
Slaton ISD
High School Improvement Plan



2007-2008

Chris Kennedy, Principal



Goals and Objectives

Goal: 1: Slaton High School will increase emphasis on curriculum driven instruction, organization, and collaboration.

Performance Objective 1: Each campus will achieve the Recognized status and each grade level will score 80% on TAKS reading/ELA.

Performance Objective 2: Each campus will achieve the Recognized status and each grade level taking the TAKS will score 80% on TAKS math.

Performance Objective 3: Each campus will achieve the Recognized status and each grade level taking the TAKS will score 90% on TAKS writing.

Performance Objective 4: Each campus will achieve the Recognized status and each grade level taking the TAKS will score 80% on TAKS science & 90% on social studies.

Performance Objective 5: All students in Special Programs will score 80% on TAKS subjects.

Performance Objective 6: To increase enrollment in advanced academic courses

Goal 2: Students at Slaton High School will demonstrate an annual attendance rate above the state standard.

Performance Objective 1: To increase the percent of students attending school

Goal 3: Slaton High School will provide a safe school environment.

Performance Objective 1: To decrease discipline referrals

Goal 4: Slaton High School will increase parental involvement for all populations.

Performance Objective 1: To involve parents, business, and community members as active partners in their children's education as evidenced with documented contacts

Goal 5: Slaton High School will increase the percentage of students completing school.

Performance Objective 1: To maintain or decrease the dropout rate at 1% or less

Performance Objective 2: To Increase the percentage of students graduating from District in four years or less

Performance Objective 3: To increase the number of students taking the ACT/SAT, and of those who take the test, 50% or more will meet or exceed state criterion scores



Target Populations and Special Programs

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

Career and Technology Education (CTE)
Dyslexia
English as a Second Language (ESL)
Gifted and Talented
Migrant
Special Education (SPED)
State Compensatory Education (SCE)
Title I, Part A: Schoolwide (TIA)



Goal: 1: Slaton High School will increase emphasis on curriculum driven instruction, organization, and collaboration.

Measurable Performance Objective 1: Each campus will achieve the Recognized status and each grade level taking the TAKS will score 80% on TAKS reading/ELA.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide staff development and implement strategies to address identified needs: <ul style="list-style-type: none"> • AIMSweb for skills development • Aligned Curriculum <ul style="list-style-type: none"> ○ Accountability ○ Data disaggregation ○ Item analysis ○ Benchmarks/2 week assessments 	Asst. Supt. Principal	Monthly	Local TIA TII TPTR TII Tech	Staff development calendar Training Sign in Principal walk through	TAKS
Analyze the AEIS to determine strengths and weaknesses	Supt.	September	Local	Meeting agenda	Sign In TAKS
Identify and track students needing additional assistance <ul style="list-style-type: none"> • Target TEKS objectives • Implement RTI • Accelerate in special programs • Provide summer school • Other options as needed 	Supt. Asst. Supt. Principal	Daily	Local TIA TIC SCE ARI/AMI OEYP	6 week grades	TAKS/SDAA RPTE
Vertically align curriculum K-12 <ul style="list-style-type: none"> • Use academic teams • Insure all objectives are taught 	Asst. Supt. Principal	Weekly	Local	Schedule for team meetings	TAKS SDAA II



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Insure sequential instruction • Provide meeting times for staff to collaborate across grade levels 					
Provide TAKS tutorial classes by objectives not passed and groups specific to students needs	Counselor	August – March	SCE TIA	Progress Reports	TAKS
Align core subject and implement research-based programs; Target TAKS objectives	Core subject teachers	August – May	Local TIA	Lesson Plans	TAKS SDAA
Continue Boys' Town Reading Classes	Reading Teachers	August – May	Local	Grade Reports	TAKS
Organize curriculum notebook for teachers to organize TEKS, Curriculum maps, lesson plans and assessments	Principal	Each Friday	Local	Minutes of Friday Meetings	TAKS



Goal: 1: Slaton High School will increase emphasis on curriculum driven instruction, organization, and collaboration

Measurable Performance Objective 2: Each campus will achieve the Recognized status and each grade level taking the TAKS will score 80% on TAKS math.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide staff development and implement strategies to address identified needs: <ul style="list-style-type: none"> • AIMSweb for skills development • Aligned Curriculum <ul style="list-style-type: none"> ○ Accountability ○ Data disaggregation ○ Item analysis ○ Benchmarks/2 week assessments 	Asst. Supt. Principal	Monthly	Local TIA TII TPTR TII Tech	Staff development calendar Training Sign in Principal walk through	TAKS
Analyze the AEIS to determine strengths and weaknesses	Supt.	September	Local	Meeting agenda	Sign In TAKS
Identify and track students needing additional assistance <ul style="list-style-type: none"> • Target TEKS objectives • Implement RTI • Accelerate in special programs • Double Blocking Math • Provide summer school • Other options as needed 	Supt. Asst. Supt. Principal	Daily	Local TIA TIC SCE ARI/AMI OEYP	6 week grades	TAKS/SDAA RPTE
Vertically align curriculum K-12 <ul style="list-style-type: none"> • Use academic teams 	Asst. Supt. Principal	Weekly	Local	Schedule for team meetings	TAKS SDAA II



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Insure all objectives are taught • Insure sequential instruction • Provide meeting times for staff to collaborate across grade levels 					
Provide before/after school tutorials	Principal	Daily	Local SCE	6 weeks grades	TAKS
Provide language and vocabulary of the discipline (Vocabulary Development Program)	Teachers	Daily	Local TIA	6 weeks grades Release Tests	TAKS
Continue Plato Lab	Teachers	Daily	SCE/Local	Plato test scores	TAKS
Continue TAKS reviews classes	Teachers	Daily	SCE/Local	Attendance	TAKS



Goal: 1: Slaton High School will achieve the Recognized status as measured by the AEIS report and will increase emphasis on curriculum driven instruction, organization, and collaboration.

