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**Slaton ISD**  
**High School Improvement Plan**



2008-2009

**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"> <li>• AIMSweb for skills development</li> <li>• Aligned Curriculum                             <ul style="list-style-type: none"> <li>○ Accountability</li> <li>○ Data disaggregation</li> <li>○ Item analysis</li> <li>○ Benchmarks/2 week assessments</li> <li>○ Inclusion</li> <li>○ Co-Teaching</li> <li>○ Differentiated Instruction</li> </ul> </li> </ul>	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"> <li>• Target TEKS objectives</li> <li>• Implement RTI</li> <li>• Accelerate in special programs</li> <li>• Provide summer school</li> <li>• RTI</li> </ul>	Supt. Asst. Supt. Principal	Daily	Local TIA TIC SCE ARI/AMI OEYP	6 week grades	TAKS/ RPTE



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> <li>• Reading</li> <li>• Other options as needed</li> </ul>					
Vertically align curriculum K-12 <ul style="list-style-type: none"> <li>• Use academic teams</li> <li>• Insure all objectives are taught</li> <li>• Insure sequential instruction</li> <li>• Provide meeting times for staff to collaborate across grade levels</li> </ul>	Asst. Supt. Principal	Weekly	Local	Schedule for team meetings	TAKS
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
Continue Read Naturally and Voyager Learning	Reading Teachers	August – May	Local	Grade Reports	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"> <li>• AIMSweb for skills development</li> <li>• Aligned Curriculum                             <ul style="list-style-type: none"> <li>○ Accountability</li> <li>○ Data disaggregation</li> <li>○ Item analysis</li> <li>○ Benchmarks/2 week assessments</li> <li>○ Inclusion</li> <li>○ Co-Teaching</li> <li>○ Differentiated Instruction</li> </ul> </li> </ul>	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"> <li>• Target TEKS objectives</li> <li>• Implement RTI</li> <li>• Accelerate in special programs</li> <li>• Double Blocking Math</li> <li>• Provide summer school</li> </ul>	Supt. Asst. Supt. Principal	Daily	Local TIA TIC SCE ARI/AMI OEYP	6 week grades	TAKS/ RPTE



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Other options as needed</li> </ul>					
Vertically align curriculum K-12 <ul style="list-style-type: none"> <li>• Use academic teams</li> <li>• Insure all objectives are taught</li> <li>• Insure sequential instruction</li> <li>• Provide meeting times for staff to collaborate across grade levels</li> </ul>	Asst. Supt. Principal	Weekly	Local	Schedule for team meetings	TAKS
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"> <li>• AIMSweb for skills development</li> <li>• RTI</li> </ul>	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



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**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"> <li>• AIMSweb for skills development</li> <li>• Aligned Curriculum                             <ul style="list-style-type: none"> <li>○ Accountability</li> <li>○ Data disaggregation</li> <li>○ Item analysis</li> <li>○ Benchmarks</li> <li>○ Inclusion</li> <li>○ Co-Teaching</li> <li>○ Differentiated Instruction</li> </ul> </li> </ul>	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"> <li>• Target TEKS objectives</li> <li>• RTI</li> <li>• Accelerate in special programs</li> <li>• Provide summer school</li> <li>• Other options as needed</li> </ul>	Supt. Asst. Supt. Principal	Daily	Local TIA TIC SCE ARI/AMI OEYP	6 week grades	TAKS/ RPTE
Vertically align curriculum K-12	Asst. Supt.	Weekly	Local	Schedule for	TAKS



