
Slaton ISD
High School Improvement Plan



2010-11

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 90% 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

Performance Objective 2: To increase physically active students and healthy life styles

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
- 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 90% 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 • Flexible Scheduling • Read 180* • Reading Enrichment • Math Enrichment • C-Scope • Computer on Wheel training • CTE training • Plato training 	Asst. Supt. Principal	Monthly	Local TIA TII TPTR Technology grant ARRA	Staff development calendar Training Sign in Principal walk through	TAKS
Analyze the Eduphoria to determine	Supt.	September	Local	Meeting agenda	Sign In



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
strengths and weaknesses					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 Enrichment/Math Enrichment • Other options as needed 	Supt. Asst. Supt. Principal	Daily	Local TIA SCE	6 week grades	TAKS/ 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. 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
Read 180*/Systems 44	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 • Flexible Scheduling • Read 180* • Reading Enrichment • Math Enrichment • C-Scope • Computer on Wheel training • CTE training <ul style="list-style-type: none"> ○ Plato training 	Asst. Supt. Principal	Monthly	Local TIA TII TPTR	Staff development calendar Training Sign in Principal walk through	TAKS
Analyze the Eduphoria to determine	Supt.	September	Local	Meeting agenda	Sign In



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
strengths and weaknesses					TAKS
Identify and track students needing additional assistance <ul style="list-style-type: none"> • Target TEKS objectives • Accelerate in special programs • TAKS Remediation • RTI • Reading/Math enrichment 	Supt. Asst. Supt. Principal	Daily	Local TIA SCE	6 week grades	TAKS/ 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. Principal	Weekly	Local	Schedule for team meetings	TAKS
Provide before/after school tutorials	Principal	Daily	Local SCE	6 weeks grades	TAKS
Continue Odysseyware 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 Eduphoria 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 • Reade 180* 	Principal	August – May	Local	Lesson Plans Grades at 6 weeks	TAKS math
Provide Odysseyware 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 Odysseyware 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 Eduphoria 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/2 week assessments ○ Inclusion ○ Co-Teaching ○ Differentiated Instruction • Flexible Scheduling • Read 180* • Reading Enrichment • Math Enrichment • C-Scope • Computer on Wheel training • CTE training <ul style="list-style-type: none"> ○ Plato training 	Asst. Supt. Principal	Monthly	Local TIA TII TPTR	Staff development calendar Training Sign in Principal walk through	TAKS
Analyze the Eduphoria to determine	Supt.	September	Local	Meeting agenda	Sign In



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
strengths and weaknesses					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 SCE	6 week grades	TAKS/ 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
Provide after school tutorials	Principal	Daily	Local SCE	6 weeks grades	TAKS
Continue Odysseyware 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



Strategies	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
					completed
Offer CTE courses:	Principal	Semester	CTE Local	Courses scheduled	Courses completed
Recruit and retain highly qualified including minorities	Principal	Summer	CTE Local	Teachers interviewed	Teachers certificates
Provide staff development with staff input	Principal	During year	Local CTE	Calendar of training	Attendance certificates
Increase Parent Involvement <ul style="list-style-type: none"> • Send information to parents in home language of parents • Provide PI activities 	CTE staff	August-May	CTE Perkins TIA	Calendar of PI activities	Sign in sheets for parents
Offer programs for license/certification	Principal	Semester	CTE Local	Courses scheduled	Licenses, certifications received
Provide transition for work /post secondary education and College Prep Course	CTE staff	Senior year	CTE Local	Lesson plans	Participating students
Implement flexible scheduling process for all students	Principal	Fall/Spring	CTE Local	Course selection/Evaluations	Course Completion



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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 • Phone 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 • Systems 44 • Read 180* 	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	Principal	During	BE/ESL	Training	Certificates of



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Teachers and paraprofessionals • Research-based • Based on needs from staff 	ESC 17	year and summer	TIII Local	scheduled	training
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



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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"> • 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	Summative 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)

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 or with tutorials	Principal	Weekly	SCE	6 weeks grades	TAKS
Serve pregnant / parents students by Pregnancy Related Services Program	Principal	As needed	SCE PEP grant	6 weeks Grades	TAKS attendance



