
Slaton ISD
Junior High Improvement Plan



2007-2008
Louie Spinks, Principal



Goals and Objectives

Goal 1: Slaton Jr. High 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: The campus will achieve the Recognized status and each grade level taking the TAKS will score 80% on TAKS math.

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

Performance Objective 4: The campus will achieve the Recognized status and each grade level taking the TAKS will score 80% on TAKS science & 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

Performance Objective 7: Each student will pass all TAKS tests at grade level as well as pass the core subjects.

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

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

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

Performance Objective 1: To decrease discipline referrals

Goal 4: Slaton Jr. High 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 Jr. High will increase the percentage of students completing school.

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



Goal: 1: Slaton Jr. High 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 	Asst. Supt. Principals	Monthly	Local TIA TII TPTR TII Tech 21 st Century	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 • Double Blocking/Tigers in TAKS (TNT) 	Supt. Asst. Supt. Principal Academic Teams	Daily	Local TIA TIC SCE ARI/AMI OEYP 21 st Century	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.	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 <ul style="list-style-type: none"> • Lab for acceleration • Utilize benchmark tests • TAKS classes 2nd semester 	Counselor	August – March	SCE TIA 21 st Century	Progress Reports	TAKS
Provide study and test skills instruction and incorporate TAKS strategies	Counselor				
Continue Reading counts Program	Reading Teachers	August – May	Local	Grade Reports	TAKS
Organize curriculum notebook for teachers to organize TEKS, Kilgo Scope & Sequence, lesson plans and assessments	Principal	Each Friday	Local	Minutes of Friday Meetings	TAKS
Continue Homework Haven	Principals Teachers	Year round	Local	Attendance	Year end attendance and TAKS



Goal: 1: Slaton Jr. High 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 	Asst. Supt. Principals	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 • Double Blocking/TNT 	Supt. Asst. Supt. Principals Academic Teams	Daily	Local TIA TIC SCE ARI/AMI OEYP 21 st Century	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 • Provide meeting times for staff to 	Asst. Supt.	Weekly	Local	Schedule for team meetings	TAKS SDAA II



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
collaborate across grade levels					
Provide Study Island Lab for acceleration	ELA Staff	August – May	TIA Local	Math 6 weeks grades	TAKS
Schedule tutorials for students needing additional assistance	Tutorial Staff	September – May	Local SCE	Attendance	TAKS
Continue “Homework Haven” (Zeroes aren’t permitted)	Principals	Year round	Local	Student records	Student List
Provide small group instruction on TAKS	ELA Staff	As needed	Local	6 week grades	TAKS
Implement new program: “Measuring Up” to target TEKS/TAKS objectives	Math staff	August – May	TIA Local	6 Weeks grades	TAKS SDAA
Provide 21 st Century grant activities	Principal	August – May	Grant	Benchmarks	TAKS



Goal: 1: Slaton Jr. High 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	Principal	August – May	Local	Lesson Plans Grades at 6 weeks	TAKS math
Implement AIMSweb for skills development	Principal	Weekly	Local	Grades	TAKS
Implement RTI	Asst. Supt	Daily	Local	Students served	TAKS
Implement new program to teach writing skills with focus on reaching minority students	ELA Teachers	September	Local	Program implemented	SS TAKS
Provide Study Island 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
Continue “Homework Haven” (Zeroes aren’t permitted)	Principals	Year round	Local	Student records	Student List
Provide small group instruction on TAKS	ELA Teachers	As needed	Local	6 week grades	TAKS
Provide 21 st Century activities	Principal	August – May	Grant	Benchmark tests	TAKS



Goal: 1: Slaton Jr. High 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: The campus will achieve the Recognized status and each grade level taking the TAKS will score 80% on TAKS science and social studies.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Align TEKS instruction in all classes and implement effective research-based instruction	Principal	August – May	Local	Lesson Plans Grades at 6 weeks	TAKS math
Implement AIMSweb for skills development	Principal	Weekly	Local	Grades	TAKS
Implement RTI	Asst. Supt	Daily	Local	Students served	TAKS
Implement new program to teach social studies skills and science with a focus on reaching minority students	Teachers	September	Local	Program implemented	SS TAKS
Provide Study Island 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
Continue “Homework Haven” (Zeroes aren’t permitted)	Principals	Year round	Local	Student records	Student List
Provide small group instruction on TAKS	ELA Teachers	As needed	Local	6 week grades	TAKS
Provide 21 st Century grant activities	Principal	August – May	Grant	Benchmarks	TAKS



Goal: 1: Slaton Jr. High 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.