Measurable Performance Objective 3: Each campus will achieve the Recognized status and each grade level taking the TAKS will score 90% on TAKS writing.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Align TEKS instruction in all classes and implement effective research-based instruction <ul style="list-style-type: none"> • AIMSweb for skills development • RTI 	Principal	August – May	Local	Lesson Plans Grades at 6 weeks	TAKS math
Provide Plato Lab for acceleration	Teachers	August – May	TIA Local	6 weeks grades	TAKS
Schedule tutorials for students needed additional assistance (before & after school)	Tutorial Staff	September – May	Local SCE	Attendance	TAKS
Provide extended day program for homework monitoring and assistance as needed	Principal	Daily	Local	Student attendance	TAKS
Provide small group instruction on TAKS objectives	SS Staff	As needed	Local	6 week grades	TAKS
Continue Plato Lab	Teachers	Daily	SCE/Local	Plato test scores	TAKS
Continue TAKS reviews classes	Teachers	Daily	SCE/Local	Attendance	TAKS



Goal: 1: Slaton High School will achieve the Recognized status as measured by the AEIS report and will increase emphasis on curriculum driven instruction, organization, and collaboration.

Measurable Performance Objective 4: Each campus will achieve the Recognized status and each grade level taking the TAKS will score 80% on science and 90% on social studies.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide staff development and implement strategies to address identified needs: <ul style="list-style-type: none"> • AIMSweb for skills development • Aligned Curriculum <ul style="list-style-type: none"> ○ Accountability ○ Data disaggregation ○ Item analysis ○ Benchmarks 	Asst. Supt. Principal	Monthly	Local TIA TII TPTR TII Tech	Staff development calendar Training Sign in Principal walk through	TAKS
Analyze the AEIS to determine strengths and weaknesses	Supt.	September	Local	Meeting agenda	Sign In TAKS
Identify and track students needing additional assistance <ul style="list-style-type: none"> • Target TEKS objectives • RTI • Accelerate in special programs • Provide summer school • Other options as needed 	Supt. Asst. Supt. Principal	Daily	Local TIA TIC SCE ARI/AMI OEYP	6 week grades	TAKS/SDAA RPTE
Vertically align curriculum K-12 <ul style="list-style-type: none"> • Use academic teams • Insure all objectives are taught • Insure sequential instruction 	Asst. Supt.	Weekly	Local	Schedule for team meetings	TAKS SDAA II



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> Provide meeting times for staff to collaborate across grade levels 					
Provide after school tutorials	Principal	Daily	Local SCE	6 weeks grades	TAKS
Provide language and vocabulary of the discipline (Vocabulary Development Program)	Teachers	Daily	Local TIA	6 weeks grades Release Tests	TAKS
Continue Plato Lab	Teachers	Daily	SCE/Local	Plato test scores	TAKS
Continue TAKS reviews classes	Teachers	Daily	SCE/Local	Attendance	TAKS



Goal: 1: Slaton High School will increase emphasis on curriculum driven instruction, organization, and collaboration.

Measurable Performance Objective 5: Each grade All students in Special Programs will score 80% on all TAKS tests taken.

Career and Technology Education (CTE)

Strategies	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Conduct comprehensive needs assessment (CNA) to determine strengths/needs <ul style="list-style-type: none"> • TAKS • TAKS for target pops: LEP/SPED/Low Income./Tech Prep/ • Dropout Rate • RHSP/DAP Graduation Rate • Non-Traditional Courses participation • Performance Based Monitoring (PBM) 	CTE staff Principal	Upon release of TAKS and PBMAS report	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	Principal	April	Local	Disaggregated data	Annual evaluation CTE programs
Review and update objectives for relevance to business/industry with local	CTE staff & council	Fall Spring	CTE Perkins	Mid-Year review	Program update results



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



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Measurable Performance Objective 5: All students in Special Programs will score 80% on all TAKS tests taken.

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 • CNA to determine student needs • Services at students' campus, if possible 	504 Coordinator Counselor	August – Jan	Local	Training scheduled for staff	Students identified
Align SBOE procedures and district ones	504 Coordinator	August	Local	Draft	Written procedures
Provide students under sect. 504 services	504 Committee	Daily	Local	List ID	Students served
Provide professional development for staff <ul style="list-style-type: none"> • Individualized and intensive • Multisensory • Phonetic reading methods • With staff input 	Principal	Summer	Local	Training calendar	Attendance certificates
Hire and retain teachers with certification/endorsements	Principal	Summer	Local TII, TPTR	Teachers interviewed	Certificates of teachers
Evaluate program	Dyslexia staff	April-May	Local	progress reports	TAKS RPTE



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Measurable Performance Objective 5: All students in Special Programs will score 80% on all TAKS tests taken.

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 comp., speaking, reading & composition of English	Counselor	Early Aug. and upon enrollment	ESL, TIII (SSA)	Home Lang. Survey List	RPTE TAKS
Conduct Comprehensive Needs Assessment <ul style="list-style-type: none"> • TAKS • TAKS EXIT • TAKS/SDAA Participation • LEP Dropout • LEP RHSP/DAP Graduation Rate • Annual Measurable Achievement Objectives • Adequate Yearly Progress 	Principal Asst. Supt. Counselors	August	BE/ESL Local	Meeting agenda	Data disaggregated
Reduce number of Parent Denials for program	Principal & ESL staff	Upon enrollment	Local	Parent conferences	Number of denials
Provide Professional Development <ul style="list-style-type: none"> • Teachers and paraprofessionals 	Principal ESC 17	During year and	BE/ESL TIII	Training scheduled	Certificates of training



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Research-based • Based on needs from staff 		summer	Local		
Recruit/retain HQ ESL teachers	Supt.	Summer	Local	Positions posted	Certified Staff
Send information to parents in home language	Principal	All year	Title I	Communications	Communications
Provide opportunities for parents to participate in school activities	Principal	During year	Local	PI calendar	Sign in Sheets



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Measurable Performance Objective 5: All students in Special Programs will score 80% on all TAKS tests taken.

