
D. Identify students by disaggregation of TAKS reading, writing, and math scores	Principal Qualified staff Counselor/At risk coordinator	TAKS reading, writing and math scores	August 2003 from 02-03 scores	TAKS scores List of students with identifies needs AEIS data	TAKS disaggregation with noted increases in scores	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
E. Mandate TAKS reading, writing, math for juniors and seniors who have not passed any portion of TAKS objectives	Principal Qualified staff Counselor/At-risk coordinator	Scheduling of tutorial classes Supplemental materials SCE	Before August 03 scheduling	Scores from the TAKS exit test	TAKS disaggregation with noted increases in scores Passing rates increase	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
F. Implement 9 th grade initiative grant for math tutorials	Principal Qualified staff Counselor/at-risk	Time after school Supplemental materials through 9 th	Grant runs through August 2004	Lesson plans Files on students	PEIMS records 9 th grade initiative evaluation	9 th and 10 th graders who are behind on credits

	coordinator Director of special programs	grade Initiative Grant Computers with Plato/New Century software SCE			Student report cards and transcripts showing credits gained	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
G. Use fundamentals of problem solving to improve TAKS scores	Principal Qualified staff Counselor/At risk coordinator	Supplemental materials through SCE funds Computers Brain research materials	August 03-May 2004	Lesson plans Previous TAKS scores	Lesson plans End-of-year TAKS scores	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
H. Align reading, writing, math terms with TAKS current curriculum	Principal Qualified staff Counselor/At risk coordinator	Previous tests to review current curriculum	Three year project for OISD	Curriculum Previous TAKS tests	Lesson plans End-of-year TAKS scores	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
I. Continue Accelerated Reading program in language arts departments	Principal Qualified staff including Librarian	Title VI-Innovative Education funds for purchase of books	Ongoing through August 03-May 2004 and beyond	AR tests	Report Cards TAKS reading scores	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
J. Require novels read each six weeks	Principal Qualified staff including Librarian	Access to Library books	Each six weeks	Lesson plans	Report Cards TAKS reading scores	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
K. Utilize Internet to increase reading levels of students	Principal Qualified Staff	Internet access Computers Appropriate websites Technology budget	August 03-May 2004	Internet student files in Cisco lab	Internet student files in Cisco lab	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
L. Implement reading instructional program for dyslexic students and train appropriate staff.	Principal Qualifies staff Dyslexia specialist Asst. Supt. for Sp. Programs	Scottish Rite training Regions 17 ESC	August staff development days Program runs through May 04	District Dyslexia plan OHS schedule	Improved skills for dyslexic students Report cards TAKS scores	

Goal 1: By August 03-May 2004 90% or more of all students and sub-populations will pass all TAKS tests taken and meet or exceed state AEIS standards.

Objective 2: All faculty will attend one or more workshops/staff development covering curriculum alignment and staff development in specialized areas

Strategies	Person Responsible	Resources Required	Timeline	Formative Assessment	Summative Assessment	Target population
A. Provide scheduled meetings for staff before the first day of instruction and once every six weeks within departments	Principal Qualified Staff	Local funds	Continuing throughout summer and school year	Staff needs assessment form	Sign in sheets, informal evaluation Minutes of meetings	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
B. Coordinate among math, science, drafting, and vocational classes to ensure activities correlate concepts and applications with curriculum	Principal Qualified staff Asst. Supt. for Sp. Programs	SCE	End of school year	Lesson plans Agendas	Lesson plans Training documents	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
C. Provide staff development in the area of interdisciplinary curriculum to ensure incorporation of TAKS reading, writing, and math skills to all content areas	Principal Qualified staff Asst. Supt. for Sp. Programs Region 17 ESC	Local funds Travel money within sub-object budgets	End of school year and throughout summer	Staff development agenda	Staff development minutes, informal evaluations, sign-in sheets for proof of attendance, certificates	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
D. Provide staff development in the area of strategies to increase reading comprehension skills	Principal Qualified staff Asst. Supt. for Sp. Programs Region 17 ESC	Local funds Staff development	End of school year and throughout summer	Staff development agenda	Staff development minutes, informal evaluations, sign-in sheets for proof of attendance, certificates	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
E. Provide a copy of TEKS objectives for teachers in each department	Principal	Access to TEA website	Beginning of school year	Check to make sure all teachers have copies	Lesson plan correlation with TEKS	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
F. Provide staff development regarding legal overview of teaching Special Ed. students in the mainstream	Directors of Special Ed. Principal, qualified staff	Region XVII ESC, Local funds	August 2003	Staff development agenda	Proof of viewing Aiming High & Targeting Excellence, sign in sheets	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504