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 	Dyslexia staff Principal	August – Jan	Local	Training scheduled for staff	Students identified
Align SBOE procedures and district	Dyslexia staff	August	Local	Draft	Procedures
Provide students under sect. 504	504 Committee	Daily	Local	List ID	served
Provide professional development for staff <ul style="list-style-type: none"> • Individualized and intensive • Multisensory • Phonetic reading methods • With staff input 	Principal ESC 17	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	Student 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
Provide program to develop proficiency in comp., speaking, reading & composition of English	Principal	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/SDAA Participation • LEP Dropout • AMAOs • Adequate Yearly Progress 	Principal	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"> • Based on needs from staff 	Principal	During year	BE/ESL TIII	Training scheduled	Certificates of training
Recruit/retain Highly Qualified 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	Monthly	Local	PI activities	Sign in Sheets



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Gifted and Talented (GT)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Update policies <ul style="list-style-type: none"> • Furloughs • Re-Assessments • Exiting and transfers • Appeals of placement 	Principal	May – Aug	Local	Agendas	Written policies
Hold annual nomination/focus: minorities	GT Selection committee	August and semester	Local	Staff Dev. On GT	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 6-8	GT selection committee	Spring	Local and GT	Planning meetings scheduled	3 Criteria used
Provide 30 hours of GT training	Principals	Fall –	Local	Prof. Dev.	certificates
Revise curriculum framework <ul style="list-style-type: none"> • Depth & complexity /4 core areas 	GT staff	April – Aug.	Local	Meeting minutes	Curriculum revisions



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Determine Professional development needs by staff survey	Principal	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	Principal	Aug.- May	Local	Calendar	Sign in sheets



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State Compensatory Education (SCE) \$and FTEs

Junior High is a Title I Schoolwide campus with poverty rate at 40% or more that 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	\$1,437,896 and 5.0 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	Begin of year & upon entry	SCE	Teachers list of students	PEIMS at-risk list
Conduct Needs Assessment	Principal	May-Aug.	Local	SB agenda	CNA
Serve 7-8 who failed 2 or more subjects (previous year or current) with tutorials and lab	Principal, Counselor	Grading periods	SCE Local 21 st Century	Semester Progress reports	TAKS grades
Serve retained students	Principal, Counselor	Weekly	Local	grades	TAKS
Accelerate students who failed TAKS or SDAA with <ul style="list-style-type: none"> • Tutorials • Study Island Lab • Homework Haven 	Principals	Weekly	SCE	6 weeks grades	TAKS



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> 21st Century Targeted TAKS sessions 					
Serve pregnant / parents students Pregnancy Related Services Program	Principal, Counselor	As needed	SCE PEP grant	6 weeks Grades	TAKS attendance
Serve student placed in AEP preceding or current year by CAI	Principal, Counselor	Weekly	SCE Local	6 weeks Grades	TAKS
Serve student expelled in preceding or current year	Principal, Counselor	As needed	SCE Local	Discipline records	Discipline records
Serve students on parole, probation, deferred prosecution or release	Principal, Counselor	As needed	SCE Local	Student placements	TAKS
Serve drop-outs	Principal, Counselor	Aug.- July	SCE Local	6-Weeks Grades	Graduation rate
Serve LEP students <ul style="list-style-type: none"> Study Island Lab Tutorials 	Principal, Counselor	Upon ID	SCE BE/ESL	6-Week Grades	TAKS RPTE
Serve students in care of or referred to DPRS	Principal, Counselor	As needed	SCE Local	Discipline Records	TAKS
Serve homeless students <ul style="list-style-type: none"> With Title I Schoolwide 	Principal, Counselor	Upon ID	SCE Local	6 weeks Grades	TAKS
Evaluate SCE program programs <ul style="list-style-type: none"> TAKS comparison of At-Risk and All Students in Reading, Math, and Writing 	Principal	May-June	SCE Local	Semester Grades	TAKS comparison