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> <li>• Use academic teams</li> <li>• Insure all objectives are taught</li> <li>• Insure sequential instruction</li> <li>• Provide meeting times for staff to collaborate across grade levels</li> </ul>				team meetings	
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"> <li>• TAKS</li> <li>• TAKS for target pops: LEP/SPED/Low Income./Tech Prep/</li> <li>• Dropout Rate</li> <li>• RHSP/DAP Graduation Rate</li> <li>• Non-Traditional Courses participation</li> <li>• Performance Based Monitoring (PBM)</li> </ul>	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"> <li>• Send information to parents in home language of parents</li> <li>• Provide PI activities</li> </ul>	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 and College Prep Course	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"> <li>• Early ID and intervention</li> <li>• CNA to determine student needs</li> <li>• Services at students' campus, if possible</li> </ul>	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"> <li>• Individualized and intensive</li> <li>• Multisensory</li> <li>• Phonetic reading methods</li> <li>• With staff input</li> </ul>	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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**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"> <li>• TAKS</li> <li>• TAKS EXIT</li> <li>• TAKS/ Participation</li> <li>• LEP Dropout</li> <li>• LEP RHSP/DAP Graduation Rate</li> <li>• Annual Measurable Achievement Objectives</li> <li>• Adequate Yearly Progress</li> </ul>	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"> <li>• Teachers and paraprofessionals</li> </ul>	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"> <li>• Research-based</li> <li>• Based on needs from staff</li> </ul>		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"> <li>Furloughs</li> <li>Re-Assessments</li> <li>Exiting and transfers</li> <li>Appeals of placement</li> </ul>	Principal	May – Aug	Local	Agendas	Written policies
Hold annual nomination <ul style="list-style-type: none"> <li>Focus on minorities: ESL, poverty, SPED, Migrant</li> </ul>	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"> <li>Include native language assessment</li> <li>Include non-verbal assessment</li> </ul>	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"> <li>Depth &amp; complexity including 4</li> </ul>	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"> <li>• Together as a group</li> <li>• With other students</li> <li>• Independently</li> </ul>	GT staff	Weekly	Local	Lesson plans	TAKS
Evaluate program including surveys of: <ul style="list-style-type: none"> <li>• Students and Parents</li> <li>• Staff</li> </ul>	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		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 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"> <li>TAKS comparison of At-Risk in Reading, Math, and Writing and All Students</li> </ul>	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"> <li>• Get Input from staff on needs re. at-risk population</li> </ul>	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><b>Ten Schoolwide Components</b></p> <p>1) Conduct Comprehensive Needs Assessment to determine needs and plan instruction</p> <ul style="list-style-type: none"> <li>• Special populations TAKS</li> <li>• Adequate Yearly Progress (AYP) for Economically Disadvantaged</li> <li>• Annual Measurable Achievement Objectives (AMAOS) for LEP</li> <li>• Performance Based Monitoring (PBM)</li> </ul>	Principal	May-Aug.	TIA	Data disaggregated	CNA
<p>2) Plan reform strategies to address student needs</p> <ul style="list-style-type: none"> <li>• Focus: At-risk and low-achievers</li> <li>• Include extended day/year</li> <li>• Paraprofessionals hired after Jan. 8, 2002 will be qualified when hired</li> </ul>	Site-Base Team, Chair	Quarterly	TIA, TIIA TIID, TV, TIC, ESL, SCE, TIII TII TPTR Local	CIPs and strategies Personnel files	TAKS  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"> <li>• Instructional TIA Paraprofessionals</li> <li>• May 2006 deadline</li> </ul>	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"> <li>Intensive, sustained, research-based</li> </ul>	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
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"> <li>Inform parents of TIA program</li> <li>Explain parents' rights to be involved</li> <li>Revise Parent Compact in English/parents home language</li> </ul>	Principal	Spring	Local	Meeting scheduled	Agenda and sign-in sheet



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**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"> <li>• Home visits</li> <li>• Visibility in community: churches,</li> </ul>	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"> <li>• Migrant TAKS</li> <li>• Migrant dropout</li> <li>• Migrant RHSP/DAP</li> </ul>	Principal	Upon release of AEIS	Local	TAKS release tests	TAKS
Provide secondary credit exchange /accrual <ul style="list-style-type: none"> <li>• Grades 9-12</li> <li>• Cross reference NGS /transcripts</li> </ul>	MEP staff	Semester	TIC	NGS records	Credits
Provide Parent Involvement <ul style="list-style-type: none"> <li>• Include PAC</li> <li>• Regular meetings</li> <li>• Form partnership</li> </ul>	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"> <li>Establish communications</li> <li>Provide parent opportunities to participate in activities</li> </ul>					
Provide services for students: <ul style="list-style-type: none"> <li>List priority for services students and needs</li> <li>Tutorials</li> <li>Acceleration</li> <li>CAI</li> <li>Support services</li> </ul>	Principal	Weekly	TIC	Services offered	Log TAKS TPRI
Provide professional development for T and paraprofessionals <ul style="list-style-type: none"> <li>With input from MEP staff</li> <li>Research-based</li> </ul>	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