environment						
G. Maintain or gain teacher certification through alternative certification program classes, G/T certification, ESL	Asst. Supt. for Sp. Programs Regions 17 trainers	G/T, ESL funds	August 03-May 2004	Teacher Self-Report	Certificates EXCet scores	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504 American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
H. Support staff development regarding classroom strategies for teaching ESL students in the mainstream environment.	Region 17 trainer Principal Asst. Supt. for Sp. Programs Qualified Staff	Copies of TEKS for ESL for all subject areas ESL funds	ESC 17 schedule for ESL workshops August staff development for OISD	Staff development agenda Needs assessment of staff	Staff development evaluations and sign-in sheets or certificates	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
I. Provide appropriate staff development in specific areas regarding strategies for improving reading, writing, math, technology, critical thinking skills, and problem solving skills	Principal Asst. Supt. for Sp. Programs Region 17 trainer	SCE Local funds	See school calendar for staff development days and ESC 17 calendar for workshop schedule	Teacher Self-Report Staff development agendas, Minutes, sign-in sheets	Personnel records, certificates, Evaluations	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504

Goal 1: By August 03-May 2004 90% or more of all students and sub-populations will pass all TAKS tests taken and meet or exceed state standards.

Objective 3: Increase attendance rate of all students and sub-populations to 97.5%

Strategies	Person Responsible	Resources Required	Timeline	Formative Assessment	Summative Assessment	Target population
A. Monitor absences through telephone calls/home visits.	Principal Attendance clerk	Local Funds	August 03-May 2004	Average Daily Attendance (ADA)	Attendance rate AEIS indicator for attendance	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
B. Coordinate with Lamb County Juvenile office and City of Olton Police Department for truancy offenders	Principal Lamb County Juvenile office City of Olton	SCE	August 03-May 2004	ADA	Attendance rate AEIS indicator for attendance	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
C. Provide Saturday school for attendance recovery	Principal Teachers	School room Teacher stipends Assignments from classroom teachers for make-up work Local budget	October 02-May 2004	ADA	Attendance rate AEIS indicator for attendance	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
D. Provide attendance incentives for perfect attendance each six weeks	Principal	Attendance records Local funds to buy awards/incentives	End of each six weeks	ADA	Attendance rate AEIS indicator for attendance	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504

Goal 1: By August 03-May 2004 90% or more of all students and sub-populations will pass all TAKS tests taken and meet or exceed state standards

Objective 4: Monitor and maintain drop-out rate at 2% or less.

Strategies	Person Responsible	Resources Required	Timeline	Formative Assessment	Summative Assessment	Target population
A. Provide staff development regarding dropout rate and profile of at-risk students	Principal Counselor/at-risk coordinator Qualified staff Director of Special Programs	Region SVII ESC SCE	Staff development days according to school calendar	Staff development agendas, notes and sign-in sheets	Certificates Dropout rate data	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
B. Explore career opportunities through various curricular, extra-curricular, and non-curricular formats	Principal Career and Technology staff Counselor/at-risk coordinator	CATE funds	August 03-May 2004	Lesson plans	Student career plans	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
C. Continue to assist students during and after pregnancy and postpartum	Counselor/at-risk coordinator Principal Qualified staff	SCE	When need arises	Progress reports Report cards	Dropout rate Graduation Rate	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
D. Continue GED state credit dropout recovery program	Counselor/at-risk coordinator Principal Certified Teacher Options Staff	Options Alternative school SCE	August 03-May 2004	Mastery checklist	Dropout rate GED completion TAKS	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504

Goal 2: OHS will provide the curriculum, programs, and tools to prepare students for the world of work to meet students' future needs.

Objective 1: Provide technology in curriculum areas so students become proficient in the use and operation of state-of-the-art technology and equipment in school-to-work settings.

Strategies	Person Responsible	Resources Required	Timeline	Formative Assessment	Summative Assessment	Target population
A. Students will have the opportunity in their curriculum to plan, create, and implement numerous projects using technology applications.	Technology director Principal	Technology funds Local budget	August 03-May 2004	Lesson plans	Report cards	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
B. Students will have opportunities to learn and apply the competencies outlined in the SCANS report (Foundation skills and workplace competencies)	Teachers Counselor/At risk coordinator Asst. Supt. for Sp. Programs	Federal State Local	August 03-May 2004	Lesson plans	SCANS report evaluation	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504

Goal 2: OHS will provide the curriculum, programs, and tools to prepare students for the world of work to meet students' future needs.

Objective 2: Provide opportunities to improve UIL literary achievements and participation.

Strategies	Person Responsible	Resources Required	Timeline	Formative Assessment	Summative Assessment	Target population
A. Allow opportunities for each student to participate in UIL practice activities	Teachers UIL Director Principal	UIL Practice Materials Local Funds	August 03-May 2004	Participation in activities in activities and practice meets	Participation and attendance at district UIL meet	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504

Goal 2: OHS will provide the curriculum, programs, and tools to prepare students for the world of work to meet students' future needs.

Objective 3: OHS will provide the curriculum, programs and tools to prepare students to participate in all special programs.