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
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
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 	Site-Base Team, Chair	Quarterly	TIA, TIIA, , , ESL, SCE, Local ARRA	CIPs and strategies Personnel files	TAKS HQ compliance report
<p>3) Provide instruction by HQ teachers in core subject areas</p> <ul style="list-style-type: none"> • Hire HQT • Provide teachers environment conducive to teaching/learning 	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 Eric Cupp training 	Principal	March-May	TIA, local, 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, , TIIA, , ESL, CTE GT, SCE, SPED, ARRA	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 Provide information on TAKS to EOC 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: 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/Support Facilitation 	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
Provide individualized scheduling process to meet individual student needs	Principal	Spring	Local	Courses/Planning	Enrollment 4 Yr. Plans Need



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	Eduphoria data
Communicate with parents on importance/significance of attendance issues	Principal	August – May	Local	Attendance logs and parent contacts	Eduphoria 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	Eduphoria
Attendance Hearings	Asst. Principal	August-May	Local	Attendance Records	Data Eduphoria



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 awareness/education; training; and strategies for prevention in the following areas: <ul style="list-style-type: none"> • Unwanted physical or verbal aggression • Dating Violence • Child Abuse and Neglect including sexual abuse • Sexual harassment • Sexting • Other forms of bullying <ul style="list-style-type: none"> ○ In schools, ○ On school grounds ○ In school vehicles 	Special Programs Director	Each 6 weeks	Local	Incidents reported each 6 weeks; Training sign in and handouts	PEIMS incidents reports; Survey
Implement training for staff in areas above <ul style="list-style-type: none"> • Awareness 	Special Programs	In-service Days as	Local	Training schedule	Sign In



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Actions to take • Resources available including school counselors • Inclusion/Co-teaching/Support • Eric Cupp training 	Director	scheduled			
<p>Form a partnership with the local police to prevent incidents and to stop problems that may occur quickly and effectively</p> <ul style="list-style-type: none"> • Include local police on relevant SBDM Meetings regarding issues and planning sessions on ways to prevent problems 	Special Programs Director	All year	Local	Meetings with local police	Survey Incidents
<p>Provide drug, tobacco, alcohol & violence education in curriculum areas</p> <ul style="list-style-type: none"> • Assemblies each semester • Suicide prevention, conflict resolution, violence prevention • Programs on violence prevention, suicide prevention 	Principal	Semester	Local	Lesson Plans	Student incidents
<p>Continue Discipline management plan</p> <ul style="list-style-type: none"> • PBSI • Maintain academy focus 	Asst. Principal	August	Local	Referrals at 6 weeks intervals	End of year referrals
<p>Provide appropriate alternative educational setting for students</p> <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



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide transitions for students <ul style="list-style-type: none"> • From alternative setting • For Freshman students 	Asst. Principal	August – October	Local	Grade level orientation schedule	Discipline referral and student
Offer public law and safety elective course	Principal CTE Dr.	August-May	Local	Scheduling Process	Flexible Scheduling Opportunities



Goal 3: Slaton ISD will provide a safe school environment.

Performance Objective 2: To increase physically active students and healthy lifestyles.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Continue the implementation of Coordinated School Health Program <ul style="list-style-type: none"> • Healthy and Wise CSHP • SPARK • Great Body Shop (CSHP) • Abstinence/STDs/Teen Pregnancy Program • Drug/Alcohol/Tobacco Programs 	Special Program Director	Each 6 weeks	Local	Lesson Plan	Fitness Gram Surveys
Make Fitness gram data available for parents	Special Programs Director	December 2010	Local	Fitness gram scores	Fitness gram scores



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

Performance Objective 1: To involve parents, business, and community members as ace 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) • "Tiger Talk" monthly newsletter for parents • 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
Private in community initiates <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 	Principal	September	Local	Planning schedule	Bonfire



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none">Involve stakeholders in Character Counts mentoring program					



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	Eduphoria
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	Eduphoria
Provide GED tutorial program	Principal	Daily	Local	Enrollment logs	Completion rates
Implement credit recovery program <ul style="list-style-type: none"> • Odysseyware 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"> • Odysseyware 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 312 students. The low income rate is 50%. The campus received a rating of Recognized. To receive the rating a campus must meet $\geq 80\%$ passing in all subjects or meet Required Improvement or meet standard with TPM. .

