
Slaton ISD
High School Improvement Plan



2009-10

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
English Language Learners

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)
ARRA



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 ○ Inclusion ○ Co-Teaching ○ Differentiated Instruction | 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 • Accelerate in special programs • Provide summer school • RTI • Reading | Supt. Asst. Supt. Principal | Daily | Local TIA TIC SCE OEYP | 6 week grades | TAKS/ RPTE |



| Strategy | Person Responsible | Timeline | Resources | Formative Evaluation | Summative Evaluation |
|--|-----------------------|----------------|-----------|----------------------------|----------------------|
| <ul style="list-style-type: none"> Other options as needed | | | | | |
| 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. Principal | Weekly | Local | Schedule for team meetings | TAKS |
| Provide TAKS tutorial classes by assessments not passed | 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"> • AIMSweb for skills development • Aligned Curriculum <ul style="list-style-type: none"> ○ Accountability ○ Data disaggregation ○ Item analysis ○ Benchmarks/2 week assessments ○ Inclusion ○ Co-Teaching ○ Differentiated Instruction | 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 • Accelerate in special programs • TAKS Remediation • RTI • Other options as needed | Supt. Asst. Supt. Principal | Daily | Local TIA TIC SCE OEYP | 6 week grades | TAKS/ RPTE |



| Strategy | Person Responsible | Timeline | Resources | Formative Evaluation | Summative Evaluation |
|--|--------------------------|----------|--------------|----------------------------|----------------------|
| 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. Principal | Weekly | Local | Schedule for team meetings | TAKS |
| Provide before/after school tutorials | Principal | Daily | Local SCE | 6 weeks 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 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 ○ Inclusion ○ Co-Teaching ○ Differentiated Instruction | 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 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"> • Use academic teams • Insure all objectives are taught • Insure sequential instruction • Provide meeting times for staff to collaborate across grade levels | | | | team meetings | |
| Provide after school tutorials | Principal | Daily | Local SCE | 6 weeks 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 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 | 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 advisory council | CTE staff & council | Fall Spring | CTE Perkins | Mid-Year review | Program update results |
| 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 |



| Strategies | Person Responsible | Timeline | Resources | Formative Evaluation | Summative Evaluation |
|--|---------------------------|-----------------|-----------------------|------------------------------|---|
| 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 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"> • 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 ELL 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 • ELL Dropout • ELL 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 • Research-based | Principal ESC 17 | During year and summer | BE/ESL TIII Local | Training scheduled | Certificates of training |



| Strategy | Person Responsible | Timeline | Resources | Formative Evaluation | Summative Evaluation |
|---|---------------------------------|-------------|-----------|----------------------|----------------------|
| <ul style="list-style-type: none"> Based on needs from staff | | | | | |
| 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 Asst. Principal | During year | 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.

Gifted and Talented (GT)

| Strategy | Person Responsible | Timeline | Resources | Formative Evaluation | Summative Evaluation |
|--|------------------------|---------------------|--------------|----------------------------------|---|
| Update policies <ul style="list-style-type: none"> • 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 core academic areas | GT staff | April – Aug. | Local | Meeting minutes | Curriculum revisions |
| Determine Professional development | GT | Spring | Local | Survey | Survey |



| Strategy | Person Responsible | Timeline | Resources | Formative Evaluation | Summative Evaluation |
|---|--------------------|--------------|-----------|----------------------|----------------------|
| needs by staff survey | Coordinator | | | | 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 | | 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 |
| OESYP Program for credit recovery | Principal Asst. Principal | Aug-May | SCE/Local | 6 Weeks grades | Graduation Rate |
| Serve ELL 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 / foster group home (preceding / 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 ELL • 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, , TIC, ESL, SCE, Local ARRA | 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"> • Instructional TIA Paraprofessionals | Principal | August – May | TIA, TII, ARRA | 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 | Staff Development Calendar | TAKS |
| 5) Attract and retain highly qualified teachers to high needs campus | Principal | Each year | ARRA | Personnel Files | HQ Report |
| 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 ARRA | List of identified students | TAKS |
| 10) Coordinate & integrate federal/state/local programs | Fed. Program Dr. | August Through May | TIA, TIC, TIIA, TIID, ESL, CTE, 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"> 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 |