Strategies	Person Responsible	Resources Required	Timeline	Formative Assessment	Summative Assessment	Target population
A. Provide Title I Schoolwide Program with highly qualified teachers including Practical Parenting Program	Elementary Counselor/at risk coordinator	Title I	August 03-	Participation of Students 6 weeks grades	Sign-up sheets TAKS	All students
B. Provide an alternative program for students who are unable to meet requirements of the regular ed. environment through intervention programs	Options High School Director Crossroads Learning Center Director, Adult Education Personnel	SCE and Title I	August 03-	Participation of Identified Students	Graduation Plan and/or graduation	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
C. Provide a plan of referral for students who are unable to meet requirements of the regular ed. environment through intervention programs	Options High School Director Crossroads Learning Center Director, Adult Education Personnel	SCE Title I	End of semesters	Participation of Identified Students	List of students	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
D. Provide professional development in the core subjects	Principal Teachers Asst. Supt. for Sp. Programs	Title II, Part. B, Dwight D. Eisenhower professional development – shared service agreement through ESC 17	ESC 17 scheduled dates for workshops	Staff sign-in sheets	Certificates of complementation	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
E. Provide students, parents, teachers, with the necessary information concerning the Texas Excellence Access and Success Grant Program so that all concerned can make informed academic	Academies 2000 First things First	Title II, Part B	October 2003	Participation of Identified Students	Completion of program	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504

decisions						
F. Provide information to all high school students, parents, and teachers concerning grant monies available to those students who have completed the Recommended or Distinguished Achievement High School Programs	Principal Counselor/At-risk coordinator	Texas Grant Program	By March of 03	Participation of Identified Students	Participation of Identified Students	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
G. Provide fall workshops, state conventions in FFA, FCCLA, Student council for officers	Principal Qualified Staff	Title IV	Fall 02	Participation of Identified Students	Student Participation and completion of training	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
H. Allow students who attend workshops and conventions to return and train other students	Principal Qualified Staff	Title IV	semester	Workshop Forms	Completion of workshops Evaluation sheets	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
I. Provide training to develop Service Learning Projects within the district	Principal Qualified Staff	Service Learning	Summer 03	Workshop forms	Completion of workshops Evaluation sheets	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
J. Survey community and district to determine where projects can be implemented	Principal Qualified Staff	Service Learning	August 03-May 2004	Participation of Identified Students	Participation of Identified students, class rolls	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
K. Provide program for practical applications and problem solving used in manufacturing products	Principal Qualified Staff	CATE	August 03-	Participation of Identified Students	Participation of Identified students, class rolls	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
L. Maintain training of computer applications throughout the educational systems as pertains to individual departments	Principal Qualified Staff	State Technology Allotment	Semester	Participation of Identified Students	Participation of Identified students, class rolls	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
M. Provide	Principal	Federal Idea B	August 03-May 2004	Participation of	Special Education	Special Ed. Students

diagnostics services to special ed students	Qualified Staff	Formal Special Ed.		Identified Students	folders	
N. Provide HONDA related services to special ed students such as assistive devices & technology	Qualified Staff Principal	Federal Idea B Formal Special Ed.	As indicated in IEP	Participation of Identified Students	Special Education folders	Special Ed. Students
O. Provide academic supplies for special ed student	Principal Qualified Staff	State Special Ed. Block Grant	Fall 03	Inventory supplies	Receive supplies	Special Ed. Students
P. Provide dyslexia services for identified students	Principal Qualified Staff	Local funds	Upon identification	Participation of Identified students	Success of identified students	Dyslexic Students
Q. Implement a timeline for Initial evaluation	Directors of Special Education	Special Ed.	August	Staff development documentation, Special Ed. Teacher's documentation, diagnostician documentation	Students' permanent Special Ed. Records at HONDA, SDAA, TAKS	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
R. Place students in a least restrictive environment including Life Skills, Resource Classes, Community Based Instruction, Etc.	Directors of Special Education	Special Ed.	August -summer	ARD documentation, progress reports	ARD documentation, students' permanent records at HONDA, SDAA TAKS	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
S. Provide related services information to students, parents, and staff	Directors of Special Education	Special Ed.	August	ARD documentation	ARD documentation, students' permanent records at HONDA, SDAA, TAKS	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 5
T. Implement a timeline for re-evaluation	Directors of Special Education	Special Ed.	August	ARD documentation	ARD documentation, students' permanent records at HONDA, SDAA, TAKS	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
U Provide successful transitions by implementing ITP (Individual Transition Plan) in coordination with IEP (Individual Education Plan)	Directors of Special Education	Special Ed.	Monthly	ARD documentation	ARD documentation, students' permanent records at HONDA, SDAA, TAKS	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504

