



Olton District Improvement Plan

2004-2005

Mike Jackson, Superintendent

Goals and Objectives

Goal 1: Olton ISD 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.

Objective 1: Passing performance of OISD students on TAKS Reading/ELA will meet or exceed state standards

Objective 2: Passing performance of OISD students on TAKS Math will meet or exceed state standards

Objective 3: Passing performance of OISD students on TAKS Writing will meet or exceed state standards

Objective 4: Passing performance of OISD students on TAKS Science will meet or exceed state standards

Objective 5: Passing performance of OISD students on TAKS Social Studies will meet or exceed state standards

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

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

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

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

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

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

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

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

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

Objective 2: To provide mentoring programs (Students Helping Students) across all campuses

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

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

Goal 5: Olton ISD will effectively and efficiently utilize resources to maintain fiscal stability.

Objective 1: To evaluate programs and personnel annually with respect to cost efficiency

Target Populations and Special Programs

Economically Disadvantaged
African-American
Hispanic
White
Migrant
Male
Female
Career and Technology Education (CATE)
Dyslexia
English as a Second Language (ESL)
Gifted and Talented (GT)

Pre-K
Special Education
State Compensatory Education (SCE)
Title I, Part A: Schoolwide (TIA)
Title I, Part C: Migrant
Title II, Teacher and Principal Training and Recruiting (TPTR)
Title II, Technology
Title III, Bilingual/English as a Second Language
Title IV, Safe and Drug Free Schools
Title V, Innovative Education Program

Goal 1: Olton ISD 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 1: Passing performance of OISD students on TAKS Reading/ELA will meet or exceed state standards

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Implement Reading First Grant	Asst. Supt.	October 2004	Grant	Implementation timelines	Reading grades
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 	Principals	May 2004	Local	Benchmark tests and TAKS	TAKS AIES
Provide accelerated reading courses: <ul style="list-style-type: none"> • Success Reading • Accelerated Reading • Accelerated Reading Initiative 	Principals	August – July 2005	Local ARI SCE	6 weeks grades	TAKS TPRI
Supplement the reading programs: <ul style="list-style-type: none"> • PLATO • PACE • Textbooks • TAKS review • Waterford 	Asst. Supt.	August – July 2005	Local TIA SCE	Lesson Plans	TAKS

Goal 1: Olton ISD 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.

Objective 2: 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 	Principals	May 2004	Local	Benchmark tests and TAKS	TAKS AIES
Provide accelerated math courses <ul style="list-style-type: none"> • Accelerated Math Initiative 	Principals	August – July 2005	Local ARI SCE	6 weeks grades	TAKS TPRI
Supplement the math programs: <ul style="list-style-type: none"> • PLATO • PACE • Textbooks • TAKS review • Waterford 	Asst. Supt.	August – July 2005	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 	Asst. Supt.	August – June 2005	TIA TII TPTR	Staff Development calendar	Training certificates

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Performance Objective 3: 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 	Principals	May 2004	Local	Benchmark tests and TAKS	TAKS AIES
Provide accelerated writing courses Address student deficiencies	Principals	August – July 2005	Local ARI SCE	6 weeks grades	TAKS TPRI
Supplement the ELA programs with: <ul style="list-style-type: none"> • PLATO • PACE • Textbooks • TAKS review 	Asst. Supt.	August – July 2005	Local TIA SCE	Lesson Plans	TAKS
Provide staff development for teachers: <ul style="list-style-type: none"> • Technology • Critical thinking skills 	Asst. Supt.	August – June 2005	TIA TII TPTR	Staff Development calendar	Training certificates

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Performance Objective 4: 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 	Principals	May 2004	Local	Benchmark tests and TAKS	TAKS AIES
Provide accelerated courses Address student deficiencies	Principals	August – July 2005	Local ARI SCE	6 weeks grades	TAKS TPRI
Supplement the programs with: <ul style="list-style-type: none"> • PLATO • Textbooks • TAKS review • Waterford 	Asst. Supt.	August – July 2005	Local TIA SCE	Lesson Plans	TAKS
Provide staff development for teachers <ul style="list-style-type: none"> • Technology • Critical thinking skills 	Asst. Supt.	August – June 2005	TIA TII TPTR	Staff Development calendar	Training certificates

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Performance Objective 5: Passing performance of OISD students on TAKS Social Studies will meet or exceed state standards

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify students needing extra instruction through benchmark data and disaggregation of TAKS <ul style="list-style-type: none"> • Review students analysis • Review item analysis scores 	Principals	May 2004	Local	Benchmark tests and TAKS	TAKS AIES
Provide accelerated courses Address student deficiencies	Principals	August – July 2005	Local ARI SCE	6 weeks grades	TAKS TPRI
Supplement the programs: <ul style="list-style-type: none"> • PLATO • Textbooks • TAKS review 	Asst. Supt.	August – July 2005	Local TIA SCE	Lesson Plans	TAKS
Provide staff development for teachers <ul style="list-style-type: none"> • Technology • Critical thinking skills 	Asst. Supt.	August – June 2005	TIA TII TPTR	Staff Development calendar	Training certificates