Gifted and Talented (GT)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Update policies <ul style="list-style-type: none"> Furloughs Re-Assessments Exiting and transfers Appeals of placement 	Principal	May – Aug	Local	Agendas	Written policies
Hold annual nomination <ul style="list-style-type: none"> Focus on minorities: ESL, poverty, SPED, Migrant 	GT Selection committee	August and semester	Local	Staff Dev. On GT characteristics	Student nominees
Provide advanced curriculum for all GT	GT staff	Aug – May	GT Local	Lesson Plans	TAKS SAT/ACT
Ensure equity of program for all <ul style="list-style-type: none"> Include native language assessment Include non-verbal assessment 	GT selection committee	August and semester	Local	Students tested	Tests other than English/non-verbal tests
Provide 3 criteria with qualitative and quantitative measures in intellectual ability &/or specific academic fields for 1-12	GT selection committee	Spring	Local and GT	Planning meetings scheduled	3 Criteria used
Provide 30 hours of GT training	ESC 17	Fall –	Local	Calendar	Attendance
Revise curriculum framework <ul style="list-style-type: none"> Depth & complexity including 4 	GT staff	April – Aug.	Local	Meeting minutes	Curriculum revisions



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
core academic areas					
Determine Professional development needs by staff survey	GT Coordinator	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 of: <ul style="list-style-type: none"> • Students and Parents • Staff 	Principal	April	Local	Surveys distributed	Summary of surveys
Hire and retain GT certified teachers for program	Principal	May – August	Local GT	Interviews	Teacher endorsements
Provide Parent Involvement opportunities or parent participation	Principal	Aug.- May	Local	PI Calendar	Sign in sheets



Goal: 1: Slaton High School will increase emphasis on curriculum driven instruction, organization, and collaboration

Measurable Performance Objective 5: All students in Special Programs will score 80% on all TAKS tests taken.

State Compensatory Education (SCE)

High School is a Title I Schoolwide program with a poverty rate at 40% or greater. The campus coordinates SCE and 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 their progress, and reduce drop-out rate	Principal	Aug. - July	\$2,931,058 5.5 FTEs	Grades Progress reports	TAKS RPTE
Use policy to identify, enter, and exit students from program	Supt.	Aug; Semester; entry	SCE Local	Policy developed	Policy followed
Identify and provide teachers with list of at-risk students	Principal Counselor.	Begin of year & upon entry	SCE	Teachers list of students	PEIMS at-risk list
Conduct Comprehensive Needs Assessment	Principal	May-Aug.	Local	SB agenda	CNA
Serve 9-12 who failed 2 or more subjects (previous year or current) with tutorials	Principal	Grading periods	SCE Local	Semester Progress reports	TAKS grades
Serve students who have been retained	Principal	Weekly	SCE Local	6 weeks grades	TAKS
Accelerate students who failed TAKS	Principal	Weekly	SCE	6 weeks grades	TAKS



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
or SDAA with tutorials					
Serve pregnant / parents students by Pregnancy Related Services Program	Principal	As needed	SCE PEP grant	6 weeks Grades	TAKS attendance
Serve student placed in AEP preceding or current year by CAI	Principal	Weekly	SCE Local	6 weeks Grades	TAKS
Serve student expelled in preceding or current year	Principal	As needed	SCE Local	Discipline records	Discipline records
Serve students on parole, probation, deferred prosecution or release	Principal	As needed	SCE Local	Student placements	TAKS
Serve drop-outs	Principal	Aug.- July	SCE Local	6-Weeks Grades	Graduation rate
Serve LEP students with highly qualified ESL teachers	coordinator	Upon ID	SCE	6-Week Grades	RPTE
Serve students in care of or referred to DPRS	Principal	As needed	SCE Local	Discipline Records	TAKS
Serve homeless students through the Schoolwide TIA program	Principal	Upon ID	SCE Local	6 weeks Grades	TAKS
Serve students who reside in residential placement facility or foster group home in preceding or current year	Principal	As needed	SCE Local	Progress reports	TAKS
Evaluate SCE program programs <ul style="list-style-type: none"> TAKS comparison of At-Risk in Reading, Math, and Writing and All Students 	Principal	May-June	SCE Local	Semester Grades	TAKS comparison



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide staff development <ul style="list-style-type: none"> • Get Input from staff on needs re. at-risk population 	Principal	August-July	Local SCE	Training calendar	Certificates for training



Goal: 1: Slaton High School will increase emphasis on curriculum driven instruction, organization, and collaboration.

Measurable Performance Objective 5: Each grade All students in Special Programs will score 80% on all TAKS tests taken.

Title I, Part A: Schoolwide Programs (TIA)

Strategies	Person Responsible	Timeline	Resources	Formative Evaluation	Summative
<p>Ten Schoolwide Components</p> <p>1) Conduct Comprehensive Needs Assessment to determine needs and plan instruction</p> <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
<p>2) Plan reform strategies to address student needs</p> <ul style="list-style-type: none"> • Focus: At-risk and low-achievers • Include extended day/year • Paraprofessionals hired after Jan. 8, 2002 will be qualified when hired 	Site-Base Team, Chair	Quarterly	TIA, TIIA TIID, TV, TIC, ESL, SCE, TIII TII TPTR Local	CIPs and strategies Personnel files	TAKS SDAA HQ compliance report
<p>3) Provide instruction by HQ teachers in core subject areas (05-06 deadline extended to 07)</p> <ul style="list-style-type: none"> • Instructional TIA Paraprofessionals • May 2006 deadline 	Principal	August – May	TIA, TII	Notifications sent re HQ Status	Personnel File, HQ report



Strategies	Person Responsible	Timeline	Resources	Formative Evaluation	Summative
4) Provide staff development for teachers, paraprofessionals based on input from staff; <ul style="list-style-type: none"> 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	Principal				
6) Increase parent involvement	PI Coordinator	Monthly	TIA, Local	PI Events	PI Evaluation
8) Get Teachers input on academic assessments	Principal	Meetings	Local	Agendas	T Input
9) Identify students who need assistance and provide additional help	Lead teachers	Each reporting period	TIA	List of identified students	TAKS
10) Coordinate & integrate federal/state/local programs	Fed. Program Dr.	August Through May	TIA, TIC, TIIA, TIID, ESL, CTE TV, GT, SCE, SPED	Meeting agendas	TAKS SDAA
Evaluate Parent Involvement (PI) program at SB Meeting with parents involved	Fed. Program Dr.	Spring	TIA	SB Meeting Agenda	Evaluation results
Review PI policy/developed and agreed upon by parents and copies distributed	Principal	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



Goal: 1: Slaton High School will increase emphasis on curriculum driven instruction, organization, and collaboration.

Measurable Performance Objective 5: Each grade All students in Special Programs will score 80% on all TAKS tests taken.