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"> • How to modify curriculum • Modifications & behavioral interventions • Time Out • Restraint training • Pre-Referral Process • PBS1 • Co-teaching | SPED Dr. Principal | As scheduled | SPED Local | Training calendar | Training certificates |
| Conduct Comprehensive Needs Assessment <ul style="list-style-type: none"> • | SPED Director And staff | Fall | SPED Local | Analysis | PBM Risk Levels |
| 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/Campus Testing | SPED Dr. | August | SPED | Training | Sign in sheets |



| Strategy | Person Responsible | Timeline | Resources | Formative Evaluation | Summative Evaluation |
|--|--------------------|----------|-----------|----------------------|----------------------|
| Team <ul style="list-style-type: none"> • Appropriate assessments | | | | scheduled | |



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 <ul style="list-style-type: none"> • PBSI • OESYP | Asst. Principal 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"> • PBSI | 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 |
|--|------------------------------|------------------|-----------|----------------------------------|---|
| Implement Discipline management plan <ul style="list-style-type: none"> • PBSI | 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 • ISS | 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 |



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 (monthly) • 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 |
| 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 • Others | 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 • OESYP | 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 | 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 • OESYP | 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 |



Comprehensive Needs Assessment

Slaton High School is a 9-12 campus with 340 students. The low income rate is 49.87%. The campus received a rating of Recognized. To receive the rating a campus must meet $\geq 75\%$ passing in all subjects.

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

STUDENT ACHIEVEMENT

Needs

- To improve math scores for all students, but especially for at-risk group
- To improve TAKS scores for at-risk and special education students using RTI strategies

Strengths

- Significant gains in all areas at the High School Campus

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 and Special Education had indicators requiring district analysis.



FAMILY AND COMMUNITY INVOLVMENT:

The Parent Involvement Policy and Program is evaluated each year to determine ways to involve all parents and make improvements in the program.

Needs:

- To inform parents about their right to request information regarding the qualifications of their child's teacher
- To provide training for parents to help their child at home

Strengths

- Numbers of parents included in school activities
- Information given to parents about the curriculum and programs offered
- Information provided to parents on student assessments and student achievement during the year

STAFF QUALITY; RECRUITMENT AND RETENTION

Needs:

- To retain highly qualified and effective teachers
- To provide professional development to meet needs of teachers in working with students, especially the At-Risk students

Strengths

- Low-turnover of teachers
- Low turnover of paraprofessionals

TECHNOLOGY

Needs:

- To improve teacher/staff capabilities in the area of technology and using technology for instruction and to interpret and use student data for instructional strategies



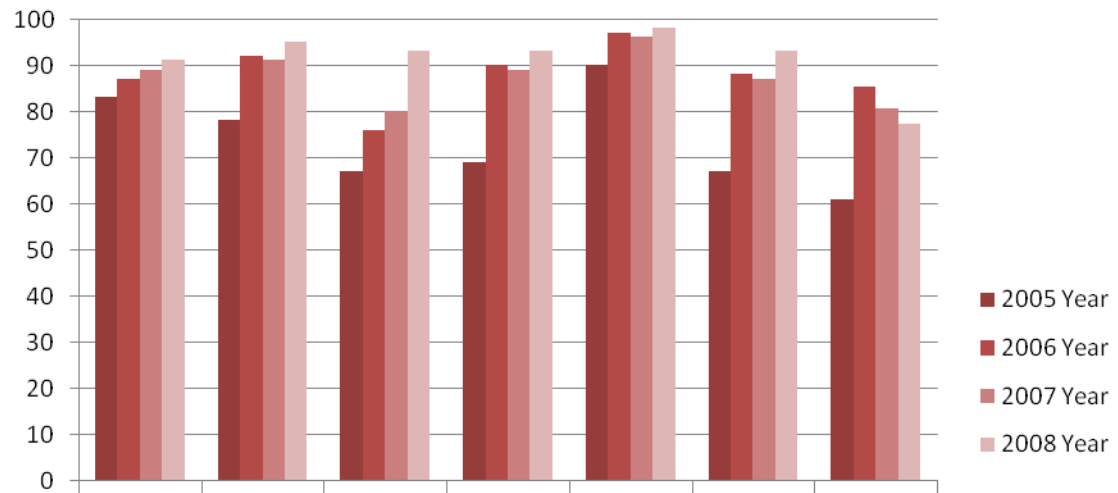
- To incorporate technology in the classroom at the Schoolwide campus
- To use technology for problem solving, thinking skills, and creativity
- To use technology for reading and math interventions for at-risk students