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Measurable Performance Objective 5: 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>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 	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, TIID, TV, TIC, ESL, SCE, TIII TII TPTR Local	CIPs and strategies Personnel files	TAKS SDAA HIGHLY QUALIFIED compliance report



Strategies	Person Responsible	Timeline	Resources	Formative Evaluation	Summative
3) Provide instruction by Highly Qualified teachers in core subject areas (by 05-06 extended to 07)) <ul style="list-style-type: none"> Instructional TIA Paraprofessionals (May. 2006) 	Principal	August – May	TIA, TII	Highly qualified status	Personnel File, Highly Qualified report
4) Provide staff development for teachers, paraprofessionals, & all staff, based on input from staff; <ul style="list-style-type: none"> Intensive, research-based 	Principal	March-May	TIA, local, TIID, TIIA TIII	Staff Development Calendar	TAKS
5) Attract and hire highly qualified teachers for high needs campus	Principal	As needed	TIA, Local TII TPTR	Personnel File	Highly Qualified report
6) Increase parent involvement	PI Coordinator	Monthly	TIA, Local	PI Events	PI Evaluation
8) Get Teachers input on alternative academic assessments <ul style="list-style-type: none"> At Site base meeting 	Principal	SB Meetings	Local	SB agendas	T Input
9) Identify students who need assistance in a timely manner and provide additional help(at-risk / 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, ESL, TV, GT, SCE, SPED 21 st Century	Meeting agendas	TAKS SDAA



Strategies	Person Responsible	Timeline	Resources	Formative Evaluation	Summative
Evaluate Parent Involvement program <ul style="list-style-type: none"> • Involve parents in the evaluation 	Principal	Spring	TIA	SB Meeting Agenda	Evaluation results
Review policy/developed and agreed upon by parents and distributed	Fed. Program. Dr.	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 curriculum • 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	PI Evaluation



Goal: 1: Slaton Jr. High 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.

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, stores 	MEP staff	Year round	TIC Local TIA	Logs	COEs
Attend training on NGS and TMSTPS	MEP staff	As scheduled	TIC TIA	Training schedule	Certificates of training
Provide MSC, 3-21, to coordinate school programs/services for families	MSC	Daily	TIC	Schedules	Record of services provided
Enhance graduation by: <ul style="list-style-type: none"> Compile Parent Involvement data Monitor progress Provide help for student needs 	MEP staff	Year round	TIC TIA Local	NGS records	Graduation rates
Provide Parent Involvement: <ul style="list-style-type: none"> Include PAC Regular meetings Form partnership Establish communications Provide parent opportunities to participate in activities 	Principal MEP staff	Aug – May	TIC TIA Local	Parent Involvement Calendar	Sign in sheets



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Determine program needs: <ul style="list-style-type: none"> • Migrant TAKS • Migrant dropout 	Principal	Upon release of AEIS	Local	TAKS release tests	TAKS
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 TIA TII, TPTR	Job descriptions	Certificates of staff



Goal: 1: Slaton Jr. High 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.

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. ESC 17	As scheduled	SPED Local	Training calendar	Training certificates
Provide students with disabilities access to general curriculum	SPED Dr.	Aug.-May	SPED	ARD/IEP	Student schedules
Provide Parent Involvement opportunities for parents to participate in school activities	SPED Dr.	Aug.-May	SPED Local TIA	Activity Calendar	Sign in sheets
Train ARD committee <ul style="list-style-type: none"> • Appropriate assessments 	SPED Dr.	August	SPED	Training scheduled	Sign in sheets
Ensure provision of appropriate	SPED Dr.	Fall	SPED	ARD minutes	Alternative



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
alternative assessment for students exempt from TAKS			Local		Assessment scores
Conduct Comprehensive Needs Assessment including underlined areas (deviation from state median) in Performance Based Monitoring (PBM) <ul style="list-style-type: none"> • SPED TAKS • SDAA Gap Closure (grade level testing) • Exemptions • LRE placement rate • SPED Dropout Rate • LEP disproportion • <u>SPED Identification</u> • African American Representation • <u>Hispanic Representation</u> • LEP Representation • <u>Discretionary DAEP Placement</u> • Discretionary Expulsions • Discretionary ISS placement 	SPED Director	Fall	SPED. Local	Analysis	PBM
Inclusion in math/language arts <ul style="list-style-type: none"> • Double block classes • Tutoring 	SPED Dr. Principal	According to IEP	21 st Century SPED Local TIA	Benchmarks	TAKS SDAA II