Migrant

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify and recruit eligible students 3-21 <ul style="list-style-type: none"> • Home visits • Visibility in community: churches, 	MEP staff	Year round	TIC Local	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
Determine program success in NCLB PBMAS report: <ul style="list-style-type: none"> • Migrant TAKS • Migrant dropout • Migrant RHSP/DAP 	Principal	Upon release of AEIS	Local	TAKS release tests	TAKS
Provide secondary credit exchange /accrual <ul style="list-style-type: none"> • Grades 9-12 • Cross reference NGS /transcripts 	MEP staff	Semester	TIC	NGS records	Credits
Provide Parent Involvement <ul style="list-style-type: none"> • Include PAC • Regular meetings • Form partnership 	Principal MEP staff	Aug – May	TIC TIA Local	PI Calendar	Sign in sheets



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Establish communications • Provide parent opportunities to participate in activities 					
Provide services for students: <ul style="list-style-type: none"> • List priority for services students and needs • Tutorials • Acceleration • CAI • Support services 	Principal	Weekly	TIC	Services offered	Log TAKS TPRI
Provide professional development for T and paraprofessionals <ul style="list-style-type: none"> • With input from MEP staff • Research-based 	Principal	As scheduled	TIC TIA Local	Training calendar	Certificates
Hire and retain highly qualified teachers and paraprofessionals	Principal	Summer	Local TIC	Job descriptions	Certificates of staff



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Measurable Performance Objective 5: All students in Special Programs will score 80% on all TAKS tests taken.

Special Education (SPED.)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Hire and retain teachers and paras who are highly qualified/have necessary certification and endorsement	Principal	June-Aug.	SPED	Teachers interviewed	Personnel files
Provide research-based staff development with staff input including: <ul style="list-style-type: none"> • How to modify curriculum • Modifications & behavioral interventions • Time Out • Restraint training • Pre-Referral Process 	SPED Dr. Principal	As scheduled	SPED Local	Training calendar	Training certificates
Conduct Comprehensive Needs Assessment including data underlined that exceeded the state median in Performance Based Monitoring (PBM) <ul style="list-style-type: none"> • SPED TAKS • SPED Exit TAKS • SDAA Gap Closure (grade level testing) • Exemptions 	Special Ed. Director And staff	Fall	SPED Local	Analysis	PBM Risk Levels



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • LRE placement rate • SPED Dropout Rate • LEP disproportion • SPED RHSP/DAP Graduation Rate • <u>SPED Identification</u> • African American Representation • <u>Hispanic Representation</u> • LEP Representation • <u>Discretionary DAEP Placement</u> • Discretionary Expulsions • Discretionary ISS placement 					
Provide PI opportunities for parents to participate in school activities	SPED Dr.	Aug.-May	Sp. Ed Local TIA	PI Calendar	Sign in sheets
Reduce % of exemptions from TAKS and other state assessments	SPED Dr.	Fall Spring	SPED	ARD minutes	Exemptions
Train ARD committee <ul style="list-style-type: none"> • Appropriate assessments 	SPED Dr.	August	SPED	Training scheduled	Sign in sheets
Ensure provision of appropriate alternative assessment for students exempt from TAKS	SPED Dr.	Fall	SPED Local	ARD minutes	Alternative Assessment scores



Goal: 1: Slaton High School will increase emphasis on curriculum driven instruction, organization, and collaboration.

Measurable Performance Objective 6: Slaton High School will increase enrollment in advanced academic courses.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Encourage enrollment in pre-AP and AP courses through communications of advantages to students & parents	Counselor AP and pre AP teachers	August and January	Local	Meetings scheduled	Course Enrollment
Schedule orientation for JH students on Texas High School Recommended Plan	Counselor	March	Local	Scheduled Meeting	Attendance at meeting
Provide distance learning opportunities	Principal	Semester	Local	Courses offered	Course enrollment



Goal 2: Students from Slaton High School will demonstrate an annual attendance rate above the state level.

Performance Objective 1: To increase the percent of students attending school.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Collect and review attendance data	Asst. Principal	Each 6 weeks	Local	Attendance logs	AEIS data
Communicate with parents on importance/significance of attendance issues	Principal	August – May	Local	Attendance logs and parent contacts	AEIS data
Provide incentive programs	Asst. Principal	Semester	Local	Program in place	Recognition incentives awarded
Counsel students with persistent problems	Counselor	As needed	Local	Log	Attendance
Continue plan to combat tardiness and attendance problems	Principal	August – May	Local	Plan in Place	AEIS



Goal 3: Slaton High School will provide a safe school environment.

Performance Objective 1: To decrease the percentage of discipline referrals from previous year.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Continue the Redirection Focus program at high school and JH	Re-director	Monthly	Local	Monthly reports	Number of discipline referrals
Revise the pre-referral procedure for purpose of providing assistance to teachers having difficulty with student behavior	Asst. Principal	Monthly	Local	Monthly reports	Pre-referrals forms submitted
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 	Principal	Daily	TIV Local	Incidents reported each 6 weeks	PEIMS incidents reports
Provide drug, tobacco, alcohol & violence education in curriculum areas <ul style="list-style-type: none"> • Assemblies each semester • Suicide prevention, conflict resolution, violence prevention • Programs on violence prevention, suicide prevention 	Principal	Semester	Local TIV	Lesson Plans	Student incidents



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide Character Counts training and program	Principal	August – May	Local TIV	Training schedule	Attendance certificates
Implement Discipline management plan	Asst. Principal	August	Local	Referrals at 6 weeks intervals	End of year referrals
Provide appropriate alternative educational setting for students <ul style="list-style-type: none"> • Chapter 29 and 37 programs • AEP • JJAEP 	Director of Student Services	As needed	Local SCE	Student records	TEA report on students served
Provide transitions for students <ul style="list-style-type: none"> • From alternative setting • For Freshman students • Teacher Follow-up 	Asst. Principal	August – October	Local	Grade level orientation schedule	Discipline referral and student records
Implement “Slaton Character Under Development’ mentoring program <ul style="list-style-type: none"> • Curriculum based on “7 Habits of Highly Effective Teens” 	Principal	August – May	Local	Plan in place	Discipline referrals
Monitor with Magna-scanner (metal detector)	Asst. Principal	Daily	Local TIV	Log	Year end records



Goal 4: Slaton High School will increase parental involvement for all student populations.

Performance Objective 1: To involve parents, business, and community members as active partners in the education of students as evidenced with documented contacts.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide communications <ul style="list-style-type: none"> • Calendar of events in newspaper • Principal's bulletin twice each semester • Open House • Higher Education Admissions • Financial Aid Opportunities • TEXAS grant program • Teach for Texas grant • How to make informed curricular choices for success beyond HS 	Principal	Monthly	TIA Local	Communication documents	PI Evaluation
Establish intranet for communications	Principal	Daily	Local	Staff use	Survey
Purchase marquee for current events	Principal	As needed	Local	Events posted	PI Evaluation
Participate in community initiatives <ul style="list-style-type: none"> • Keep Slaton Beautiful • Local Air Shows • Oktoberfest 	Principal	As available	Local	Events	PI Evaluation
Provide opportunities for involvement <ul style="list-style-type: none"> • Involve fire marshal in bonfire planning and event • Involve stakeholders in Character Counts mentoring program 	Principal	September	Local	Planning schedule	Bonfire



Goal 5: Slaton High School will increase the percentage of students completing school.