Strengths

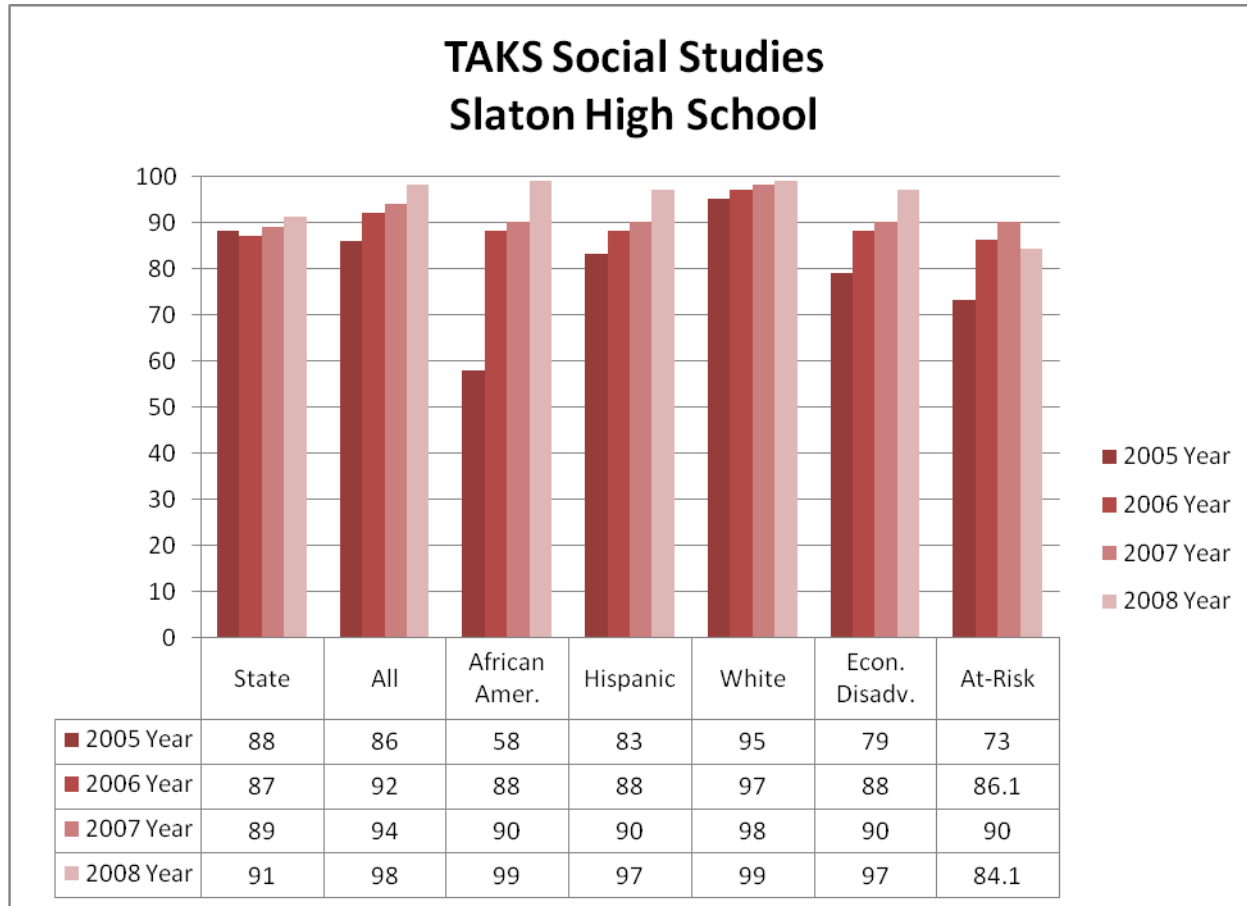
- District is conducting an audit of technology for improving all areas