**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.**

**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"> <li>• How to modify curriculum</li> <li>• Modifications &amp; behavioral interventions</li> <li>• Time Out</li> <li>• Restraint training</li> <li>• Pre-Referral Process</li> </ul>	SPED Dr. Principal	As scheduled	SPED Local	Training calendar	Training certificates
Conduct Comprehensive Needs Assessment <ul style="list-style-type: none"> <li>• SPED TAKS</li> <li>• SPED Exit TAKS</li> <li>• Gap Closure (grade level testing)</li> <li>• LRE placement rate</li> <li>• SPED Dropout Rate</li> <li>• LEP disproportion</li> <li>• SPED RHSP/DAP Graduation Rate</li> </ul>	SPED 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"> <li>• SPED Identification</li> <li>• African American Representation</li> <li>• Hispanic Representation</li> <li>• LEP Representation</li> <li>• Discretionary DAEP Placement</li> <li>• Discretionary Expulsions</li> <li>• Discretionary ISS placement</li> </ul>					
Provide PI opportunities for parents to participate in school activities	SPED Dr.	Aug.-May	SPED Local TIA	PI Calendar	Sign in sheets
Train ARD committee <ul style="list-style-type: none"> <li>• Appropriate assessments</li> </ul>	SPED Dr.	August	SPED	Training scheduled	Sign in sheets



**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.**

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
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.**

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
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 <ul style="list-style-type: none"> <li>• PBSI</li> </ul>	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 <ul style="list-style-type: none"> <li>• PBSI</li> </ul>	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"> <li>• Unwanted physical or verbal aggression</li> <li>• Sexual harassment</li> <li>• Other forms of bullying                             <ul style="list-style-type: none"> <li>○ In schools,</li> <li>○ On school grounds</li> <li>○ In school vehicles</li> </ul> </li> </ul>	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"> <li>• Assemblies each semester</li> <li>• Suicide prevention, conflict resolution, violence prevention</li> <li>• Programs on violence prevention, suicide prevention</li> </ul>	Principal	Semester	Local TIV	Lesson Plans	Student incidents



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Implement Discipline management plan <ul style="list-style-type: none"> <li>• PBSI</li> </ul>	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"> <li>• Chapter 29 and 37 programs</li> <li>• AEP</li> <li>• JJAEP</li> <li>• ISS</li> </ul>	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"> <li>• From alternative setting</li> <li>• For Freshman students</li> <li>• Teacher Follow-up</li> <li>• Adopt A Student</li> </ul>	Asst. Principal	August – October	Local	Grade level orientation schedule	Discipline referral and student records
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"> <li>• Calendar of events in newspaper</li> <li>• Principal's bulletin twice each semester</li> <li>• Open House</li> <li>• Higher Education Admissions</li> <li>• Financial Aid Opportunities</li> <li>• TEXAS grant program</li> <li>• Teach for Texas grant</li> <li>• How to make informed curricular choices for success beyond HS</li> </ul>	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"> <li>• Keep Slaton Beautiful</li> <li>• Local Air Shows</li> <li>• Oktoberfest</li> </ul>	Principal	As available	Local	Events	PI Evaluation
Provide opportunities for involvement <ul style="list-style-type: none"> <li>• Involve fire marshal in bonfire planning and event</li> <li>• Involve stakeholders in Character Counts mentoring program</li> </ul>	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"> <li>• Afternoon hours as appropriate</li> <li>• Extended day tutorials</li> </ul>	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"> <li>• Monitor attendance</li> <li>• Parent communications</li> <li>• Use Parent liaison/ resource officer</li> </ul>	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"> <li>• Plato Lab &amp; Career Center support</li> </ul>	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"> <li>• Plato Lab</li> <li>• Correspondence courses</li> <li>• Credit by exam</li> <li>• Self-paced instruction</li> </ul>	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 351 students. The low income rate is 52.74%. The campus received a rating of Academically Acceptable. To receive the rating a campus must meet 70% passing in reading/ELA; 50% passing for math; 65% for writing and social studies; and 45% for science.

The high school is 2008 “Blue Ribbon School” based on five years of academic improvement!

### **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

Bilingual/ESL and NCLB program areas met all indicators to state standards or above. Career and Technology Education program had one indicator requiring analysis—the RHSP/DAP Diploma Rate. Special Education had six indicators requiring district analysis. These areas will be the focus of the district for meeting student needs and state standards.

#### **Staff Strengths**

##### **Highly Qualified Teachers**

All teachers in the core subject areas are required to be “highly qualified” by federal No Child Left Behind Act (NCLB). High School had 100% of classes and 100% of teachers highly qualified.  
See Chart on Highly Qualified Teachers State Objectives.