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

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

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Encourage enrollment <ul style="list-style-type: none"> • pre-AP and AP courses through communications of advantages to students & parents • Algebra I • Spanish I 	Counselor AP and pre AP teachers	August and January	Local	Meetings scheduled	Course Enrollment
Schedule orientation for JH students on Texas Junior High Recommended Plan	Counselor	March	Local	Scheduled Meeting	Attendance at meeting
Encourage participation in UIL	Principal	Fall and Spring	Local	Students signed up	Student participation
Provide extended day programs	Principal	Weekly	Local OEYP	Class roster	TAKS Grades



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

Measurable Performance Objective 7: Each student will pass all TAKS tests at grade level as well as pass the core subjects.

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"> • Margaret Kilgo • Aligned Curriculum <ul style="list-style-type: none"> ○ Accountability ○ Data disaggregation ○ Item analysis ○ Benchmarks 	Asst. Supt. Principals	Monthly	Local TIA TII TPTR TII Tech 21 st Century	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 • Accelerate in special programs • Provide summer school • Double Blocking/TNT 	Supt. Asst. Supt. Principals Academic Teams	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 • Provide meeting times for staff to collaborate across grade levels 	Asst. Supt.	Weekly	Local	Schedule for team meetings	TAKS SDAA II



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide Study Island Lab for acceleration	Principal	August – May	TIA Local	Math 6 weeks grades	TAKS
Schedule tutorials for students needing additional assistance	Tutorial Staff	September – May	Local SCE	Attendance	TAKS
Continue “Homework Haven” (Zeroes aren’t permitted)	Principals	Year round	Local	Student records	Student List
Provide small group instruction on TAKS	Core teachers	As needed	Local	6 week grades	TAKS
Implement new program: “Measuring Up” to target TEKS/TAKS objectives	Core subject teachers	August – May	TIA Local	6 Weeks grades	TAKS SDAA
Provide 21 st Century grant activities	Principal	August – May	Grant	Benchmarks	TAKS



Goal 2: Students from Slaton Jr. High 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	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	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	Principals	August – May	Local	Plan in Place	AEIS



Goal 3: Slaton Jr. High 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 Junior High	Re-director	Monthly	Local	Monthly reports	Number of discipline referrals
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 	Principals	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
Implement Discipline management plan	Asst. Principal	August	Local	Referrals at 6 weeks intervals	End of year referrals
Provide appropriate alternative educational setting for students	Director of Student	As needed	Local SCE	Student records	TEA report on students



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Chapter 29 and 37 programs • ISS • AEP • JJAEP 	Services				served
Provide transitions for students <ul style="list-style-type: none"> • From alternative setting • Personal Plan (6,7,8) • Teacher Follow-up 	Asst. Principal ISS Teachers	August – October	Local	Grade level orientation schedule	Discipline referral and student records
<ul style="list-style-type: none"> • Provide Character Counts program during lunch time 	Principal	August – May	Local	Plan in place	Discipline referrals
Monitor with Magna-scanner (metal detector) and use drug dogs to monitor facility	Asst. Principal	Daily	Local TIV	Log	Year end records



Goal 4: Slaton Jr. High 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 & online • School newspaper • Open House • TEXAS grant program • Teach for Texas grant 	Counselor Teachers	Monthly	TIA Local	Communication documents	Parent Evaluation
Establish intranet for office/teacher communications	Principal	Daily	Local	Staff use	Survey of staff
Purchase marquee for current events	Principal	As needed	Local As funds become available	Events posted	Parent Evaluation
Participate in community initiatives <ul style="list-style-type: none"> • Keep Slaton Beautiful • Local Air Shows • Oktoberfest 	Principal	As available	Local	Events	Parent Evaluation
Provide opportunities for involvement <ul style="list-style-type: none"> • Involve stakeholders in SCVD mentoring program • Use of technology 	Principal	September	Local	Planning schedule	Parent Involvement evaluation



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> <li data-bbox="235 321 751 354">Kids participate in voting process 					
Utilize SBDM committee	Principal	Monthly	Local	Committee formed	Committee meetings
Utilize academic teams	Teachers	As needed	Local	Committee selected	Minutes of meetings