Goal 1: Olton ISD 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 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
Provide attendance incentives	Administrators	Quarterly	Local	Incentives awarded	Attendance Rates

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Implement Individual Graduation Plans for students	Counselor	Fall	Local	Plans in Place	Completion rate
Implement the High School Completion Grant	Administrator	October 2004	Grant	Implementation Timelines	Completion rate
Exempt Juniors/Seniors from semester exams if they meet attendance and academic criteria	Principals	Semester	Local	Students exempted	Dropout rate
Refer students to Option HS <ul style="list-style-type: none"> Students at-risk of not graduating 	Principal	As needed	Local SCE TIA	Students referred	Dropout rate
Utilize Crossroads Learning Center (CLC) <ul style="list-style-type: none"> DAEP 	Principal	As needed	Local SCE	Winschool data	Dropout rate Referrals
Monitor and counsel at-risk students	Counselors	As needed	Local SCE	Counselors log	Dropout rate
Contact authorities and use legal recourse for truancy	Principal	As needed	Local	Contacts	Dropout rate
Provide counseling for pregnant teens/teen parents	Counselors	As needed	Local SCE	Counselors log	Dropout rate

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Encourage students to take upper level courses	Counselors	Semester	Local	Student enrollment	College credits SAT/ACT scores
Counsel students and offer high school credit coursed at the junior high school	Administrator	Semester	Local	Student enrollment	Student course completions
Offer SAT/ACT/TASP prep. resources	Counselors	Daily	Local	Students participating	SAT/ACT/TASP scores
Encourage participation in the Recommended Graduation Program	Counselors	Semester	Local	Student enrollment	Student graduation plans

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

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Address technology TEKS by <ul style="list-style-type: none"> Provide opportunities for planning, creating, and implementing projects using technology applications 	Principals	Daily	Local TIA	Lesson Plans	Lesson Plans
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	Counselors	Spring	Local	Student participation	Student achievement and participation

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

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

Special Program: **Career and Technology Education (CATE)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Conduct comprehensive needs assessment (CNA) to determine strengths/needs	CATE staff	April	Local	Meeting agenda	Needs list
Determine risk level in Performance Based Monitoring (PBM) <ul style="list-style-type: none"> Calculate district CATE dropout rate compared to state CATE dropout rate 	CATE staff	Upon release of AEIS	Local	Dropout rate	Dropout rate PBM
Evaluate program size, scope, quality and effectiveness in developing knowledge, skills, and competencies necessary for a broad range of career opportunities	Administrator	April	Local	Disaggregated data	Annual evaluation CATE programs
Review and update objectives for relevance to business/industry with local advisory council	CATE staff & council	Fall Spring	CATE Perkins	Mid-Year review	Program update results
Integrate CATE and academic programs	Administrator	On-going	Tech Prep CATE	Meeting agenda	Evaluation
Record 4 year plan for all students	Administrator	August Semester	CATE Local	Students plans	Courses completed
Provide and encourage coherent	Administrator	August	CATE	Choice cards	Scheduled

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

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Special Program: Dyslexia

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

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Special Program: **English as a Second Language (ESL)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify LEP students and provide program to develop proficiency in comprehension., speaking, reading & composition <ul style="list-style-type: none"> • Waterford early reading • PLATO • Integrate technology 	ESL coordinator	Early Aug. Upon enrollment	ESL, TIII (SSA)	Home Lang. Survey List	RPTE TAKS
Determine risk level in PBM: <ul style="list-style-type: none"> • District LEP passing rate in Reading/Math/Writing compared to state • District LEP dropout rate compared to state 	Counselor	Fall	Local	Analysis of data	PBM
Conduct Comprehensive Needs Assessment <ul style="list-style-type: none"> • Determine if students are over-represented in Sp. Ed. • Under-represented in GT 	Administrator	August	BE/ESL Local	Meeting agenda	Data disaggregated
Reduce percent of LEP exemptions/number of parent denials	Administrator	Annually	Local	Number exempt	Number exempt

for program					
Recruit/retain highly qualified teachers	Supt.	Summer	Local	Positions posted	Certified Staff
Send information in home language	Principal	All year	Title I	Communications	Communications
Provide opportunities for parents to participate in school activities	Administrator	During year	Local	PI calendar	Sign in Sheets

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Special Program: Gifted and Talented (GT)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Update policies <ul style="list-style-type: none"> • Furloughs • Re-Assessments • Exiting and transfers • Appeals of placement 	Principal	May – Aug	Local	Agendas	Written policies
Hold annual nomination <ul style="list-style-type: none"> • Focus on minorities: • ESL • Poverty • Sp. Ed. • Migrant 	GT Selection committee	August and semester	Local	Training sign in sheets on GT characteristics	Student nominees
Provide advanced curriculum	GT staff	Aug – May	GT Local	Lesson Plans	TAKS SAT/ACT
Ensure equity of program <ul style="list-style-type: none"> • Include native language assessment • Include non-verbal assessment 	GT selection committee	August and semester	Local	Students tested	Tests other than English/non-verbal tests
Provide 3 criteria with qualitative and quantitative measures in intellectual ability &/or specific academic fields for 1-	GT selection committee	Spring	Local and GT	Planning meetings scheduled	3 Criteria used