**Parent Involvement Strengths:**

The Parent Involvement Policy and Program is evaluated each year to determine ways to involve all parents and make improvements in the program. Areas of strengths were: 1) Include all parents in activities; 2) Inform parents about the curriculum and programs offered; and 3) Provide information on student assessments and student achievement during the year.



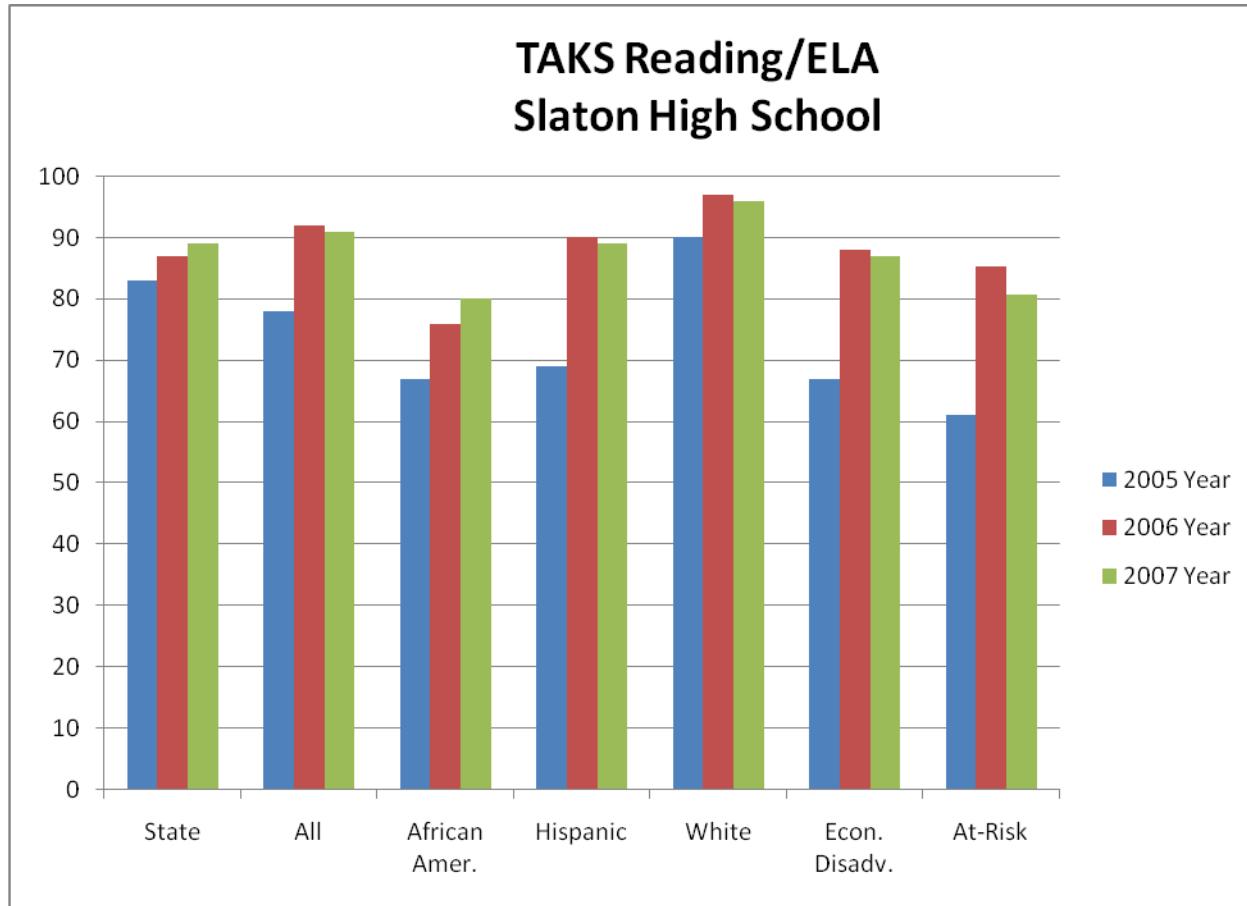