Goal 5: Slaton Jr. High 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 21 st Century	Classroom observations	AEIS
Provide alternative educational setting <ul style="list-style-type: none"> • Afternoon hours as appropriate • Extended day tutorials 	Principal	Daily	Local SCE 21 st Century	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 who do not report to school <ul style="list-style-type: none"> • Monitor attendance • Parent communications • Use Parent liaison /resource officer 	Secretary Counselor	Daily	TIA Local	Students attendance	AEIS



Comprehensive Needs Assessment

Slaton Junior High is a 6-8 campus with an enrollment of 283 students. The low income is 64.44% based on students residing in the district. The campus received a rating of Recognized. To make this rating, students must score 75% passing on reading/English Language Arts, writing, social studies and math. The annual dropout rate must be 0.7% or less.

Student Strengths and Needs:

Adequate Yearly Progress—Federal Accountability

Junior High met the federal accountability, Adequate Yearly Progress (AYP). AYP is similar to the state accountability but also 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.

State Accountability

See TAKS Charts for student scores



Staff:

See Chart on State Highly Qualified Teachers

The campus met the state objective to have 100% of classes taught by highly qualified teachers. The campus also met the goal to have 100% of teachers in the core subject areas highly qualified.

Parent and Community Involvement

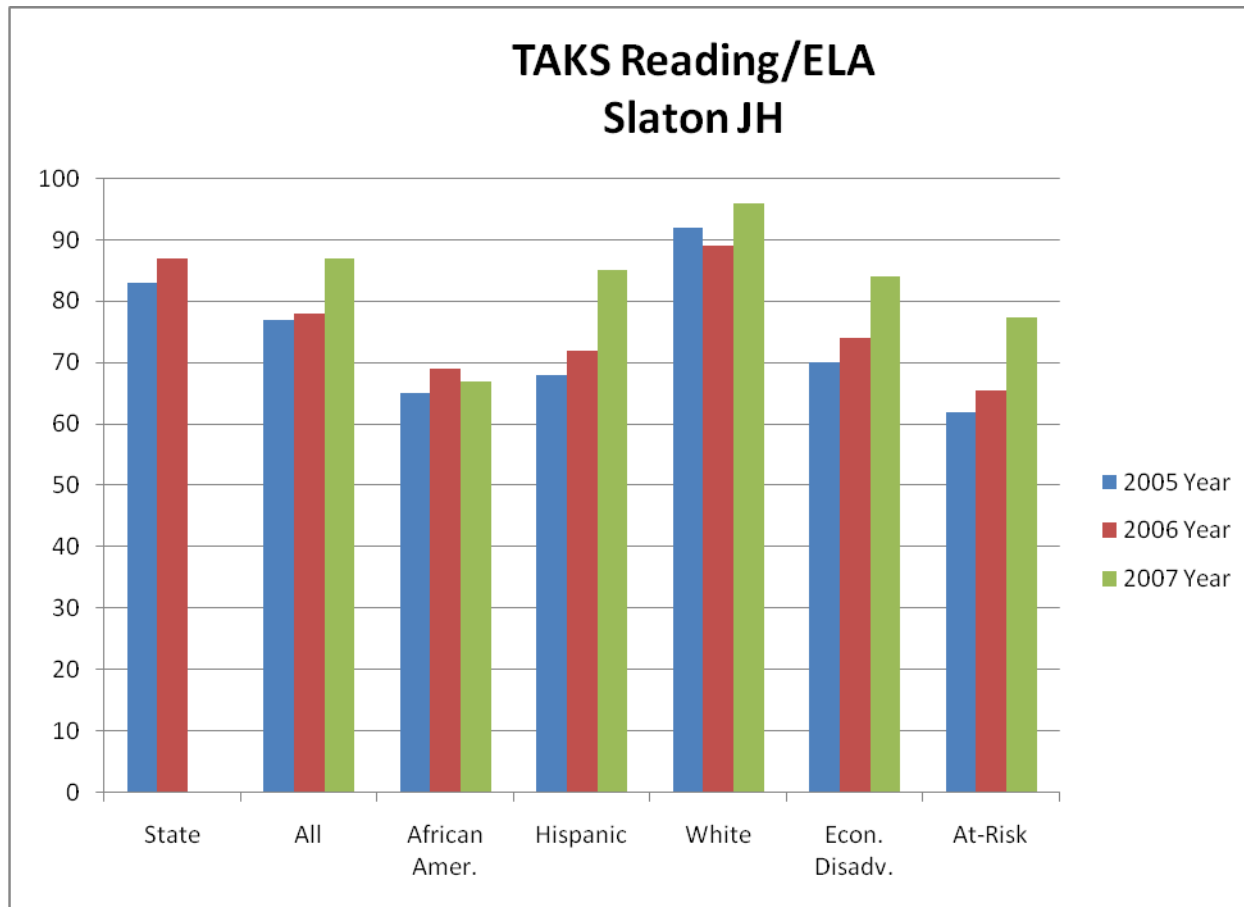
Results of the annual survey show three strengths as follows: 1) Parents are given information on state assessments and proficiency levels; 2) Parents have the opportunity to attend Parent-Teacher conferences to discuss their child's academic success; and 3) The district provides information on student academic success during the year and at the end of the year. 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.