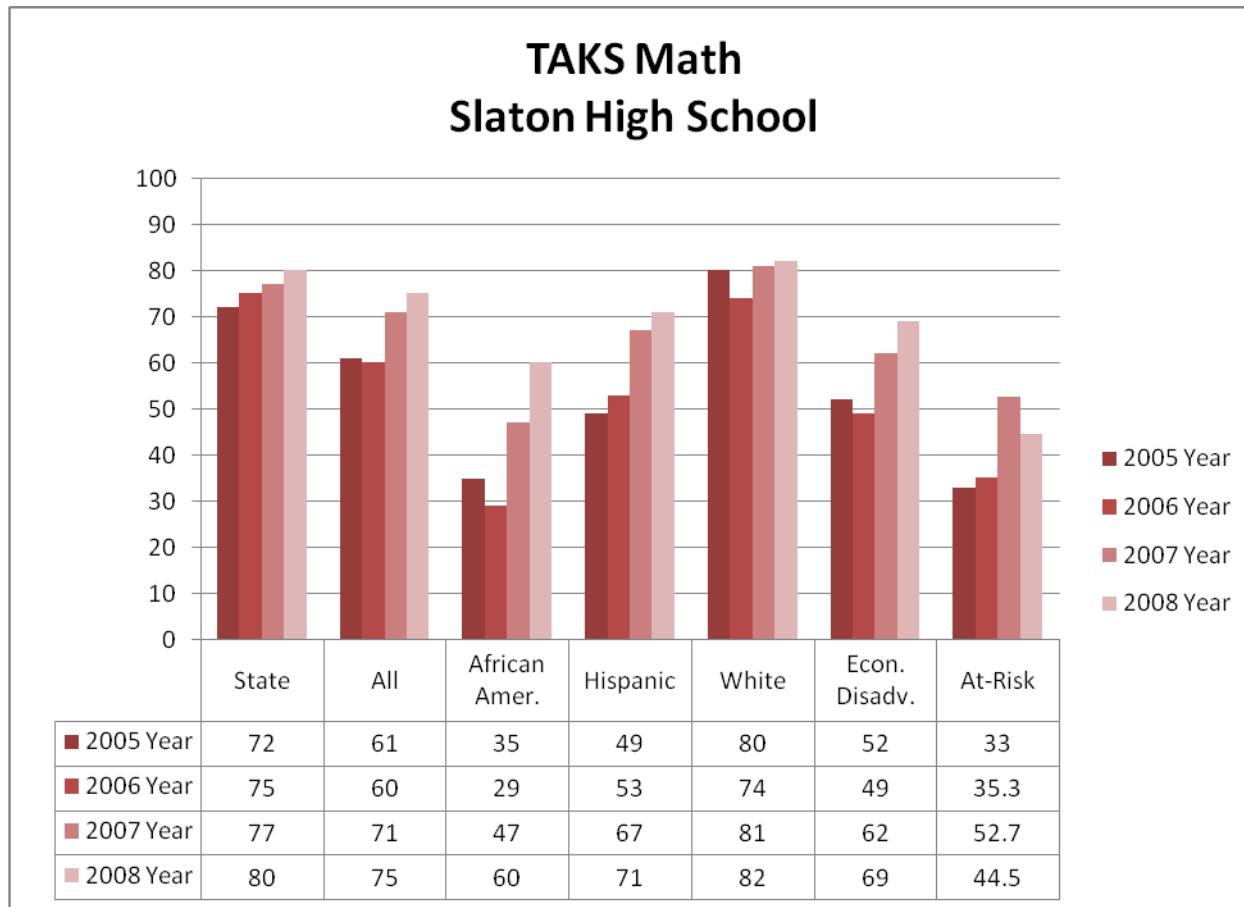


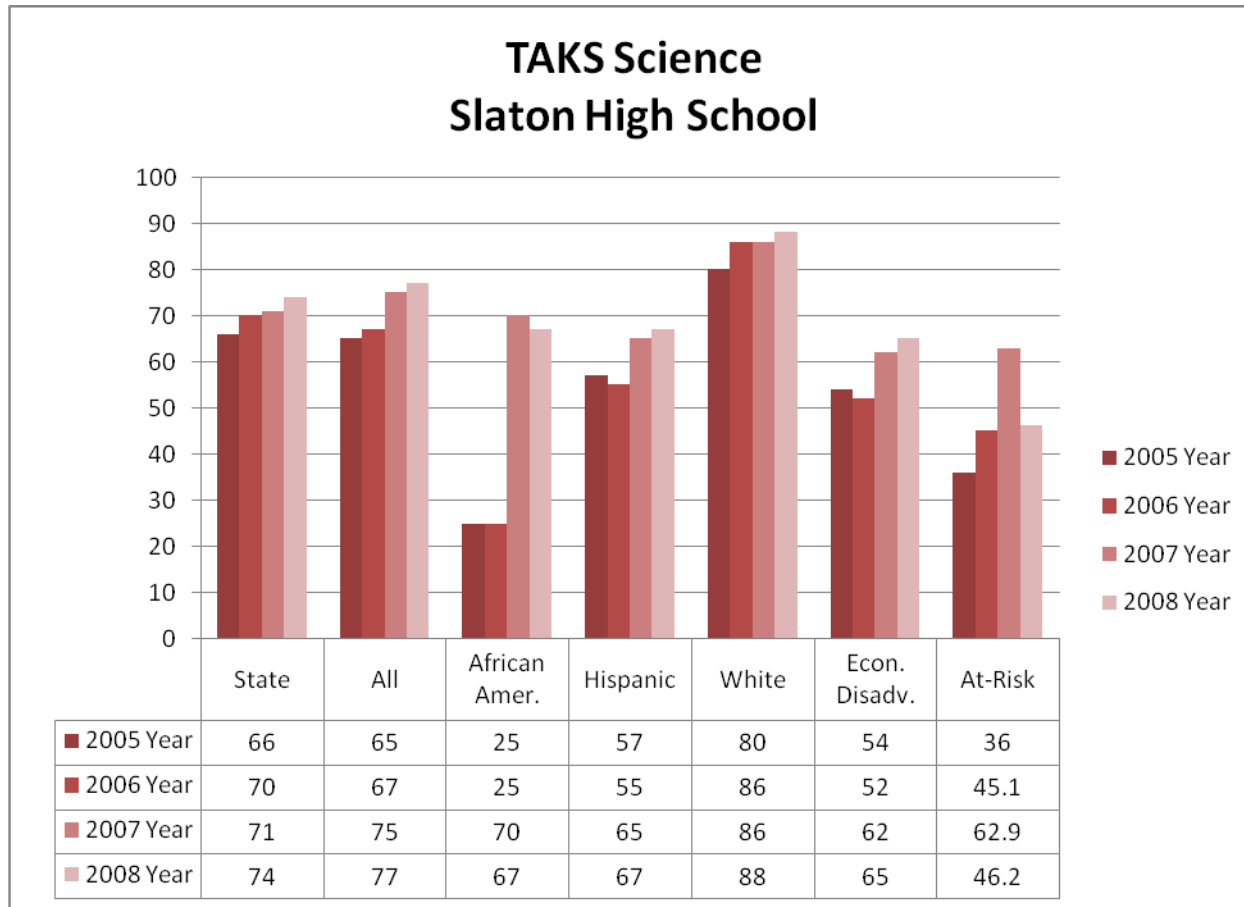
TAKS Reading/ELA Slaton High School

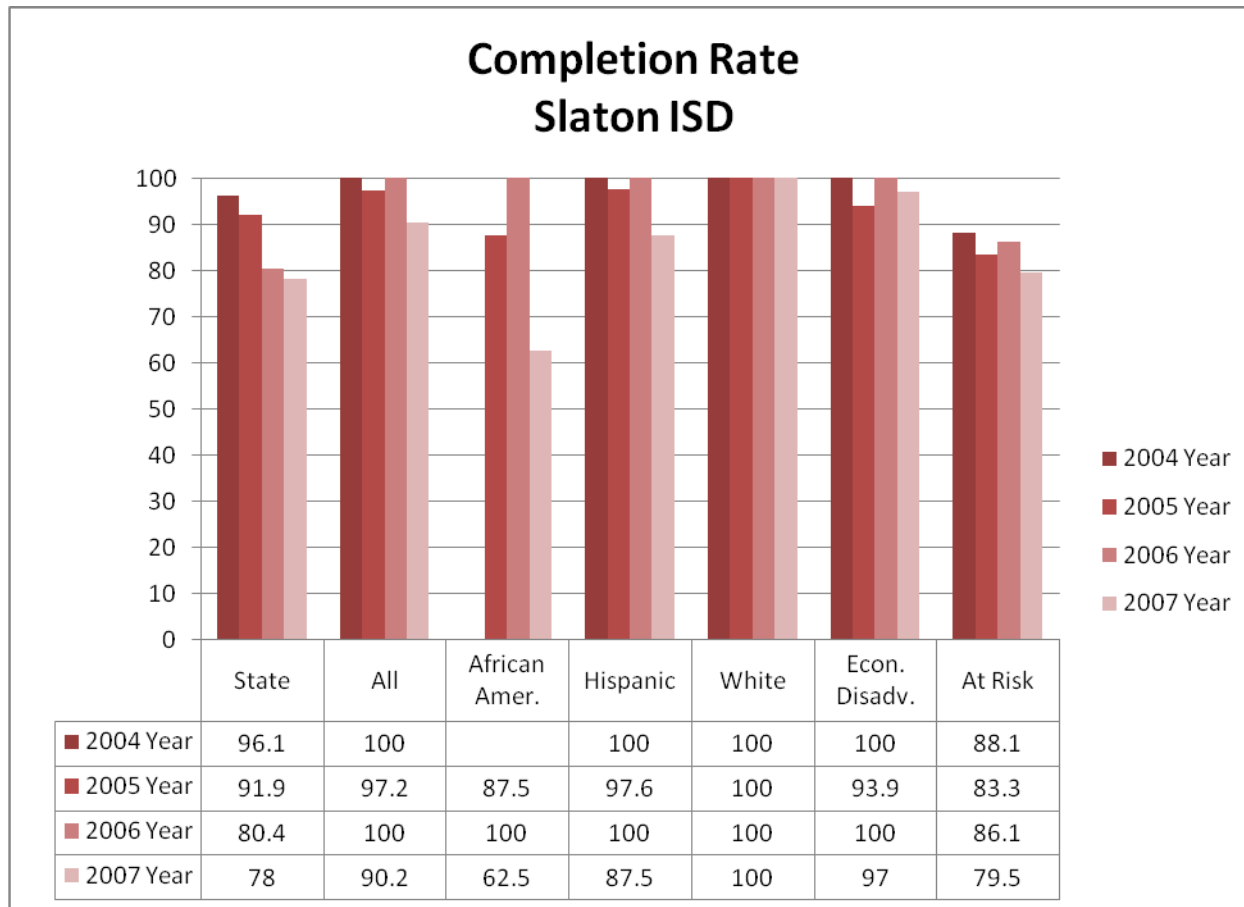


| | State | All | African Amer. | Hispanic | White | Econ. Disadv. | At-Risk |
|-------------|-------|-----|---------------|----------|-------|---------------|---------|
| ■ 2005 Year | 83 | 78 | 67 | 69 | 90 | 67 | 61 |
| ■ 2006 Year | 87 | 92 | 76 | 90 | 97 | 88 | 85.2 |
| ■ 2007 Year | 89 | 91 | 80 | 89 | 96 | 87 | 80.6 |
| ■ 2008 Year | 91 | 95 | 93 | 93 | 98 | 93 | 77.4 |











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