V. Provide staff development concerning pre-referral process	Directors of Special Education	Special Ed.	Early in School year	Staff Development documentation	Proper referral of students as observed by paperwork	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
W. Expand course offerings of an appropriate depth and complexity for challenge gifted students such as AP, dual Credit, and specialized courses	Principal Counselor/at-risk coordinator Director of G/T Qualified Staff	G/T program	August 03-May 2004	Enrollment in courses	Student products, exams, research and course products AP scores	G/T Students
X. Provide staff development for all teachers, administrators, counselors, board members to update knowledge and perceptions of CATE programs	Principal, Asst. supt. State CATE Local Teachers	Local funds	End of school year	Participation of Identified students	AEIS Base Indicators Decreased PAS risk factor from 3 to 0	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
Y. All students will have equal access to CATE course offerings	Principal, counselor, staff	Local funds	End of school year	Participation of Identified students	AEIS Base Indicators Decreased PAS risk factor from 3 to 0	

Goal 2: OHS will provide the curriculum, programs, and tools to prepare students for the world of work to meet students' future needs.

Objective 4: OHS will provide opportunities for students within special populations to achieve success in the classroom and in the world of work.

Strategies	Person Responsible	Resources Required	Timeline	Formative Assessment	Summative Assessment	Target population
A. Students will be able to use resources productively	Principal Teacher	Availability of appropriate resources	Semester	Lesson Plans	AEIS Base Indicators	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
B. Students will be able to acquire and use interpersonal skills productively	Principal Teacher	Federal, State, Local Funds	Quarterly	Lesson Plans Discipline Records Extracurricular Participation	Lesson Plans Discipline Records Extracurricular Participation	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
C. Students will be able to acquire, evaluate, organize, interpret and process information productively	Principal Teacher	Federal, State, Local Funds	Quarterly	Lesson Plans	Lesson Plans	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
D. Students within each special population will be able to use social, organizational, and technological systems productively	Principal Teacher	Federal, State, Local Funds	6 weeks	Lesson Plans	Lesson Plans	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
E. Students will be able to select equipment and tools, apply technology to specific tasks, and maintain and trouble shoot problems with equipment	Principal Teacher	Federal, State, Local Funds	6 weeks	Lesson Plans	Lesson Plans	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
F. Students will acquire basic skills in reading, writing, arithmetic and mathematics, speaking, and listening based on the TEKS	Principal Teacher	TEKS printouts from TEA website	6 weeks	Lesson Plans	Lesson Plans	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504

G. Students within each special population will acquire the ability to learn, to reason, to think creatively, to make decisions and to solve problems	Principal Teacher	Federal, State, Local Funds	6 weeks	Lesson Plans	Lesson Plans	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
H. Students within each special population will acquire such personal qualities as individual responsibility, self-esteem and self-management, sociability, and integrity	Principal Teacher	Federal, State, Local Funds	6 weeks	Lesson plans Discipline records Extracurricular Participation	Lesson Plans, Discipline records Extracurricular participation	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504

Goal 2: OHS will provide the curriculum, programs, and tools to prepare students for the world of work to meet students' future needs.

Objective 5: OHS will provide transition plans from elementary school to junior high school, from junior high school to high school, and throughout high school that will ensure that students make informed curriculum choices for preparation for success beyond high school.

A. Provide information about transitions to parents of all students in 8 th grade	Counselors/at risk coordinators	Local funds; pamphlets local policy information	March, 2003	Documentation of materials mailed; Documentations of parent meetings	Documentation of materials mailed; Documentations of parent meetings	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
B. Provide information about transitions to all students in 8 th grade	Counselors/at risk coordinators	Local funds; pamphlets local policy information	March 2003	Documentation of information given to students	Follow-up through next year evaluating effectiveness of information	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
C. Students will be given opportunities for career awareness, career investigation, and career exploration	Counselors/at risk coordinators Teachers	Federal, State, and Local funds	Monthly	Lesson Plans Counselor Records	Lesson Plans Counselor Records	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504

Goal 2: OHS will provide the curriculum, programs, and tools to prepare students for the world of work to meet students' future needs.

Objective 6: OHS will provide the opportunity for each student to develop skills necessary for the world of work.

Strategies	Person Responsible	Resources Required	Timeline	Formative Assessment	Summative Assessment	Target population
A. Offer TASP/ACT/SAT reviews	Counselor/at risk coordinator Principal Qualified staff	Cisco Lab	August	Student log	TASP/ACT/SAT data	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
B. Integrate work skills and ethics into all areas of curriculum	Counselor/at risk coordinator Principal Qualified staff	Local	Weekly	Lesson plans	Lesson plans	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
C. Administer appropriate tests to analyze student performance and work interests	Counselor/at risk coordinator Principal	ASVAB test ACT Explore	Weekly	Test documents List of participants	Scores with recommendations	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
D. Provide annual career fair with diverse speakers and activities	Counselor/at risk coordinator Principal Qualified staff Community members	Interest surveys Fees/travel expenses Supplies	November	List of participants	News Articles	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
E. Provide access for student release to visit colleges	Counselor/at risk coordinator Principal	School vehicles	Spring 2004	List of students attending	Student evaluations	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
F. Offer Dual Credit classes and Internet based curriculum with school consortium	Counselor/at risk coordinator Principal Technology coordinator Asst. Supt. for Sp. Programs Qualified Staff	Computers CATE funds	Semester	Lesson plans Curriculum plans Technology plans Class Schedules	Student Transcripts	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
G. Continue/Increase Advanced Placement (AP) offerings and train AP teachers for GT certification	Counselor/at risk coordinator Principal Qualified staff	GT funds Local funds Region 17 ESC trainers	August 03	Class Schedules	ACT/SAT scores GT participation Report cards Certificates of trained teachers	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504

Goal 2: OHS will provide the curriculum, programs, and tools to prepare students for the world of work to meet students' future needs.