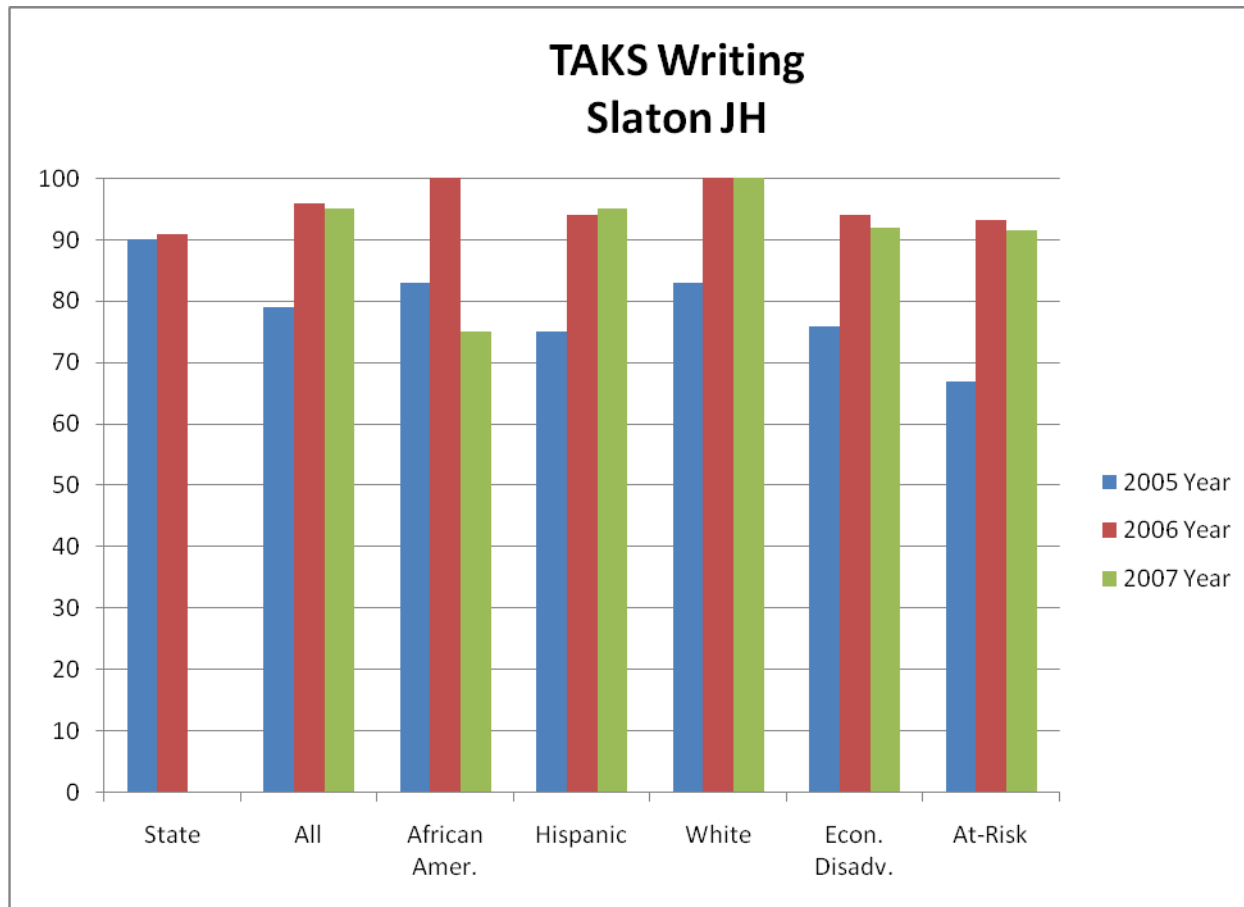
Needs

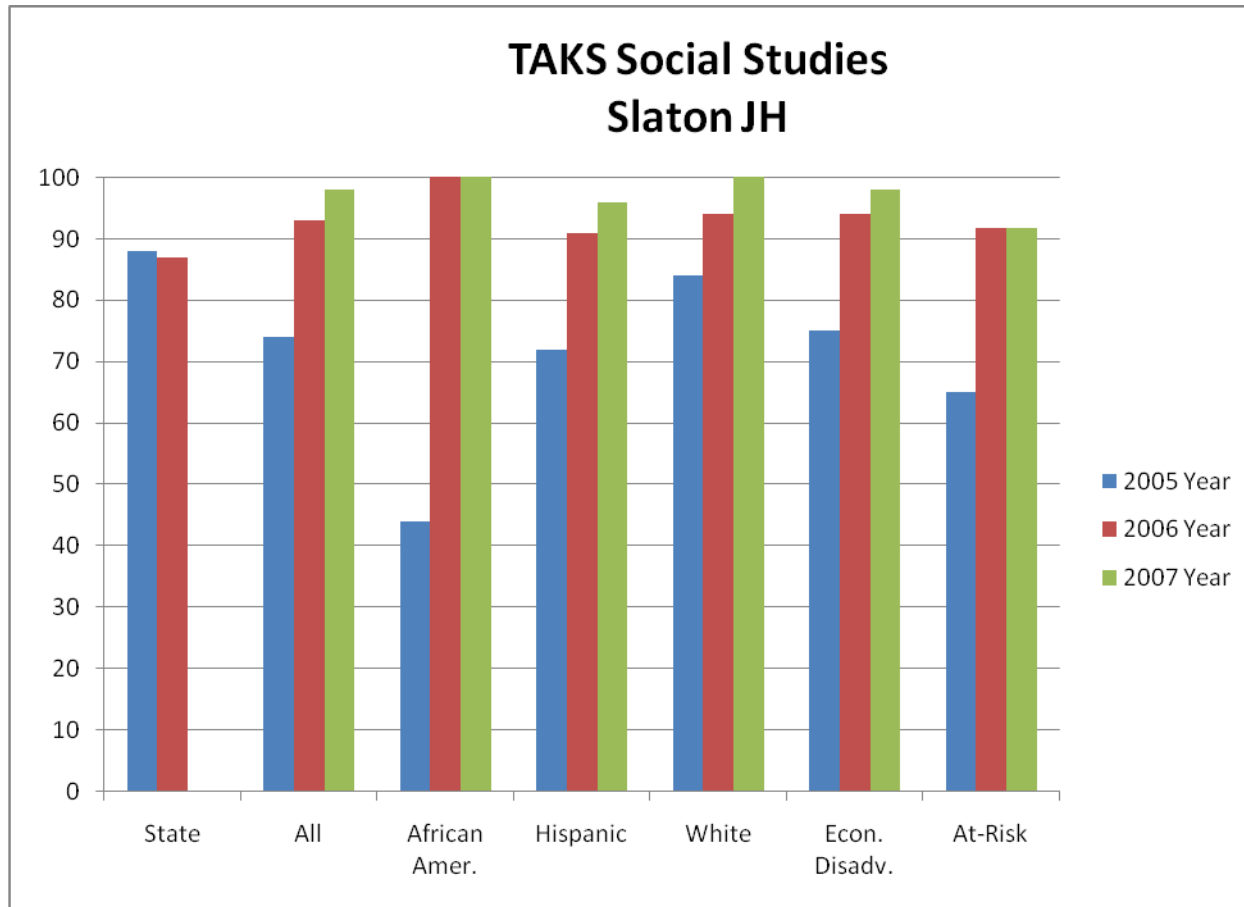
The area of greatest need is to get the parents of our at-risk students involved in positive ways in their child's education. These parents are the parents who often do not participate in activities and opportunities we provide. Continued efforts will be made in this area. The campus will also work on providing ways for parents to volunteer in different areas and remain involved as they were in the elementary grades.