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
12					
Provide 30 hours of GT training for all professional staff	Administrators	Fall – Spring	Local	Prof. Dev. Calendar	Attendance certificates
Revise curriculum framework <ul style="list-style-type: none"> • Depth and complexity with 4 core academic areas 	GT Staff	April – August	Local	Minutes of meeting	Curriculum revisions
Determine Professional development needs by staff survey	Administrator	Spring	Local	Survey	Survey results
Provide students opportunities to work <ul style="list-style-type: none"> • Together as a group • With other students • Independently 	GT staff	Weekly	Local	Lesson plans	TAKS
Evaluate program including surveys <ul style="list-style-type: none"> • Students • Parents • Staff 	Administrator	April	Local	Surveys distributed	Summary of surveys
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

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

State Compensatory Education (SCE): Olton has three Title I Schoolwide Programs. Each campus has 40% or greater poverty rate and coordinates SCE funds 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	\$305,773 total SCE funds and 6.52107FTEs	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
1) Serve PK-3 who failed local readiness test (ARI and AMI—or other local test)	Principal		SCE Local	ARI, AMI test scores	TPRI Math test
2) Serve 7-12 who failed 2 or more subjects (previous year or current) with tutorials	At-risk coordinator	Grading periods	SCE Local	Semester Progress reports	TAKS grades
3) Serve students who have been retained	At-risk coordinator	Weekly	SCE Local	6 weeks grades	TAKS
4) 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
5) Serve pregnant/parent students	At-risk coordinator	As needed	SCE PEP grant	6 weeks Grades	TAKS attendance
6) Serve student placed in AEP preceding or current year	At-risk coordinator	Weekly	SCE Local	6 weeks Grades	TAKS
7) Serve student expelled in preceding or current year	At-risk coordinator	As needed	SCE Local	Discipline records	Discipline records
8) Serve students on parole, probation, deferred prosecution or conditional release	At-risk coordinator	As needed	SCE Local	Student placements	TAKS
9) Serve drop-outs	At-risk coordinator	Aug.- July	SCE Local	6-Weeks Grades	Graduation rate
10) Serve LEP students	At-risk coordinator	Upon ID	SCE ESL	6-Week Grades	TAKS RPTE
11) Serve students in care of or referred to DPRS	At-risk coordinator	As needed	SCE Local	Discipline Records	TAKS
12) Serve homeless students on the Schoolwide campus	At-risk coordinator	Upon ID	SCE TIA	6 weeks Grades	TAKS
13) Serve students who reside in residential placement facility or foster group home in preceding or current year	At-risk coordinator	As needed	SCE Local	Progress reports	TAKS
Evaluate SCE program <ul style="list-style-type: none"> TAKS scores for At-Risk in reading, math, and writing compared to All students 	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

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Special Program: **Title I, Part A: Schoolwide (TIA)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Determine risk level in Performance Based Monitoring <ul style="list-style-type: none"> TAKS 70% passing rate for economically disadvantaged students Dropout rate for economically disadvantaged below state dropout rate in 00-01 Met AYP in reading and math 	Administrator	Current year rating	Local	AYP previous year	AYP current year PBM
Incorporate the ten Schoolwide Components	Principal	Aug.-May	TIA	CIP	CIP
1) Conduct Comprehensive Needs Assessment to determine needs and plan instruction (Include special populations)	Administrators				
2) Plan reform strategies to address needs <ul style="list-style-type: none"> Focus: Economically disadvantaged, & At-Risk Include extended day/year 	Site-Base Team, Chair	Quarterly	TIA, TIIA, TIID, TV, TIC, ESL, SCE, TIII	Caps and strategies	TAKS SDAA
3) Provide instruction by highly qualified (HQ) staff: <ul style="list-style-type: none"> Teachers in core subject areas - Deadline: 2005-2006 Instructional Paraprofessionals (TIA) 	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
Deadline : January 2006 <ul style="list-style-type: none"> • Paraprofessionals hired after 1/8/02 will be qualified when hired 					
4) Provide staff development for teachers, paraprofessionals, & staff <ul style="list-style-type: none"> • With staff input • Intensive, sustained, research-based 	Principal	March-May	TIA, local, TIID, TIIA TIII	Staff Development Calendar	TAKS
5) Attract and retain highly qualified teachers to high needs campus(s)	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 educational decisions 	PI Coordinator	Monthly	TIA, Local	PI Events	PI Evaluation
7) Assist pre-school children to local elementary. school with visitation day for kids & parents	Principal	May	TIA	Event planned	Sign-In sheet
8) Get Teachers input on all local academic assessments to be used	Principal	Fall	Local	Meeting agenda	T Input
9) Identify students who need assistance <ul style="list-style-type: none"> • Provide timely additional help • Students having difficulties with academic proficiency or advanced levels 	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,	Meeting agendas	TAKS SDAA