Objective 7: OHS will obtain input on alternative assessments.

Strategies	Person Responsible	Resources Required	Timeline	Formative Assessment	Summative Assessment	Target population
A. Teachers will have input on choosing alternative assessments	Principal Teachers Counselor/at risk coordinator	Time for advisory committee to meet Information on assessments	Semester	Alternative assessments in place	Administration of alternative assessments	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504

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

Objective 1: Increase the number of parent and community members as volunteers and partners in education.

Strategies	Person Responsible	Resources Required	Timeline	Formative Assessment	Summative Assessment	Target population
A. Post campus advisory board agendas, members, and minutes in public locations such as Channel 2 and the foyer to the administration building	Campus advisory board chairperson	Time for meetings Scribe/ paper/copier	After each meeting	Agendas and minutes in places	Agendas and Minutes being read by public	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
B. Encourage parents and community members to submit items for discussion in campus advisory board meetings.	Campus advisory board chairperson And members	Newspaper articles Posting of meeting dates	Monthly	Agendas Minutes	Agendas Minutes	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
C. Encourage parents and community members to attend school functions	Principal Qualified staff Campus advisory board members	Newspaper articles Posting of meeting dates Notes sent home with students	Monthly	Calendar of events	Sign-in sheets Newspaper articles	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504

Goal 4: OHS will provide opportunities for each student to excel in areas of character, leadership, attitude, and sportsmanship.

Objective 1: Provide opportunities for each student to develop good character traits.

Strategies	Person Responsible	Resources Required	Timeline	Formative Assessment	Summative Assessment	Target population
A. Train staff in OHS to implement Character Plus	Principal Qualified staff	TEA curriculum	August staff development days	Lesson plans Discipline referral forms Surveys	Lesson plans Discipline referral forms Evaluations	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
B. Choose a citizen of the month per grade for OHS	Principal Qualified staff	NHS OHS Student Council	End of each month	Questionnaire	News articles	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504 Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
C. Provide violence prevention and intervention strategies to staff	Counselor/at risk coordinator Principal Qualified staff	Staff training Class time	Each 6 weeks	Discipline referrals	Discipline referrals	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504

Goal 4: OHS will provide opportunities for each student to excel in areas of character, leadership, attitude, and sportsmanship.

Objective 2: Provide opportunities for each student to develop leadership skills.

Strategies	Person Responsible	Resources Required	Timeline	Formative Assessment	Summative Assessment	Target population
A. Train OHS staff in different leadership areas: NHS, Student Council, Band, Theater, FCA, FFA, FCCLA	Principal Qualified Staff	Staff development funds Teacher stipends	Semester	Participation of Identified Teachers	Participation of Identified Teachers	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
B. Implement leadership in summer workshops grades 9-12	Principal Qualified Staff	Texas Association of Student Councils Summer Workshop fees, FFA Summer Workshop fees, supplies for 5 th grade in-school workshop, school vehicles	Summer 2003	Minutes of meetings	Evaluations and certificates of attendance	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
C. Attend fall workshops, state conventions in FFA, FCCLA, Student council for officers	Superintendent Principal	Convention fees Workshop fees Local or activity funds	Fall 02	Registration and attendance of participants	Evaluation surveys Certificates of attendance	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
D. Allow students who attend workshops and conventions to return and train other students	Qualified sponsors Students	Supplies, Local and activity funds	As appropriate	Organization member attendance	Evaluation surveys	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504

Goal 4: OHS will provide opportunities for each student to excel in areas of character, leadership, attitude, and sportsmanship.

Objective 3: Provide opportunities for each student to develop a positive attitude.

Strategies	Person Responsible	Resources Required	Timeline	Formative Assessment	Summative Assessment	Target population
A. Train staff to make home visits/parent-teacher conferences for failing students	Principal Qualified staff	School vehicles	End of 1 st , 3 rd , 5 th six weeks	Surveys Failure list	Track numbers of failing students with hopes of decline in failing grades	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
B. Offer incentives for academic achievement	Principal Qualified staff	Local Funds to purchase awards and incentives	End of each six weeks	Folders/discipline referral forms Failure lists, 1 st six weeks	Track numbers of failing students with hopes of decline in failing grades	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504

Goal 4: OHS will provide opportunities for each student to excel in areas of character, leadership, attitude, and sportsmanship.