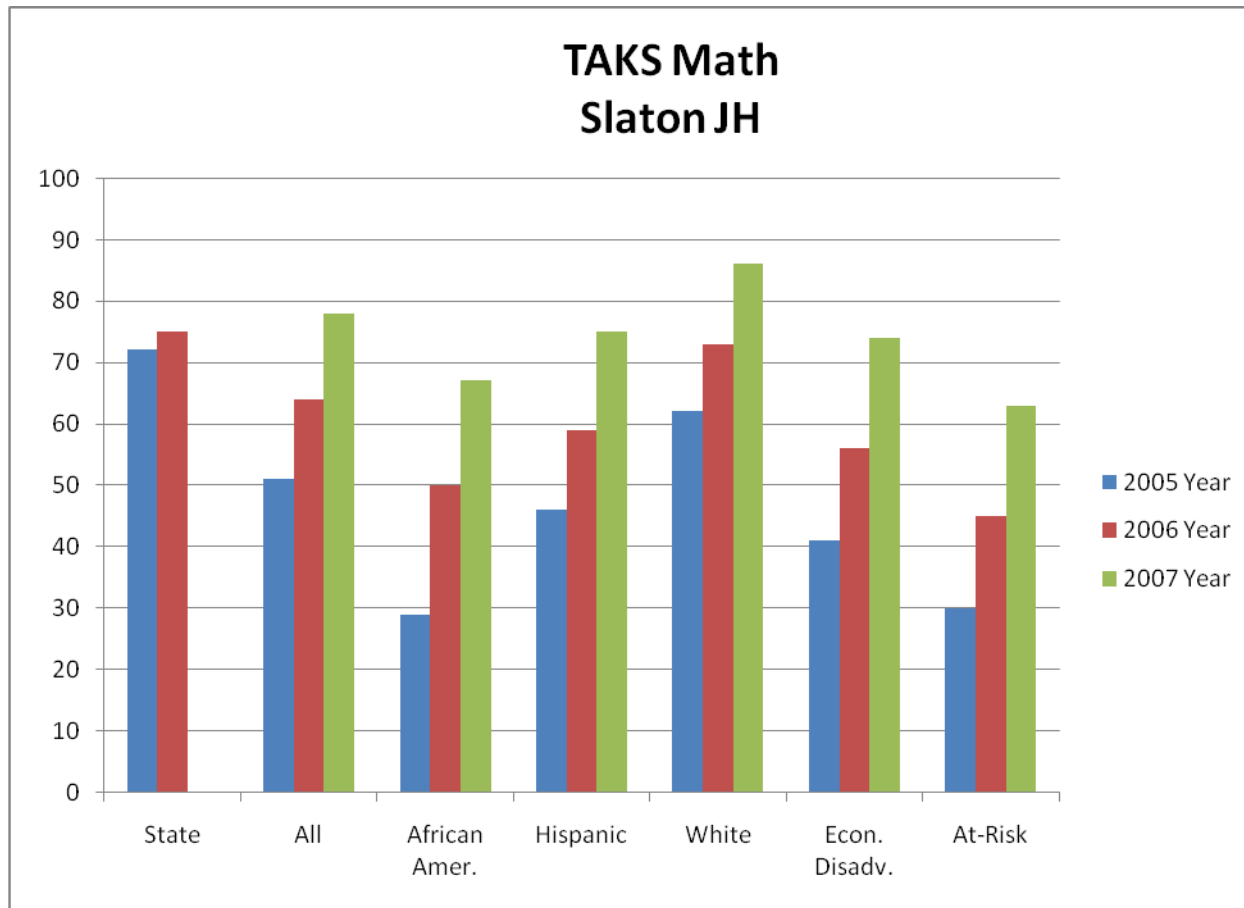
Facilities

The district has remodeled the campus office. The need is to maintain present facilities and keep them in the best possible condition...Labs are needed for science, and for serving students needing acceleration in targeted areas.











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.