Measurable Performance Objective 1: The dropout rate will continue to be less than 1%.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Redesign instruction to motivate and engage students in learning activities	Teachers	August – May	Local	Classroom observations	AEIS
Provide alternative educational setting <ul style="list-style-type: none"> • Afternoon hours as appropriate • Extended day tutorials 	Principal	Daily	Local SCE	Placements	Enrollment records
Identify students having difficulty and provide support immediately	Counselor & teachers	Daily	Local	Student support records	End of year grades
Locate and enroll students <ul style="list-style-type: none"> • Monitor attendance • Parent communications • Use Parent liaison/ resource officer 	Asst. Principal	Daily	TIA Local	Students attendance	AEIS
Provide GED tutorial program	Principal	Daily	Local	Enrollment logs	Completion rates
Implement credit recovery program <ul style="list-style-type: none"> • Plato Lab & Career Center support 	Principal	August – May	Local	Lab schedule	Credits earned



Goal 5: Slaton High School will increase the percentage of students completing school.

Measurable Performance Objective 2: Increase the percentage of students graduating from High School in four years or less.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide opportunities for graduation <ul style="list-style-type: none"> • Plato Lab • Correspondence courses • Credit by exam • Self-paced instruction 	Principal	August - May	Local SCE	Plato reports and students records	Completion rates
Counsel students at each grade level on college and other career opportunities	Counselor	Monthly	Local	Counselor log	Completion rates

Performance Objective 3: To increase the number of students taking the SAT/ACT; and of those who take the test, 50% or more will meet or exceed state criterions scores.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide information regarding SAT/ACT	Counselor	Fall Spring	Local	Meetings held Activity calendar	SAT/ACT scores
Implement standardized vocabulary program for HS students	Principal	Fall	Local	Program in place	SAT/ACT



Comprehensive Needs Assessment

Slaton High School is a 9-12 campus with 352 students. The low income rate is 89.90%. The campus received a rating of Academically Acceptable. To make this rating the passing rate on reading/English Language Arts , writing, and social studies must be 65%. The math passing rate must be 45% and the science rate 40%. The Completion Rate must be at least 75%.

Student Strengths and Needs:

State Accountability

See TAKS Charts for student scores

Federal Accountability: Adequate Yearly Progress

The district and all campuses met requirements for Adequate Yearly Progress (AYP). AYP is similar to the state accountability but includes two additional target populations—Special Education and Limited English Proficient. All students and each student group must meet TAKS performance and participation standards.

Performance Based Monitoring (PBM): State Monitoring System

See PBMAS Chart

The Special Education program report indicated areas where the district did not meet the state standards. These areas are: Identification; Hispanic and African American representation; Discretionary DAEP placements; and Discretionary DAEP placement to ISS. The NCLB program area met standards on all indicators. English as A Second Language and Career and Technology Education programs had one indicator each where the district was 5 points away from the state standards. The campus will focus on these areas to correct any problems in order to serve students and meet their individual needs.

Parent Involvement Strengths:

Parent and Community involvement is important to student success. The district recognizes this and has made a commitment for continual improvement in building partnerships and collaborations! Traditionally, the elementary does a better job in involving parents in their child's education. Efforts are continuing at the middle and high school to keep



parent involvement strong. The Planning and Decision Making process involves parents and community members in important decisions and input for the district. Results of the annual Parent Involvement survey show strengths as follows: 1) Parents are given information on state assessments and proficiency levels; 2) Parents have the opportunity to attend Parent-Teacher conferences to discuss their child's academic success; and 3) The district provides information on student academic success during the year and at the end of the year.

Needs

The needs identified by the survey were as follows: 1) To inform parents about curriculum choices for student success after high school; 2) To provide information to parents regarding the special programs of the district; and 3) To provide parent volunteer opportunities at the campus level.

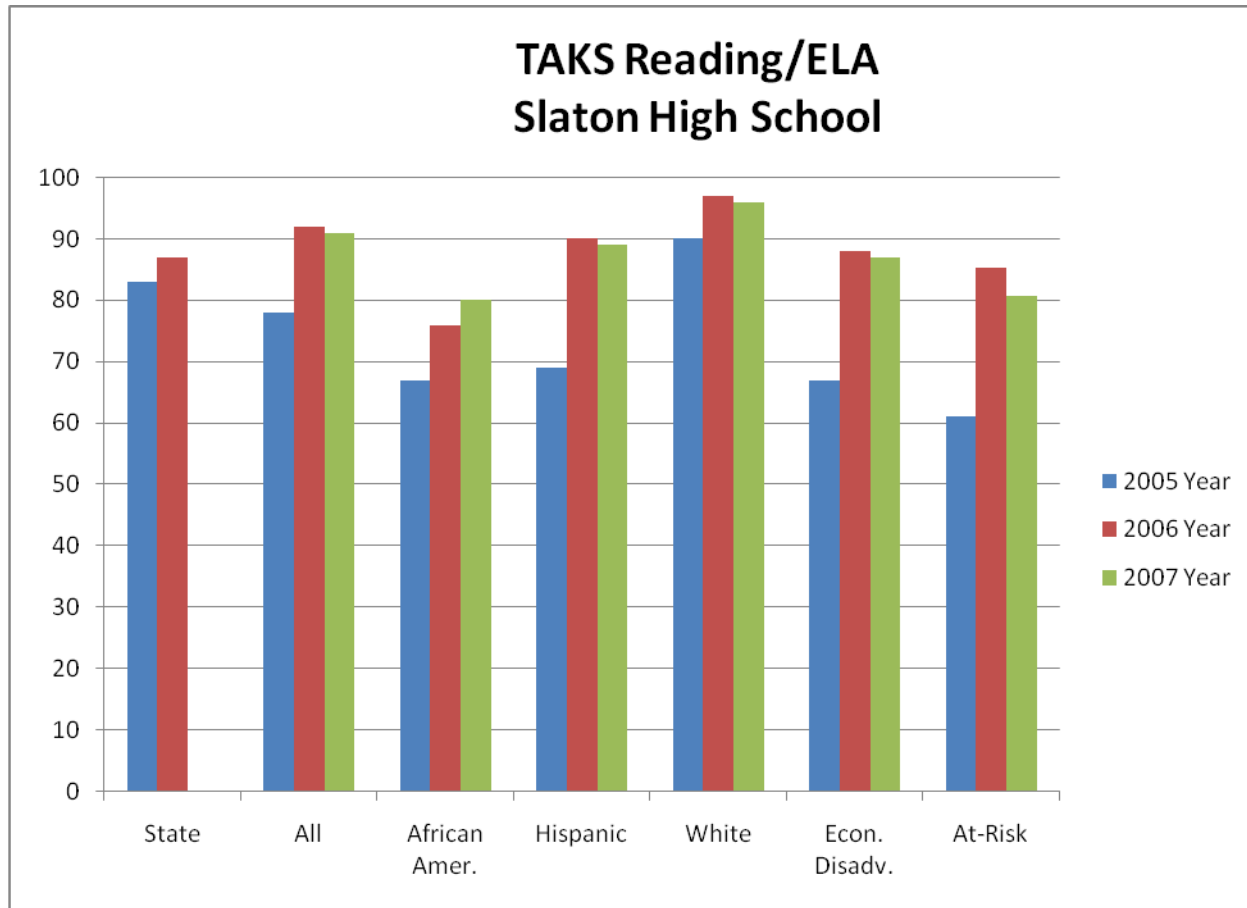
The district also made a commitment to strive for continual improvement in building partnerships and collaborations! A recent success has been to partner with area business people to teach students skills in technical areas. Students work during school, and then are prepared to enter the work force post secondary with required skills for good jobs.