**Needs**

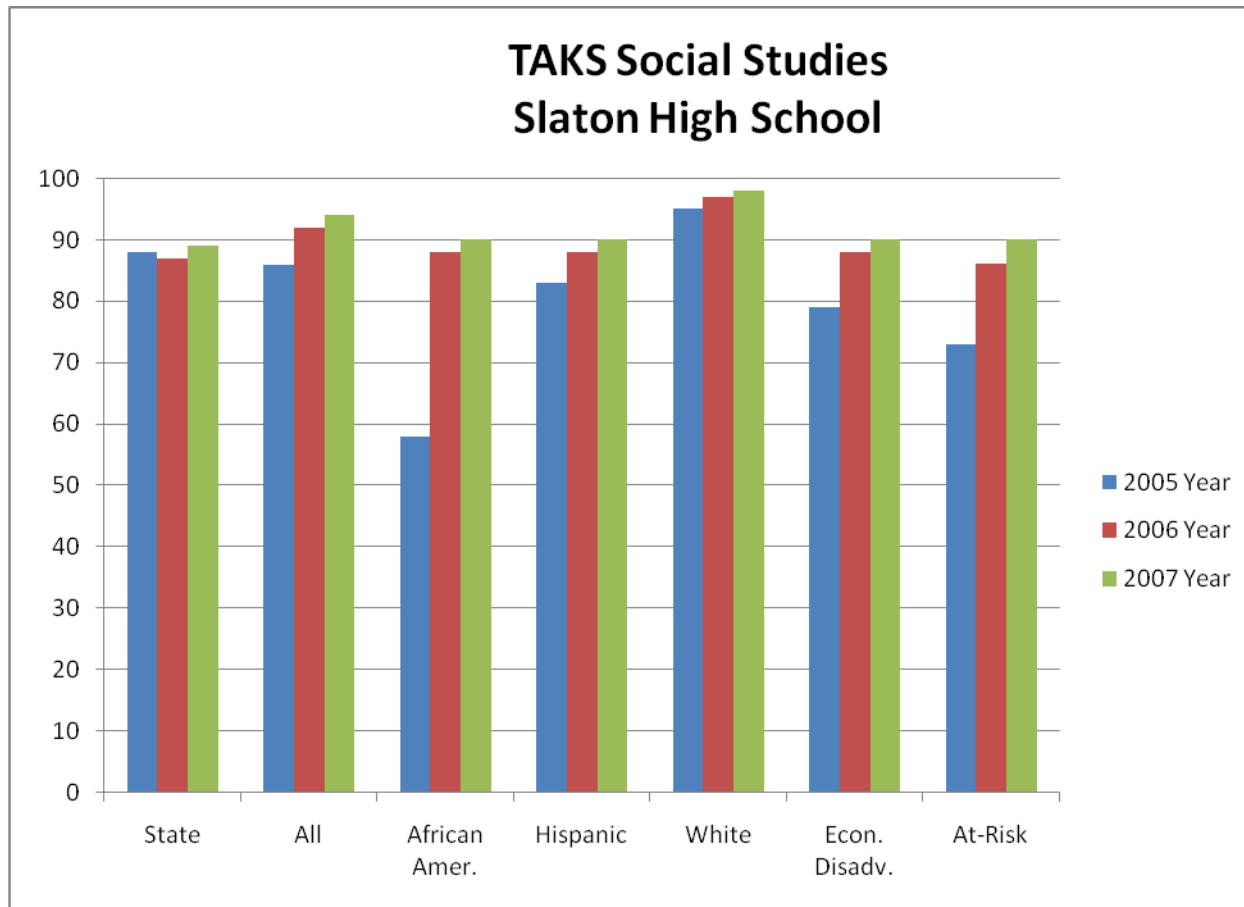
The needs identified by the survey were as follows: 1) Inform parents about their right to request information regarding the qualifications of their child's teacher(s); 2) Inform parents about their child's teacher if their child is taught for 4 consecutive weeks by a teacher who does not meet the highly qualified requirements; and 3) Provide training for parents to help their child at home. The district will focus on these needs.