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
			CATE, TIII, TIV, TV, GT, SCE, Sp Ed., Local		
Evaluate Parent Involvement (PI) program <ul style="list-style-type: none"> • Involve parents in the evaluation 	Principal	Spring	TIA	SB Meeting Agenda	Evaluation results
Review Parent Involvement policy <ul style="list-style-type: none"> • Developed and agreed upon by parents 	Administrator	Summer	Local	Meeting agenda	Policy
Conduct Annual Title I Meeting <ul style="list-style-type: none"> • Inform parents of TIA program • Explain parents' rights to be involved • Revise Parent Compact 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

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

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Determine risk level using PBM: <ul style="list-style-type: none"> Calculate District Migrant TAKS passing rate in reading, math, and writing compared to state Calculate District Migrant dropout rate compared to state rate for Migrants 	Administrator	Upon release of AEIS	Local	TAKS release tests	PBM
Identify and recruit eligible students 3-21 <ul style="list-style-type: none"> Home visits Visibility in community: churches, stores, etc. 	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 home-based or school-based early childhood program ages 3 – Grade 2	Administrator	Weekly	TIC	Checklists	Annual evaluation
Enhance graduation: <ul style="list-style-type: none"> Compile data Monitor progress 	MEP staff	Year round	TIC TIA Local	NGS records	Graduation rates

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> Provide help for student needs 					
Provide secondary credit exchange and accrual <ul style="list-style-type: none"> Grades 9-12 Cross reference NGS with transcripts 	MEP staff	Semester	TIC	NGS records	Credits
Provide Parent Involvement <ul style="list-style-type: none"> Include PAC Regular meetings Form partnership Establish communications Provide parent opportunities 	Administrator MEP staff	Aug – May	TIC TIA Local	PI Calendar	Sign in sheets
Conduct comprehensive needs assessment to determine needs <ul style="list-style-type: none"> Include pre-school 	Administrator MEP staff	May-Aug	TIC Local	Meeting agenda	Needs identified
Provide services for students: <ul style="list-style-type: none"> List priority for services students and needs Tutorials Acceleration CAI Support services 	Administrator	Weekly	TIC	Services offered	Log TAKS TPRI
Provide professional development for Teachers and paraprofessionals <ul style="list-style-type: none"> With input from MEP staff Research-based 	Administrator	As scheduled	TIC TIA Local	Training calendar	Certificates
Provide summer school (SMART) for students	Migrant coordinator	End of May through summer	TIC Local	Students served	Students served TAKS

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

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

Special Program: **Special Education**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<p>Determine district Special Education overall risk level based on data elements in Performance Based Monitoring (PBM):</p> <ul style="list-style-type: none"> • % relative to state median (50th percentile) identification both over and under represented in Sp. Ed. • Ethnic disproportion of student populations • LEP disproportion • Economically disadvantaged disproportion • District TAKS passing rates in Reading, Writing, & Math compared to statewide passing rates @ 2 SEM • % of 3-8 exempted from TAKS & SDAA compared to standards (TEC §39.02) (c) • Discretionary disciplinary referrals disproportion (both DAEP & JJAEP) • Dropout disproportion • African American students identified 	<p>Special Ed. Director</p>	<p>Fall</p>	<p>Sp. Ed. Local</p>	<p>Analysis</p>	<p>PBM Risk Levels</p>

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
with mental retardation (MR) disproportion <ul style="list-style-type: none"> LEP students in Special Ed. identified with Speech or Language Impairment (SLI) 					
Hire and retain teachers and paraprofessionals who are highly qualified	Administrator	June-Aug.	Sp. Ed.	Teachers interviewed	Personnel files
Provide research-based staff development with staff input <ul style="list-style-type: none"> How to modify curriculum Timelines for initial evaluation Least Restrictive Environment Related services Timeline for re-evaluation Pre-referrals Other needs identified 	Administrator	As scheduled	Sp. Ed. Local	Training calendar	Training certificates TAKS SDAA
Provide students with disabilities access to general curriculum	Sp. Ed. Dr.	Aug.-May	Sp. Ed.	ARD/IEP	Student schedules TAKS SDAA
Provide Parent Involvement opportunities for parents to participate in school activities	Sp. Ed. Dr.	Aug.-May	Sp. Ed Local TIA	PI Calendar	Sign in sheets
Reduce % of exemptions from TAKS and SDAA	Sp. Ed. Dr.	Fall Spring	Sp. Ed.	ARD minutes	Exemptions
Provide transitions <ul style="list-style-type: none"> Implement Individual Transition Plan 	Sp. Ed. Dr.	As needed	Local Sp. Ed.	ARD	Transitions in IEPs

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
(ITP) • Coordinate ITP with IEP					
Train ARD committee	Sp. Ed. Dr.	August	Sp. Ed.	Training scheduled	Sign in sheets

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

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Hold regular meetings of the Planning and Decision Making Teams for collaboration between: <ul style="list-style-type: none"> • Parents • Community • Business • Staff 	Chair	Quarterly	Local	Meetings scheduled	Sign In Sheet Minutes
Develop pamphlet of Special Programs offered and opportunities for parents to participate <ul style="list-style-type: none"> • Special Education • ESL • CATE • Dyslexia • Pre-K • Title I Schoolwide • Title II: TPTR • Title II: Technology • Title III, BE/ESL • Title IV Safe and Drug Free • GT • SCE Programs 	Administrators	Draft copies	Local	Pamphlets drafted	Pamphlets distributed

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> Local programs 					
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 TEXAS grant 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 Special programs Parent involvement 	Administrator	Surveys	Local	Principals	Survey Results 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 ISD will provide a climate of mutual respect and collaboration among parents, business, community, school staff, and students.