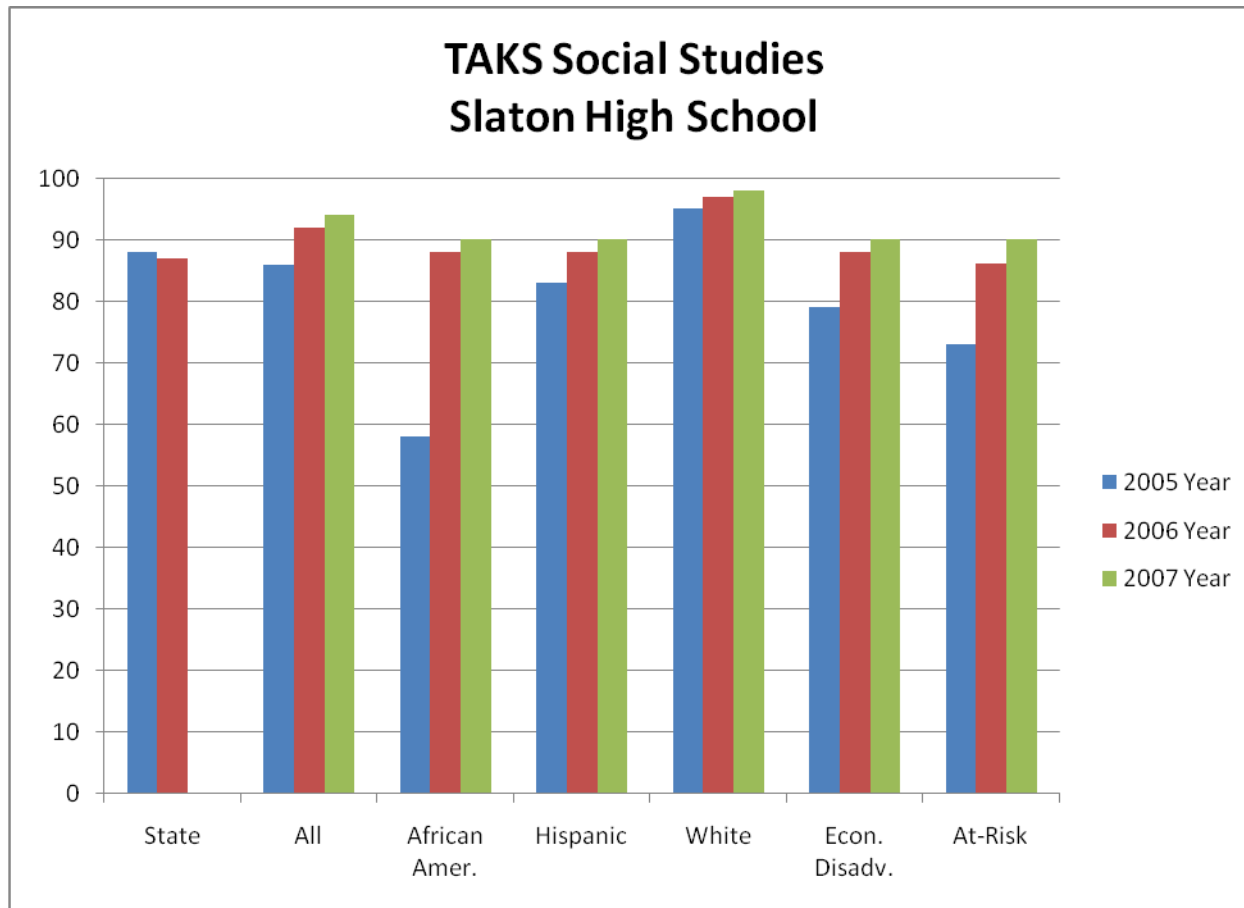
Needs

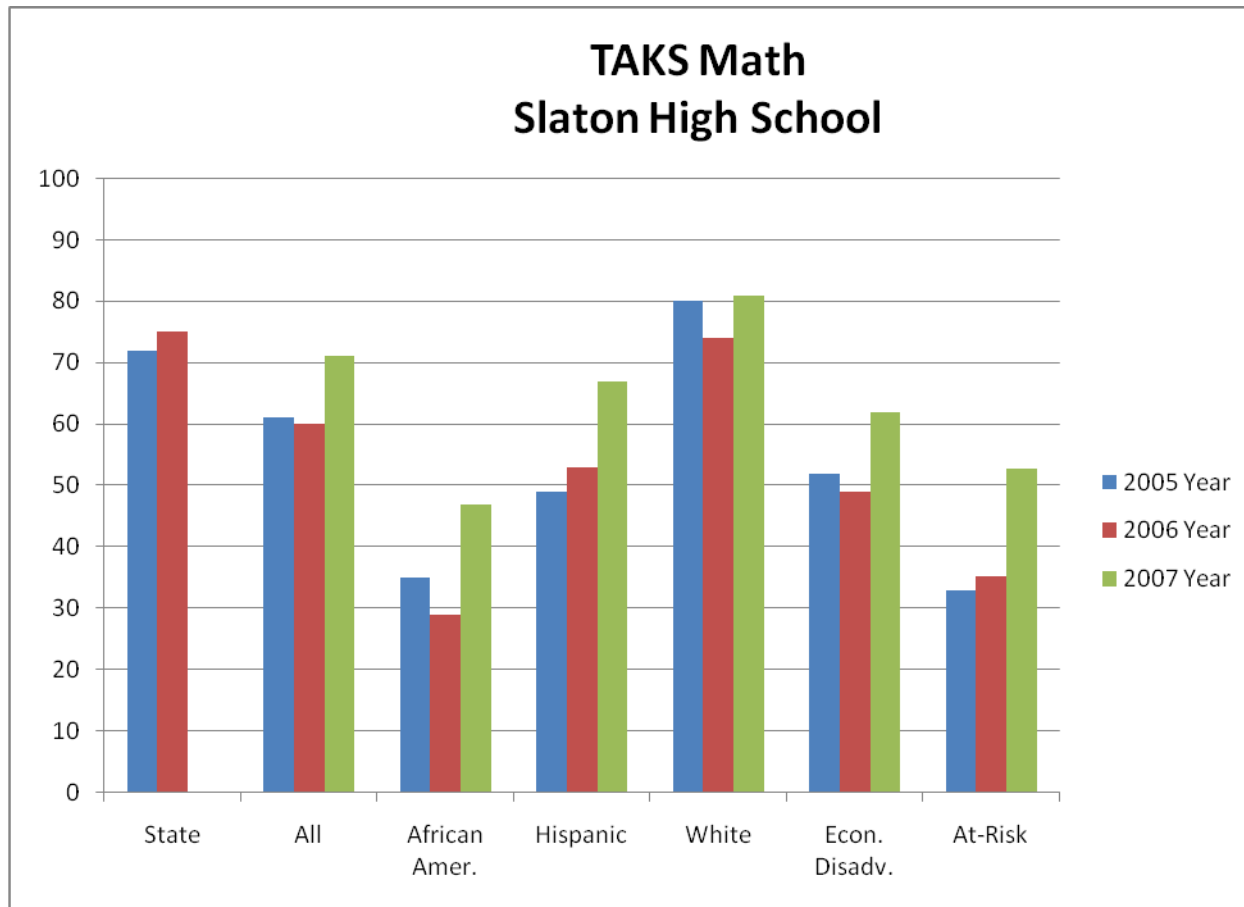
The area of greatest need is to get the parents of our at-risk students involved in positive ways in their child's education. These parents are the parents who often do not participate in activities and opportunities we provide. Continued efforts will be made in this area. The need to keep parents informed on the changing proficiency levels and assessments is a focus. With the changes in requirements and the consequences being that students do not pass, parents must be kept informed. Information is needed on programs at each grade level. Communication will always be an area where improvement is needed!