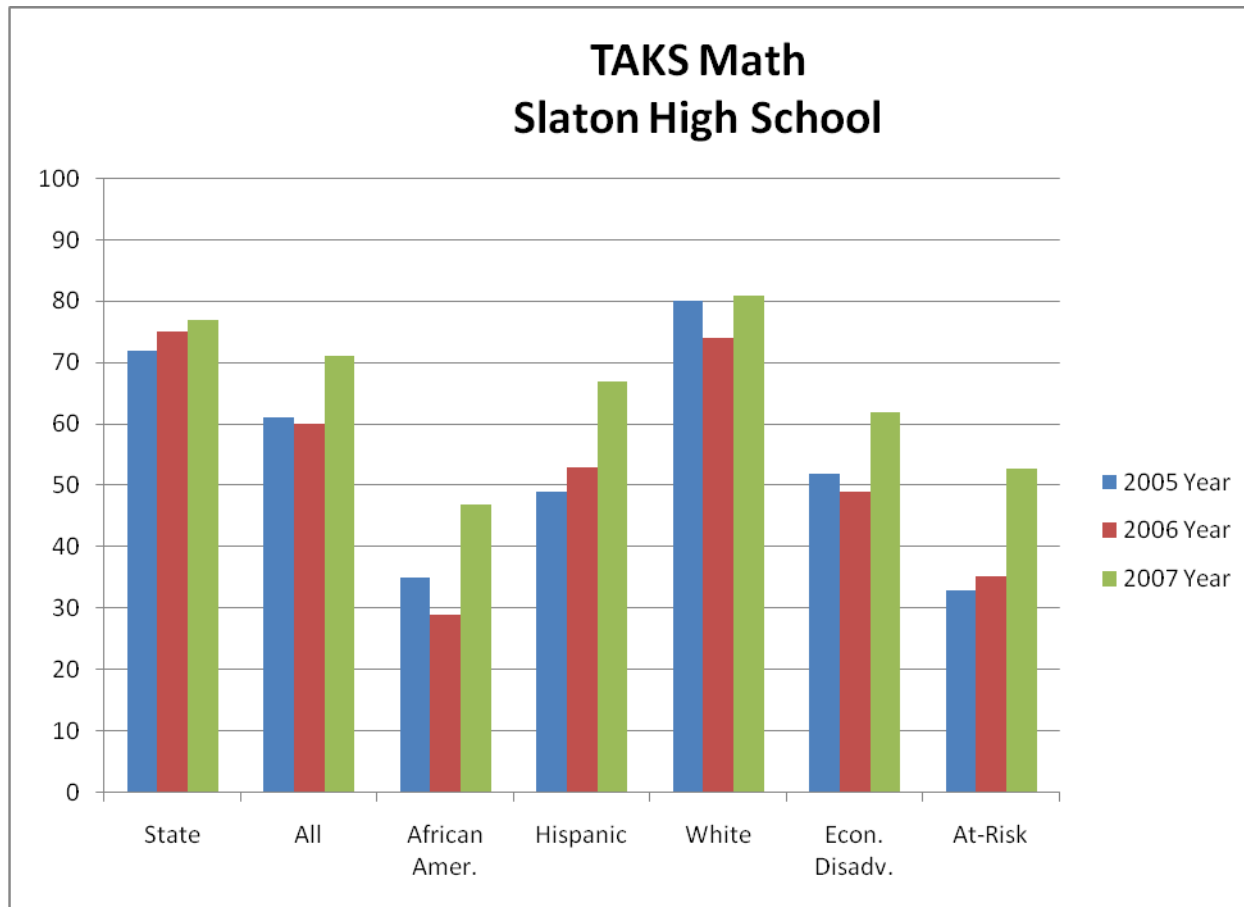
The district also made a commitment to strive for continual improvement in building partnerships and collaborations! A recent success has been to partner with area business people to teach students skills in technical areas. Students work during school, and then are prepared to enter the work force post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