Objective 4: Provide opportunities for each student to develop sportsmanship.

Strategies	Person Responsible	Resources Required	Timeline	Formative Assessment	Summative Assessment	Target population
A. Integrate discussion in curriculum for qualities of good sportsmanship	Principal Qualified Staff	Supplementary materials	Weekly	Lesson plans	Student response through actions at ball games, UIL events, etc.	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
B. Provide motivational speakers	Principal Counselor/At-risk coordinator	Title I	Assemblies scheduled for October/March	Attendance at assemblies	Response to speakers Newspaper article Hand-written student evaluation Class discussion	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
C. Attend anger management workshops	Principal Counselor/at risk coordinator Qualified staff	Staff development Local funds	See ESC 17 workshop schedule	List of participants Fall discipline referrals	Evaluations Spring discipline referrals	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504

Goal 4: OHS will provide opportunities for each student to excel in areas of character, leadership, attitude, and sportsmanship.

Objective 5: Provide opportunities for each student to build scholarship.

Strategies	Person Responsible	Resources Required	Timeline	Formative Assessment	Summative Assessment	Target population
A. Reward students of A&B Honor rolls	Principal Counselor/At-risk coordinator	Activity fund OHS Student Council	End of each six weeks	List of honor roll students	Presentations of awards	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504
B. Reward students who show the most improvement	Principal Counselor/At-risk coordinator	Activity fund OHS Student Council	End of each semester	List of student who failed each 6 weeks	List of BUG Honor Roll students from each 6 weeks beginning with the 2 nd six weeks	Male/Female, African American, Hispanic White, LEP, Eco dis. GT, At risk, Migrant, Special Ed, Title I, 504

Comprehensive Needs Assessment

Olton High School has 197 students, grades 9-12. The campus is 47.94% low income. High School is rated Academically Acceptable.

Students

Strengths

In English Language Arts, all groups scored at or above 70% passing rate. The White group achieved 81% passing; the All group was at 77%. All groups made gains from the previous year. In social studies, all groups scored above 88%! The highs were 99% for the White group and 94% for the All group. Hispanic group achieved 88%. All groups made gains from the previous year.

Needs

Math showed at groups scoring below 70% except the White group at 85%. Lowest score was 46% for Hispanics followed by the Economically Disadvantaged group at 47%. In science all groups were again below 70% except for the White group at 95%. Hispanics scored 63% passing with Economically Disadvantaged at 68%.

Staff

Of the 19 teachers who must meet federal “highly qualified” standards, 100% were highly qualified.

Parent and Community Involvement

Strengths

Parents are involved as well as community and business people. All stakeholders are informed and involved in positive ways by the district! Teachers and staff know all students and communicate with students and their families on a regular basis. Parent conferences are held each year and parents are informed of state assessments and required proficiency levels.