Performance Objective 2: To provide mentoring programs (Students Helping Students) across all campuses

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Include HS students as mentors for younger ESL students	ESL Coordinator	Year round	TIA Local	Mentors trained	Mentors schedules
Provide tutoring programs across campuses <ul style="list-style-type: none"> • Book buddies • Early Childhood Program • Band tutoring • Public Library Mentor Program 	Local	Year round	Local	Mentors trained	Schedules
Provide at-risk students with mentors in areas where additional help is needed	Program supervisor	Year round	Local	Mentors assigned	Mentors schedules

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

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide in-service training in Character Counts: <ul style="list-style-type: none"> • Intensive • Sustained • Research-based 	At risk coordinator	August	Local	Training scheduled	Training certificates
Provide resources and curriculum supplements for program	At risk coordinator	Year round	Local	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 	Administrator	Year round	Local	Coordination Plans	Agendas and sign in sheets

Goal 5: Olton ISD will effectively and efficiently utilize resources to maintain fiscal stability.

Performance Objective 1: To monitor and evaluate programs and personnel annually with respect to cost efficiency

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Evaluate number of teaching positions and students to determine need for staffing structure <ul style="list-style-type: none"> • Teacher/Pupil ratio 	Administrators	June-July	Local	Monthly budget reports	Budget and fund balance
Evaluate extracurricular programs <ul style="list-style-type: none"> • Based on cost • On numbers of students served 	Administrators	June-July	Local	Budget reports	Budget
Evaluate special programs <ul style="list-style-type: none"> • Based on cost • Funding • Students served 	Administrators	June-July	Local	Budget reports	Budget
Evaluate ADA	Administrators	June-July	Local	Budget reports	Budget
Evaluate support programs <ul style="list-style-type: none"> • Maintenance • Cafeteria, etc 	Business manager Administrator	June-July	Local	Budget reports	Budget
Explore alternative/outside resources for school funding and programs	Administrators Site base teams	June-July	Local	Budget reports	Budget

Comprehensive Needs Assessment

Olton is a district of 4 campuses including the DAEP, EE-12. The enrollment is 764 students and the low income rate is 68.01%. The district received an Academically Acceptable rating from the state accountability system. The three campuses were also rated Academically Acceptable. The DAEP was not rated. To make this rating, the district or campus must have a passing rate of at least 50% 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 35% and the science must be at least 25%. The Completion Rate must be at least 75% or an annual dropout rate of 2.0%

Students

Strengths

In reading/English Language Arts, all 5 groups scored at or above 75%. The highest passing rate was 88% for the White group and the lowest was 75% for the Economically Disadvantaged group. All groups made gains from the previous year. In writing, all groups scored above 95% passing rate! Gains were also made from the previous year. Social studies has all groups above 70%. Whites achieved 98% down to the low, 76% for Economically Disadvantaged. Completion Rates show all students groups achieving above 95% for finishing high school in four years.

Special Education students taking the SDAA achieved an 84% passing rate.

Needs

Math scores have all groups below 70% passing except for the White group at 86%. Passing rates range from 40-64% passing. In science, two groups scored above 70%, the White group and the All student group. Three groups scored below, the African American group at 57%, the Economically Disadvantaged at 58%, and Hispanic group at 60%. All groups did made gains in science from the previous year.

Staff

Of the 60 teachers in core subject areas who must meet federal "Highly Qualified" standards, all but one was highly qualified for a 98% compliance rate. A plan is in place to have all teachers highly qualified by 2006.

Parent Involvement

Strengths

Parents and community are vital to the success of Olton students! 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. They communicate with students and their families on a regular basis. Parent conferences are held each year at all campuses. Parents are informed of state assessments and required proficiency levels.