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

STUDENT ACHIEVEMENT

Needs

- To maintain Recognized rating and strive for Exemplary
- To transition from TAKS to EOC with continued success
- To improve instruction to address future rigorous expectations
- To continue campus inclusion program development
- To enhance expectations for intervention and enrichment programs
- 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.

FAMILY AND COMMUNITY INVOLVMENT:

Needs:

- To improve parent communications
- 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 developing a district-wide technology review committee

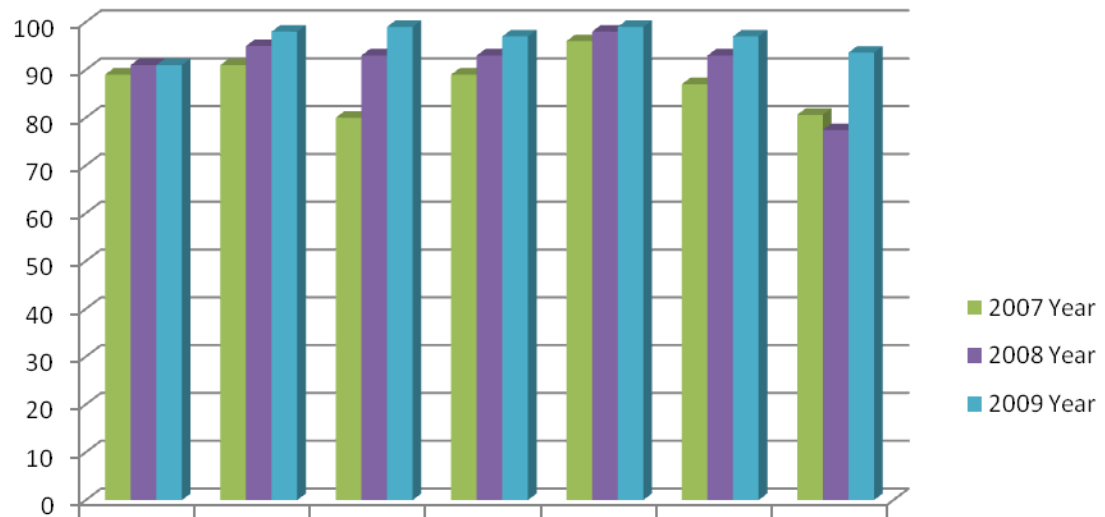
PROFESSIONAL DEVELOPMENT

Needs

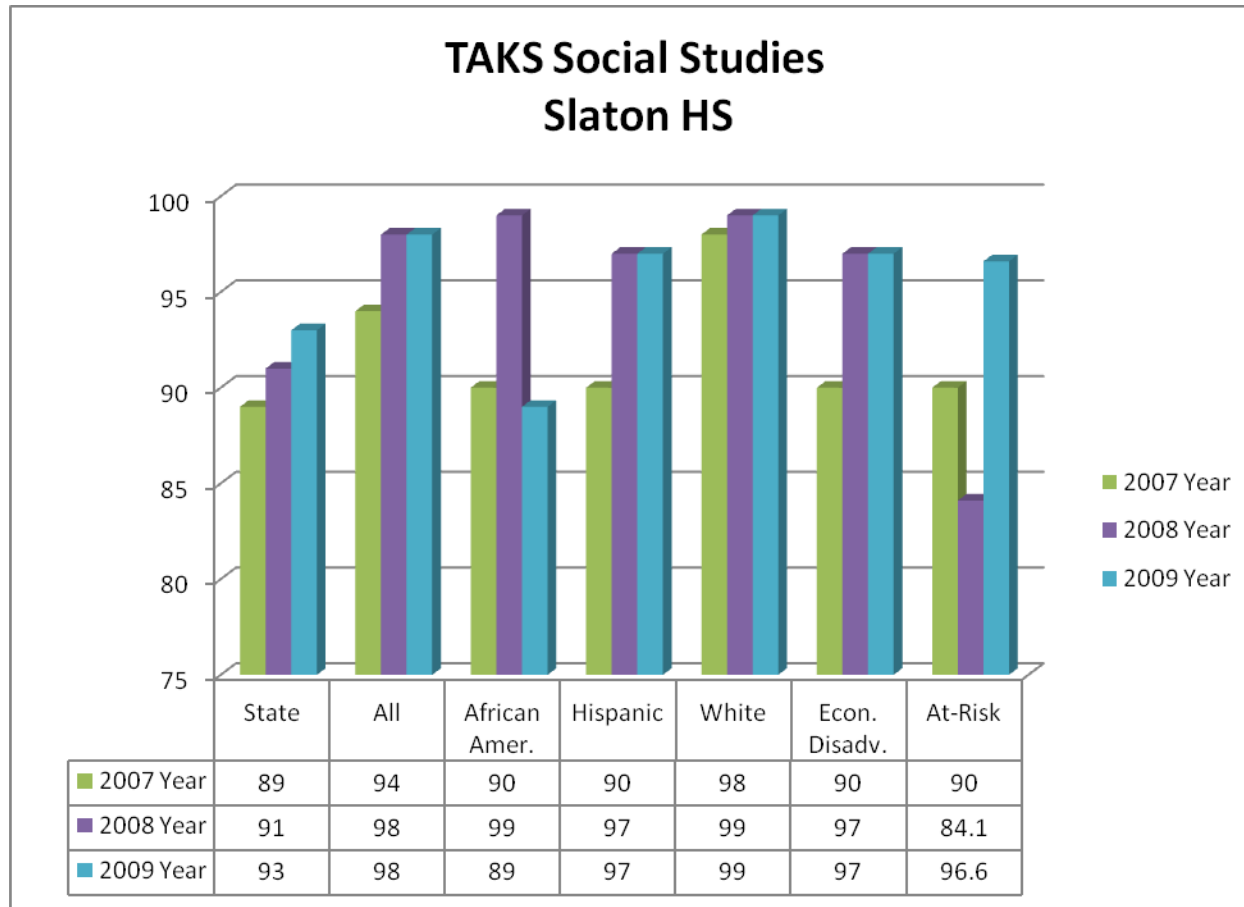
- A more refined curriculum
- NWEA testing
- Continued inclusion training
- Differentiated instruction
- Continued data disaggregation training



TAKS Reading/ELA Slaton HS

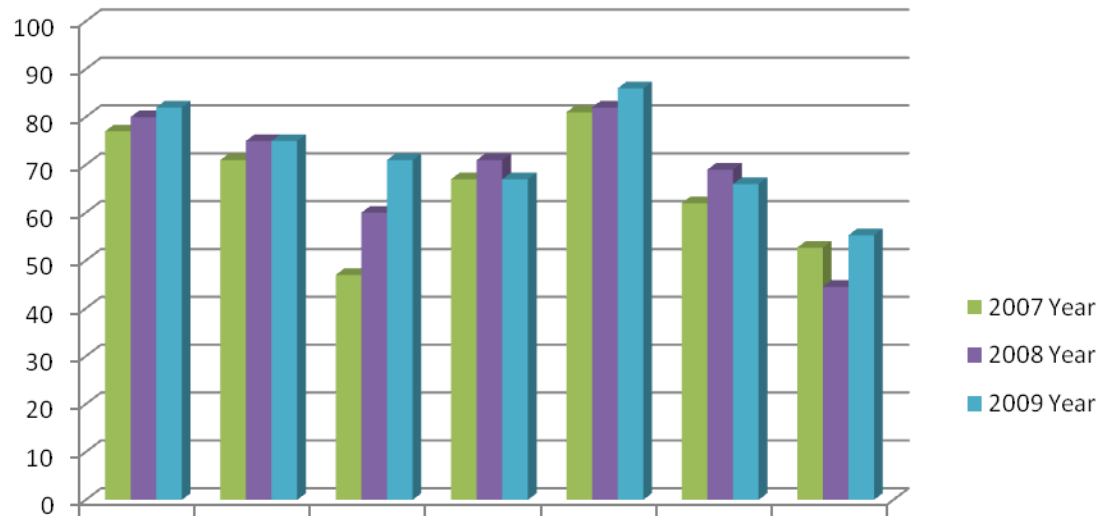


	State	All	African Amer.	Hispanic	White	Econ. Disadv.	At-Risk
2007 Year	89	91	80	89	96	87	80.6
2008 Year	91	95	93	93	98	93	77.4
2009 Year	91	98	99	97	99	97	93.6