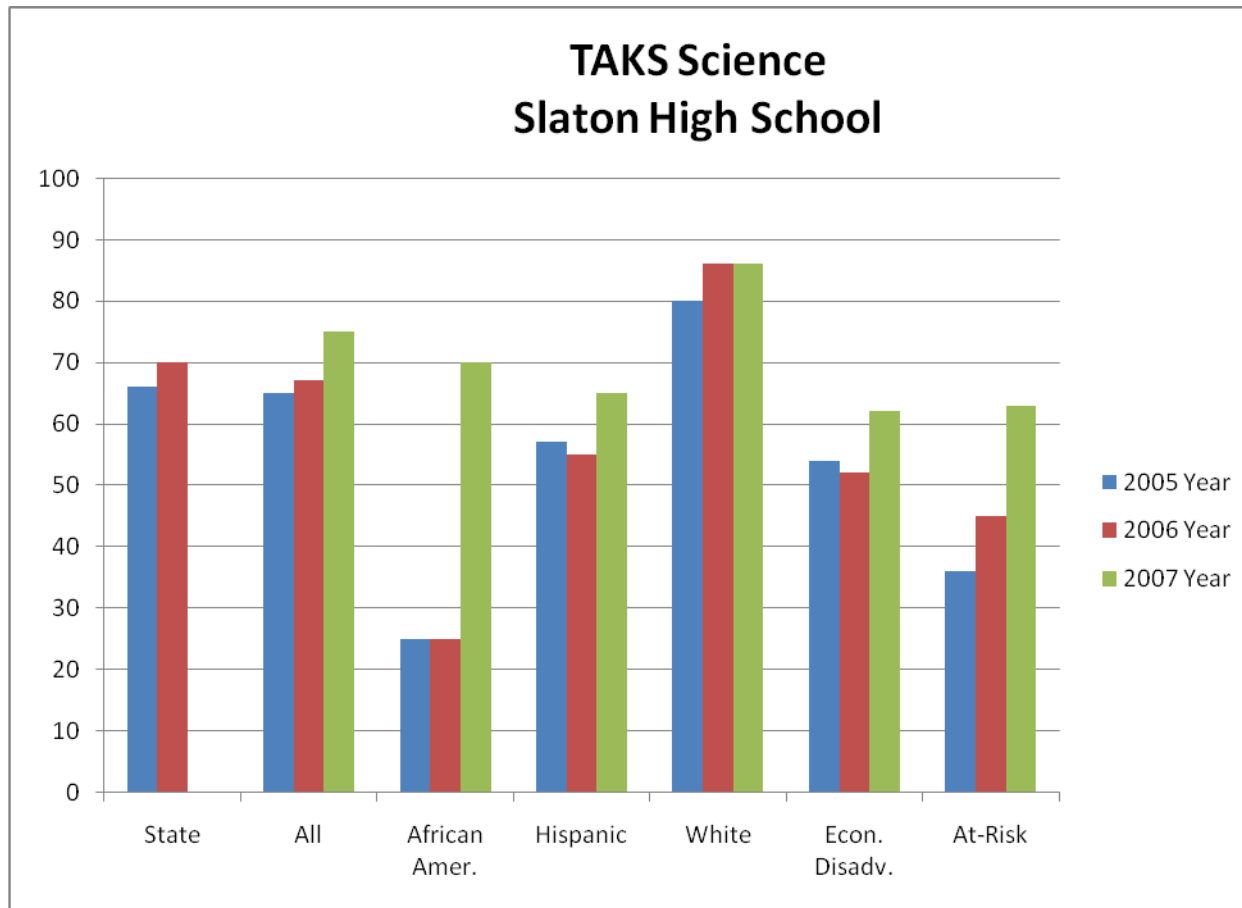
Facilities

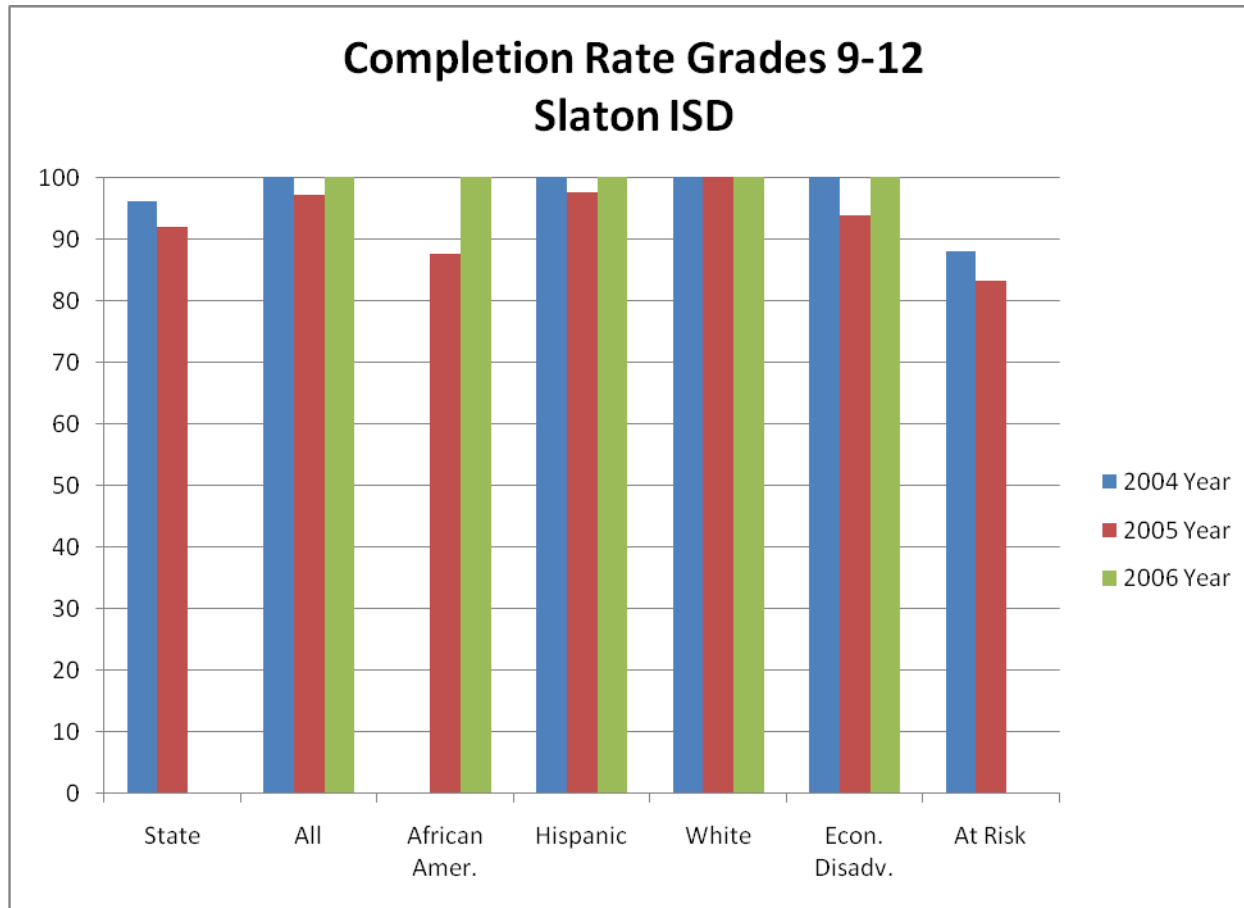
The district just completed building a beautiful new gym, cafeteria, and science lab, testing center and field house for high school students.













State Targets for Highly Qualified Teachers

STATE OBJECTIVES	STATE TARGETS	SLATON ISD	SLATON HIGH SCHOOL	SLATON JR. HIGH	AUSTIN ELEM	WEST WARD ELEM
1. Percentage of Classes Taught by Highly Qualified Teachers						
2006-07	100%	100%	100%	100%	100%	100%
2005-06	100%	100%	100%	100%	100%	100%
2004-05	90%	97.93%	95.65%	100%	100%	100%
2003-04	80%	91.04%	84.82%	100%	92.86%	97.06%
2. Percentage of Highly Qualified Teachers (State Aggregate)						
2006-07	100%	100%	100%	100%	100%	100%
2005-06	100%	100%	100%	100%	100%	100%
2004-05	90%	98.02%	93.55%	100%	100%	100%
2003-04	80%	94.29%	89.29%	100%	92.86%	97.06%
3. Percentage of Teachers Receiving High-Quality Professional Development						
2006-07	100%	100%	100%	100%	100%	100%
2005-06	100%	100%	100%	100%	100%	100%
2004-05	97%	100%	100%	100%	100%	100%
2003-04	94%	100%	100%	100%	100%	100%



PBMAS Indicators Not Meeting State Standards

Programs	Program Indicator(s) Not meeting Standards	⊕ Performance Level 2007	Performance Level 2008	Performance Level 2009	Performance Level 2010
Bilingual/English as a Second Language(BE/ESL)	LEP TAKS/TAKS I-SDAA II Participation Rate	1			
Career and Technology Education(CTE)	CTE RSHP / DAP Diploma Rate	1			
No Child Left Behind (NCLB)	<i>All indicators met/exceeded state standard</i>				
Special Education (SPED)	SPED Identification	2			
	SPED African American Representation	1			
	SPED Hispanic Representation	1			
	SPED Discretionary DAEP Placement	3			
	SPED Discretionary DAEP Placements to ISS	1			

⊕A performance Level of “0” meets state standards. A performance level of “3” is the least desirable score. Performance levels greater than “0” require district interventions.