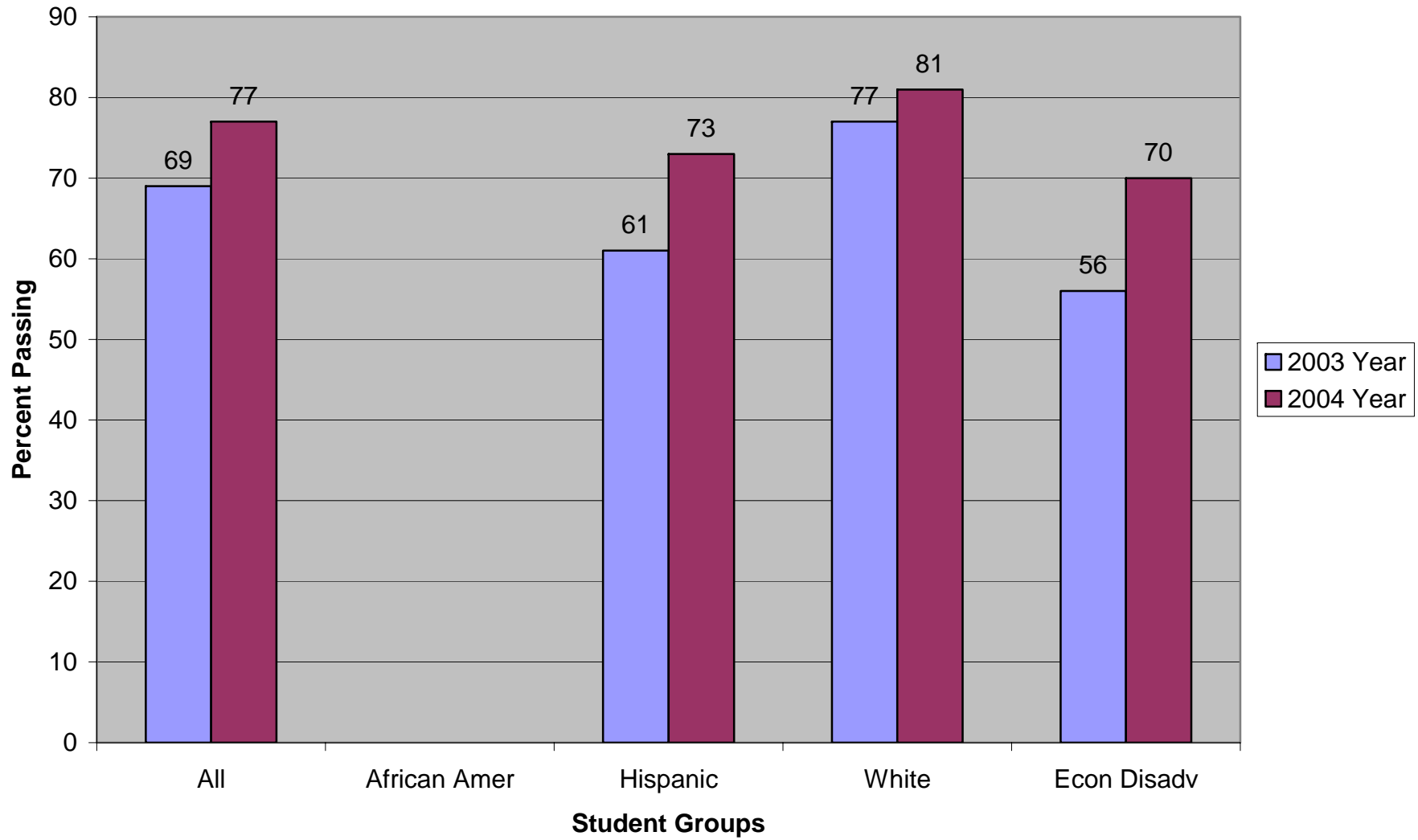
Needs

Additional communications need to be provided in the home language of the parents and efforts are directed toward this goal. Improved communications and partnerships are also a need the district is committed to achieve for the ultimate goal of student success!