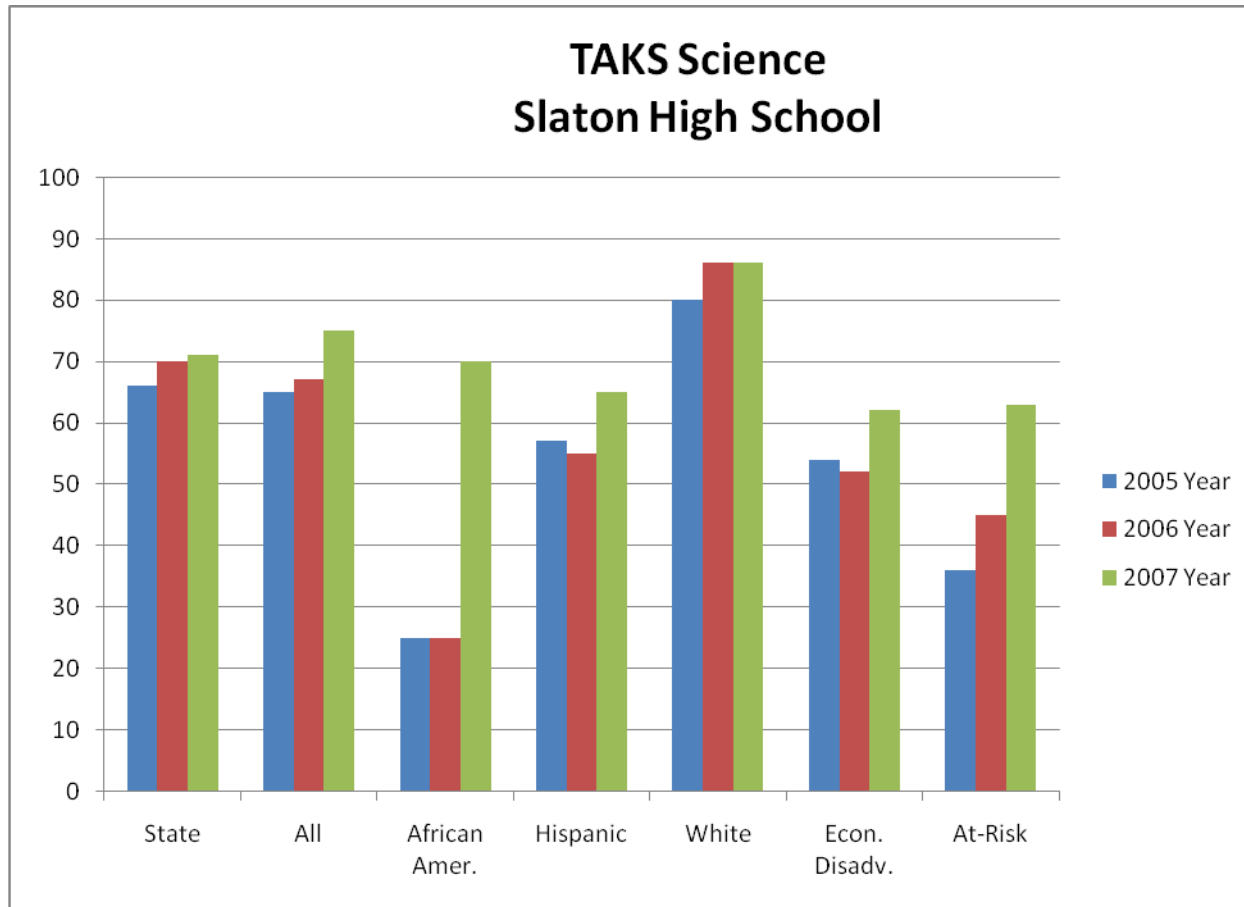
**Facilities**

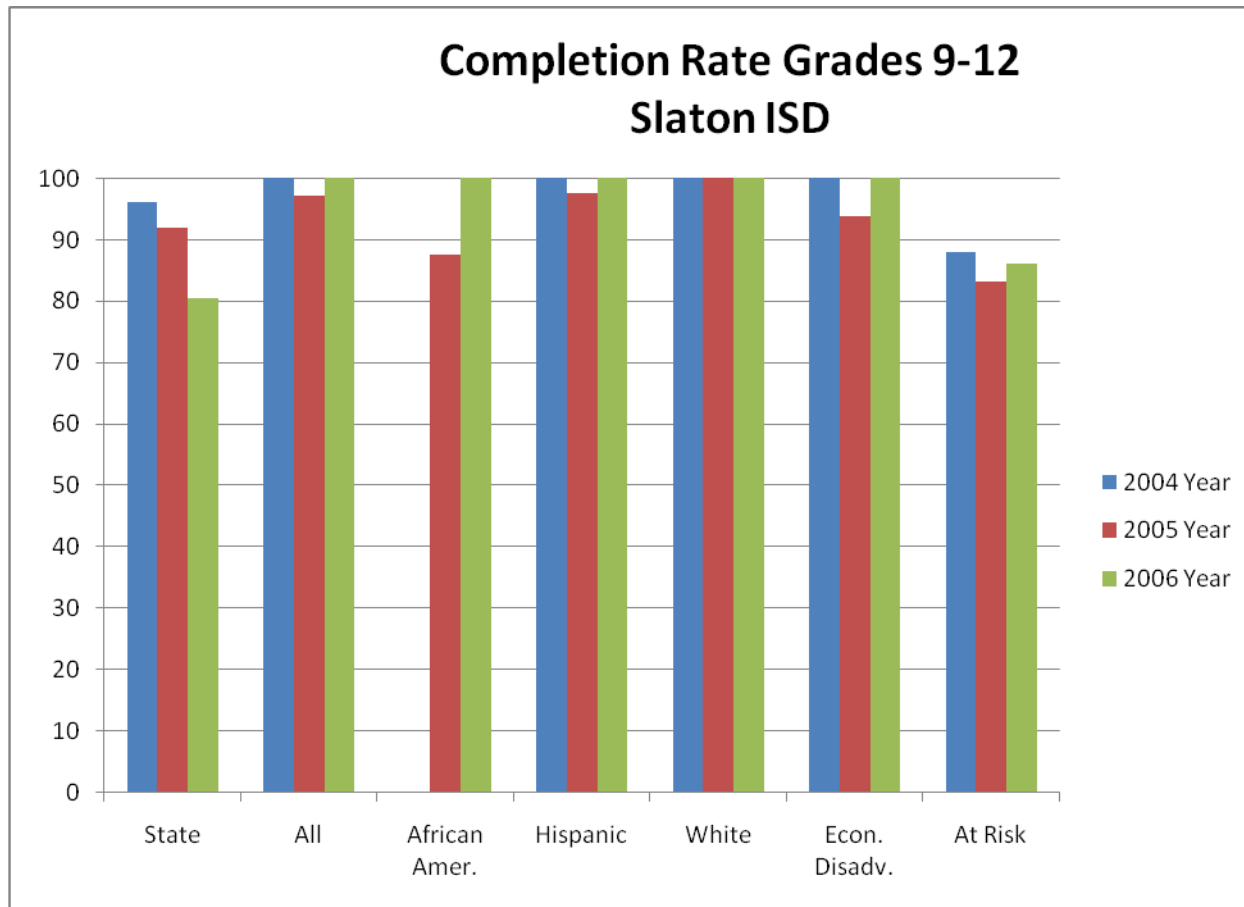
The district completed building a new gym, cafeteria, and science lab, testing center and field house for high school students.