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

| Programs | Indicator Below Standard | Performance Level 2007 | Performance Level 2008 | Performance Level 2009 |
|--|--|-----------------------------|------------------------------|-------------------------------------|
| Bilingual/English as a Second Language(BE/ESL) | ELL TAKS/TAKS I-SDAA II Participation Rate | 1 | All indicators met standards | <i>All indicators met standards</i> |
| | | | | |
| Career and Technology Education(CTE) | CTE RSHP / DAP Diploma Rate | 1 | 1 | <i>All indicators met standards</i> |
| | | | | |
| No Child Left Behind (NCLB) | | All indicators met standard | All indicators met standard | <i>All indicators met standard</i> |
| | | | | |
| Special Education (SPED) | TAKS Passing Rate Science | | | 1 SA |
| | RHSP/DAP Diploma Rate | | 3 | 3 SA |
| | Identification | 2 | 2 | Indicator deleted |
| | SPED Representation | | | 1 |
| | African American Representation | 1 | 0 | 1 SA |
| | Hispanic Representation | 1 | 1 | 1 |
| | Discretionary DAEP Placement | 3 | 3 | 0 RI |
| | Discretionary DAEP Placements to ISS | 1 | 2 | 0 |
| | RHSP/DAP Diploma Rate | | 3 | 3 SA |