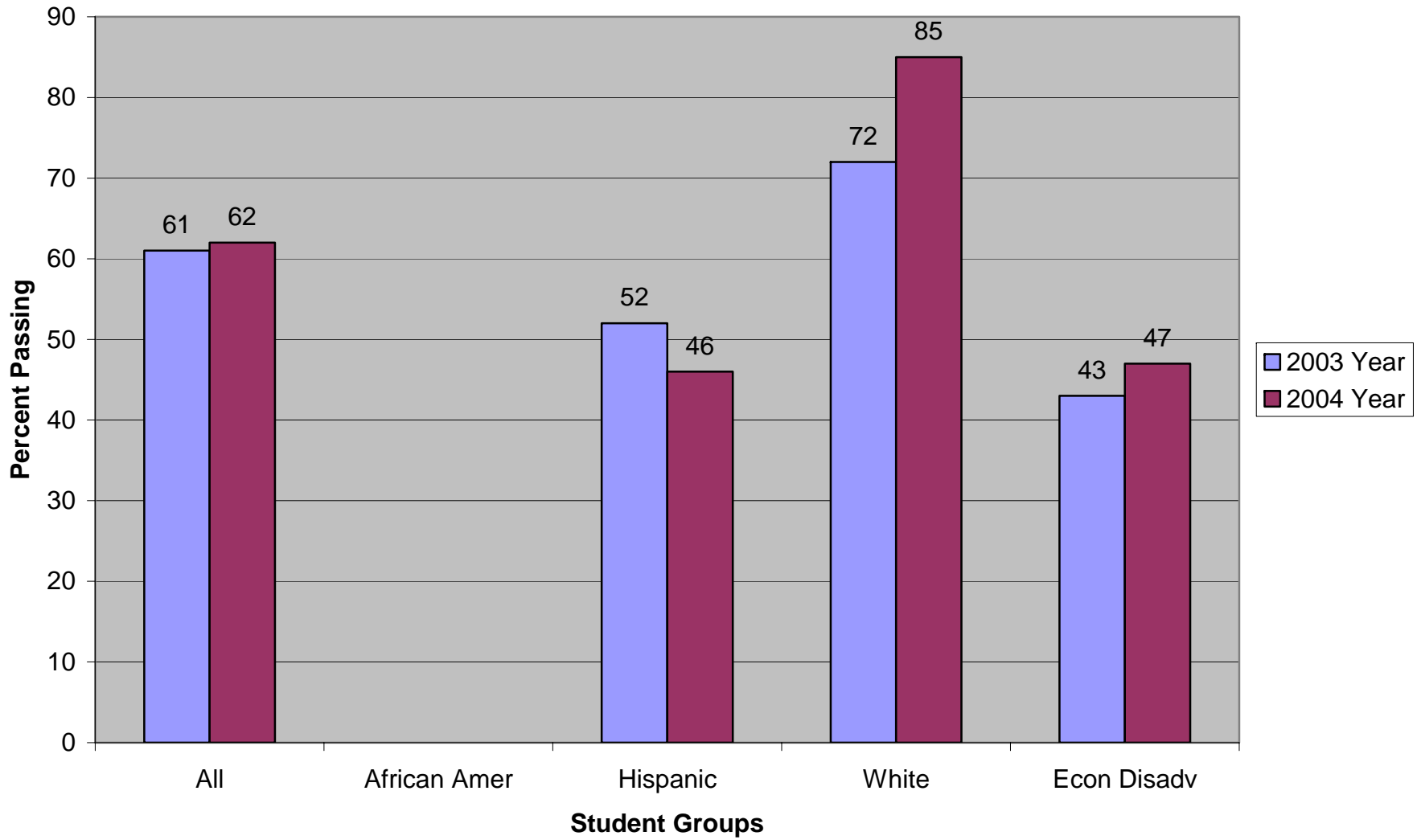
Facilities

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.

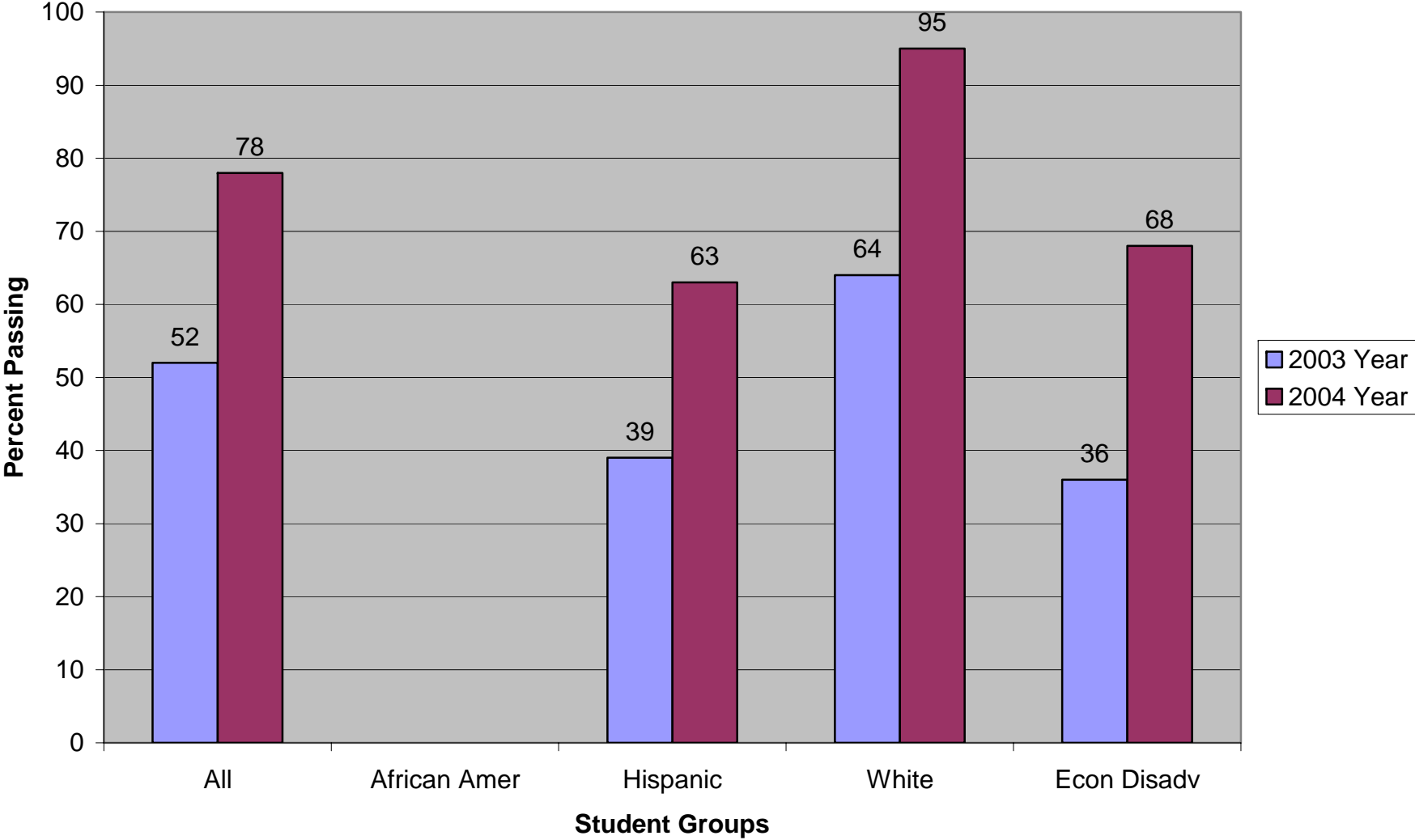
High School TAKS ELA



High School TAKS Math



High School TAKS Science



High School TAKS Social Studies