**Highly Qualified Teachers  
Slaton ISD Progress Meeting State Objectives**

STATE OBJECTIVES	YEAR	STATE TARGETS	SLATON ISD	SLATON HS	JR. HIGH	AUSTIN ELEM	THOMAS
<b>1. Percentage of Classes Taught by HQ Teachers</b>							
	<b>2008-09</b>	100%	99.6%	100%	100%	92.31	100%
	<b>2007-08</b>	100%	100%	100%	100%	100%	100%
	<b>2006-07</b>	100%	100%	100%	100%	100%	100%
<b>2. Percentage of Teachers Highly Qualified</b>							
	<b>2008-09</b>	100%	98.99%	100%	100%	92.31%	100%
	<b>2007-08</b>	100%	100%	100%	100%	100%	100%
	<b>2006-07</b>	100%	100%	100%	100%	100%	100%
<b>3. Percentage of Teachers Receiving High Quality Professional Development</b>							
	<b>2008-09</b>	100%	100%	100%	100%	100%	100%
	<b>2007-08</b>	100%	100%	100%	100%	100%	100%
	<b>2006-07</b>	100%	100%	100%	100%	100%	100%

Reports are available for viewing on the TEA website: <http://www.tea.state.tx.us/nclb/hqreport.html>



**Performance Based Monitoring Multi-Year Summary**

<b>Programs</b>	<b>Program Indicators Below Standard</b>	<b>Performance Level 2007</b>	<b>Performance Level 2008</b>	<b>Performance Level 2009</b>	<b>Performance Level 2010</b>
<b>Bilingual/English as a Second Language(BE/ESL)</b>					
	LEP TAKS/TAKS I- II Participation Rate	1	All indicators met standards		
<b>Career and Technology Education(CTE)</b>					
	CTE RSHP / DAP Diploma Rate	1	1		
<b>No Child Left Behind (NCLB)</b>					
		All indicators met standard	All indicators met standard		
<b>Special Education (SPED)</b>					
	RHSP/DAP Diploma Rate		3		



Programs	Program Indicators Below Standard	Performance Level 2007	Performance Level 2008	Performance Level 2009	Performance Level 2010
	Identification	2	2		
	African American Representation	1	0		
	Hispanic Representation	1	1		
	Discretionary DAEP Placement	3	3		
	Discretionary DAEP Placements to ISS	1	2		

**SCORING KEY Standard Analysis**

Districts meet minimum size in the current year or most recent two years. Minimum size 30 students

Performance Level (PL)	PL Assignment	Notes
0	Met Standard	Best Score
1	0.1 – 10 points below standard	
2	10.1 – 20 points below standard	
3	20.1 + points below standard	Worst Score