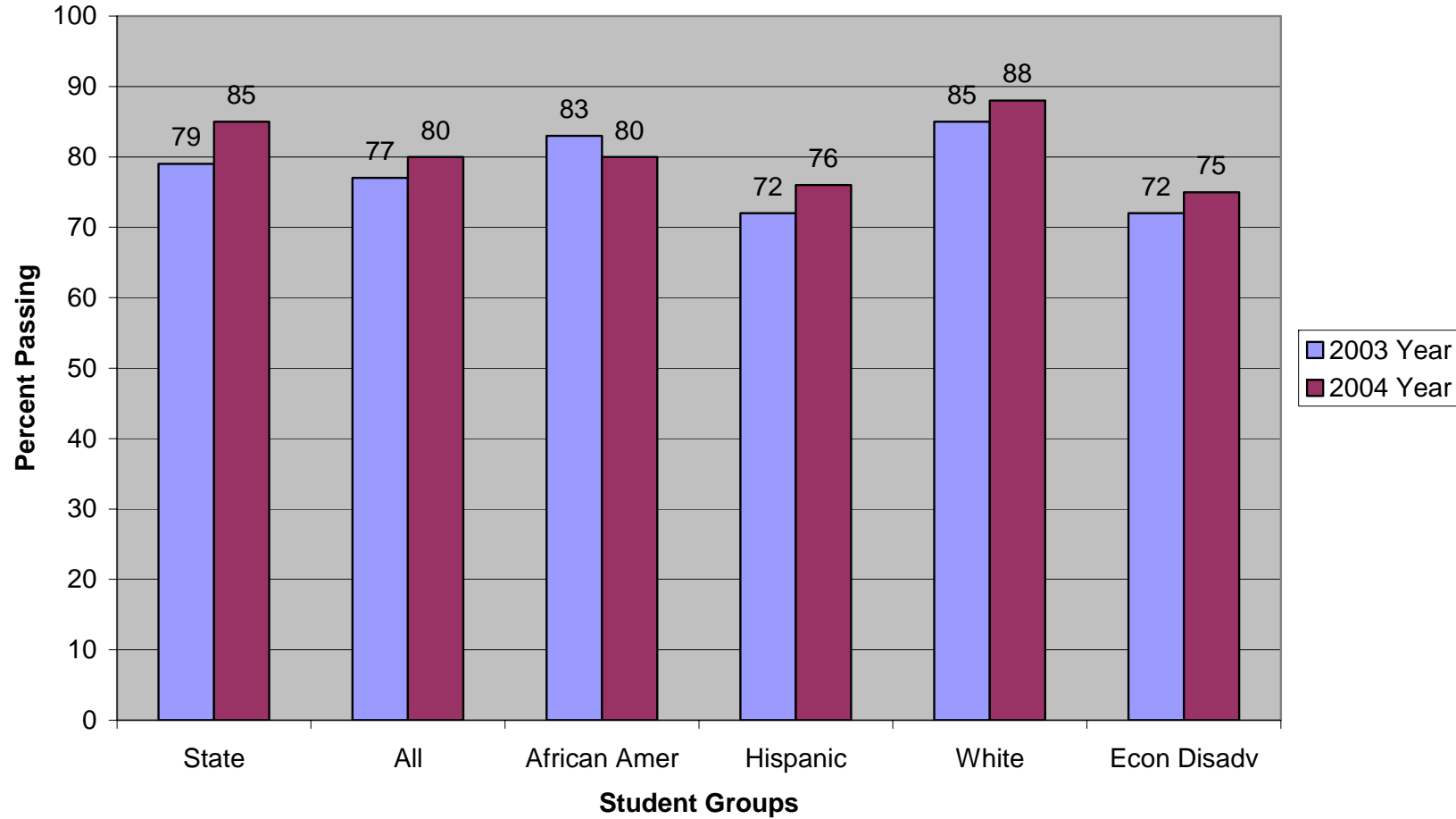
Needs

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!

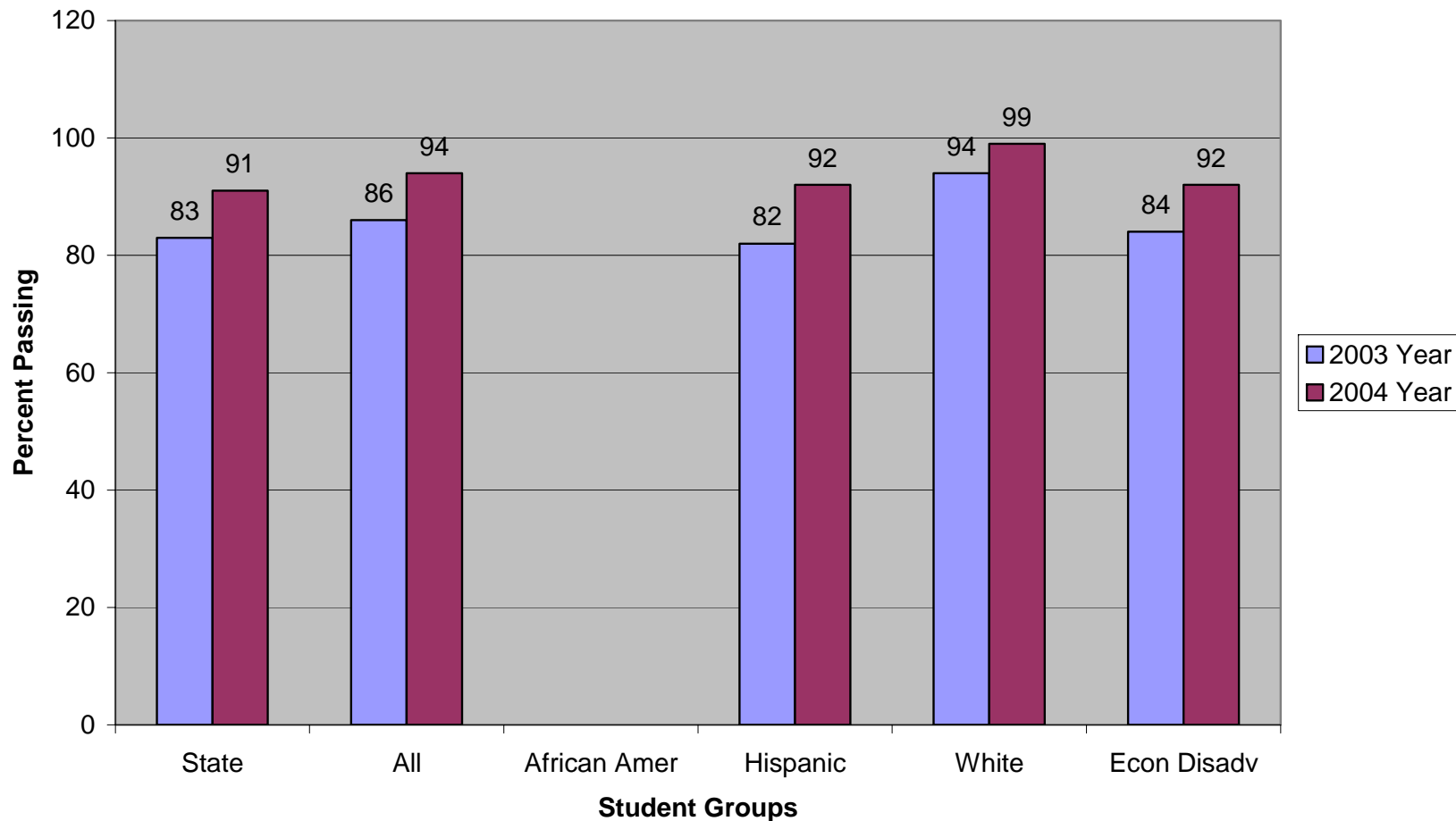
Facilities

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

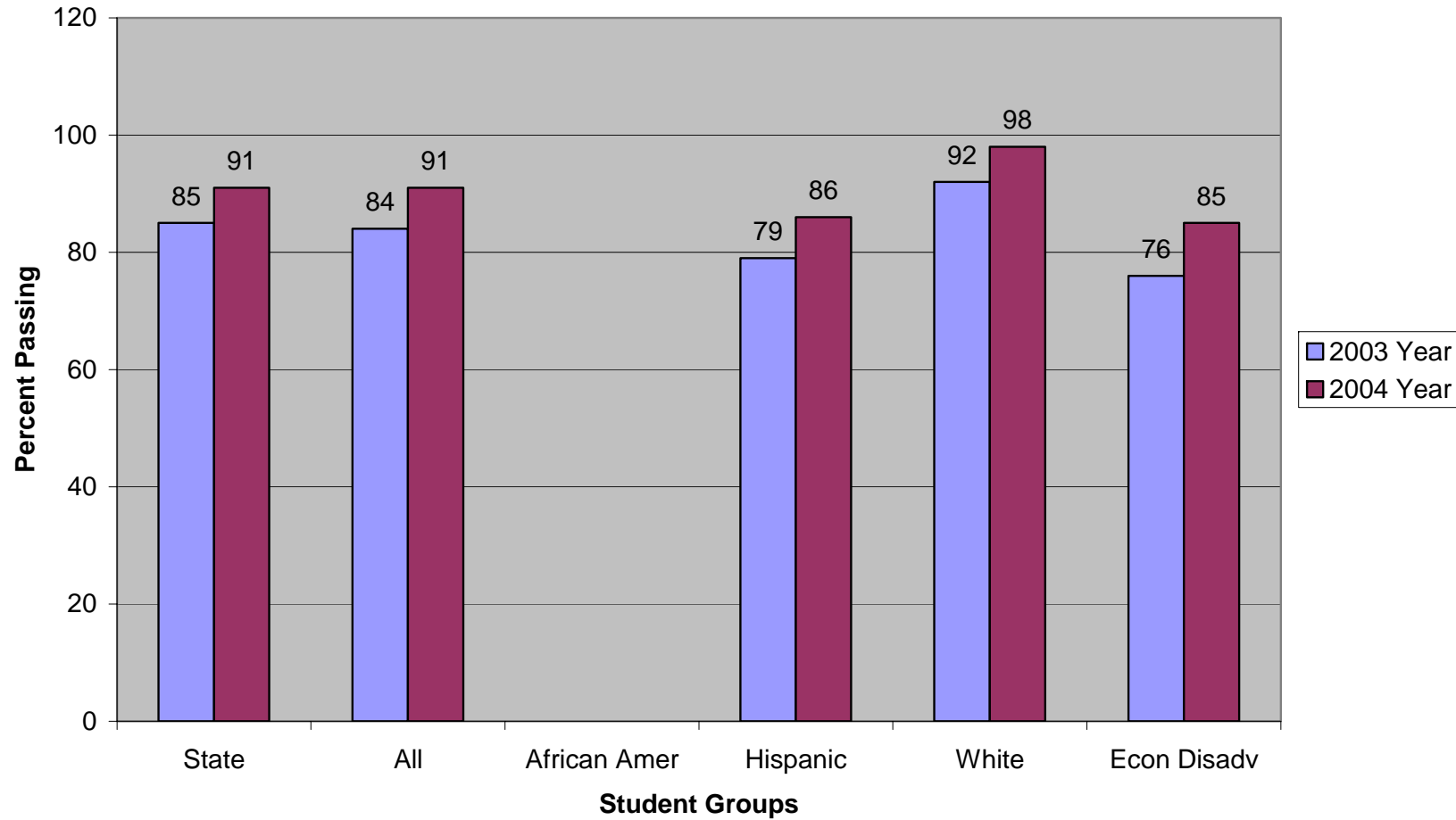
TAKS Reading/ELA Olton



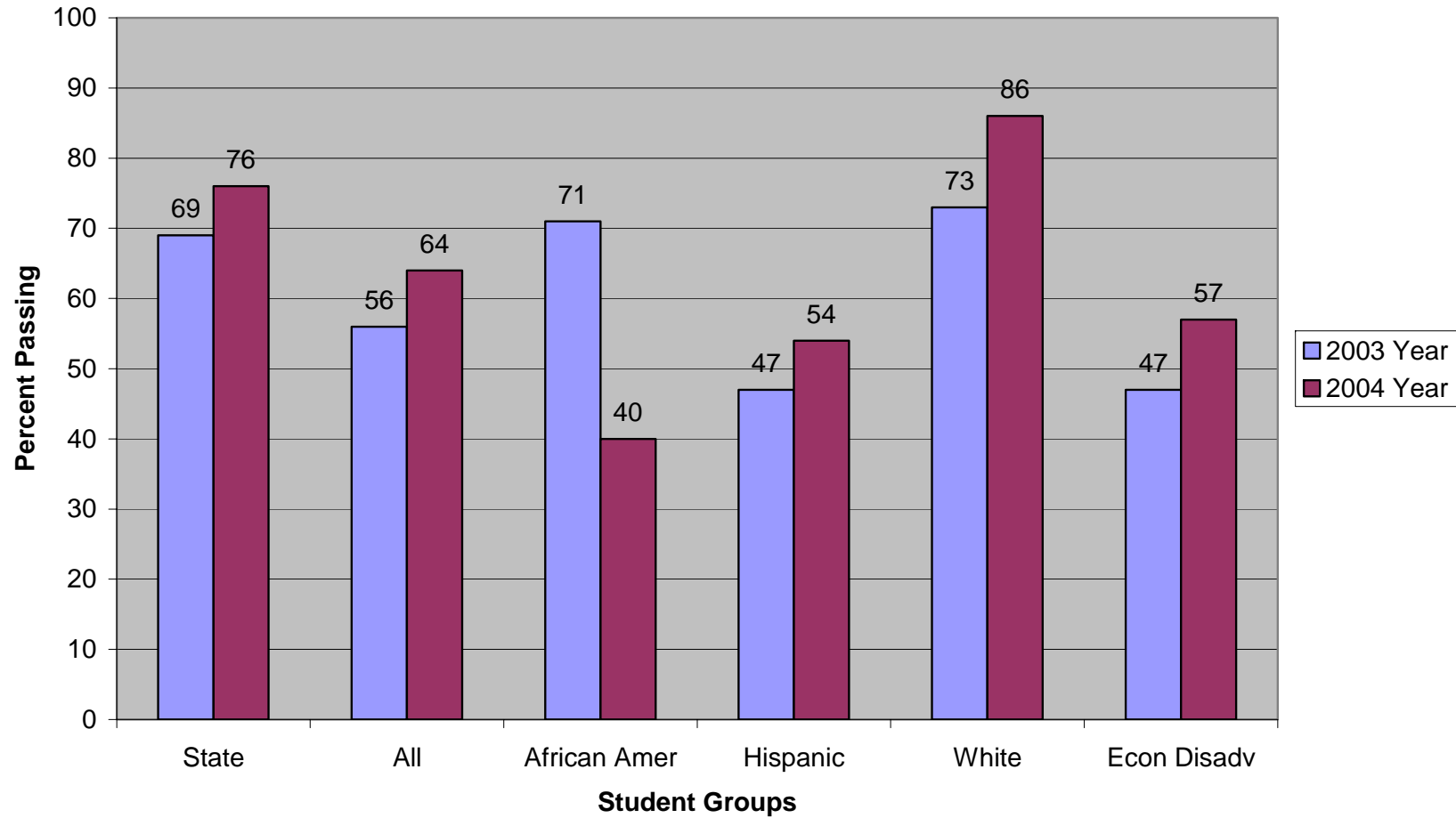
TAKS Writing Olton ISD



TAKS Social Studies Olton ISD



TAKS Math Olton ISD



TAKS Science Olton ISD