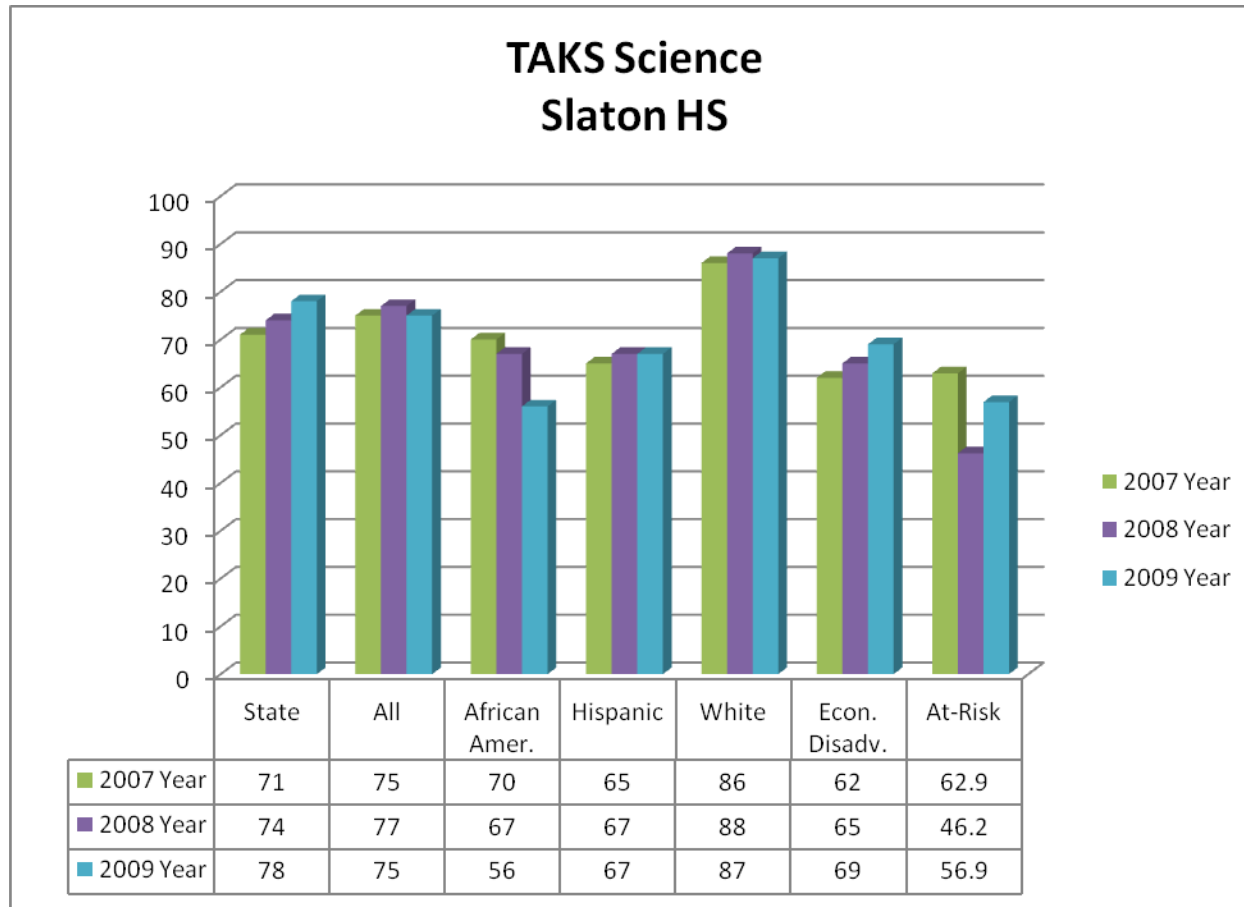




TAKS Math Slaton HS

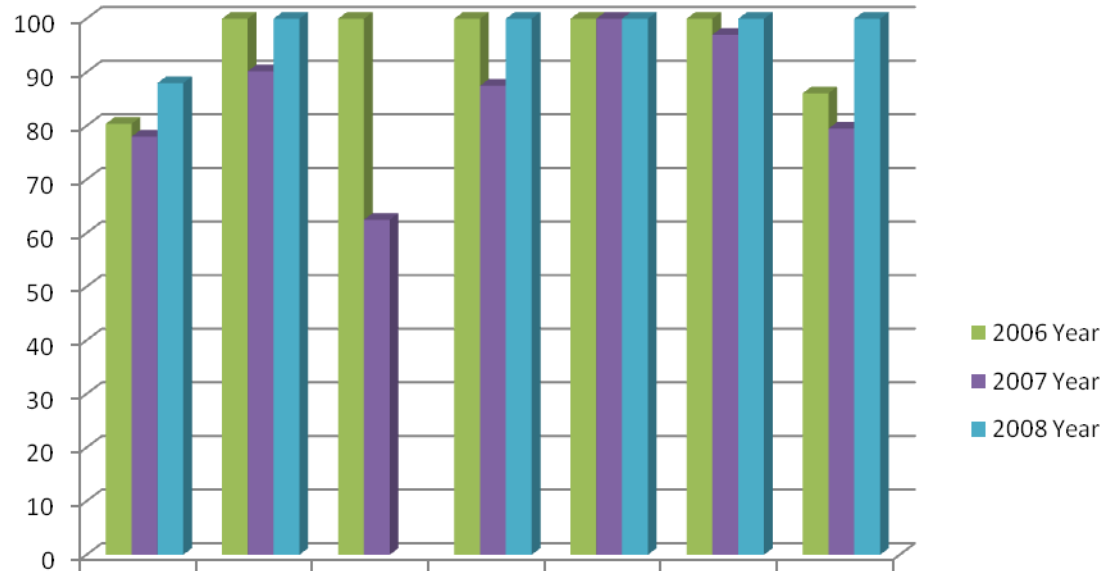


	State	All	African Amer.	Hispanic	White	Econ. Disadv.	At-Risk
2007 Year	77	71	47	67	81	62	52.7
2008 Year	80	75	60	71	82	69	44.5
2009 Year	82	75	71	67	86	66	55.3





Completion Rate 2008



	State	All	African Amer.	Hispanic	White	Econ. Disadv.	At Risk
2006 Year	80.4	100	100	100	100	100	86.1
2007 Year	78	90.2	62.5	87.5	100	97	79.5
2008 Year	88	100		100	100	100	100







Performance Based Monitoring: Multi Year Summative of Indicators					
PBMAS Program	Indicator Below State Standard	Performance Level 07	Performance Level 08	Performance Level 09	Performance Level 10
Bilingual/English as a Second Language (BE/ESL)			All indicators Met Standard	All indicators Met Standard	
	ESL English TAKS/TAKS Accom Passing Rate Writing				1 SA
	LEP TAKS/TAKS I-SDAA II Participation	1			
Career and Technology Education (CTE)	CTE RSHP / DAP Diploma Rate	1	1	All indicators Met Standard	All indicators Met Standard
No Child Left Behind (NCLB)		All indicators Met Standard	All indicators Met Standard	All indicators Met Standard	All indicators Met Standard
Special Education (SPED)	SPED TAKS/TAKS Accom Passing Rate/Math				1
	SPED TAKS/TAKS Accom Passing Rate Science			1 SA	2
	SPED TAKS M Participation Rate				1
	RHSP/DAP Diploma Rate		3	3 SA	0
	SPED Representation			1	0 RI
	African American Representation	1	0	1 SA	0
	Hispanic Representation	1	1	1	1
	SPED Discretionary DAEP Placement	3	3	0 RI	0
	SPED Discretionary Placements to ISS	1	2	0	0
	SPED Discretionary Placements to OSS				1



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

STATE OBJECES	YEAR	STATE TARGETS	SLATON ISD	SLATON HS	JR. HIGH	AUSTIN ELEM	THOMAS
1. Percentage of Classes Taught by HQ Teachers							
	2010-11	100%	100%	100%	100%	100%	100%
	2009-10	100%	100%	100%	100%	100%	100%
	2008-09	100%	99.6%	100%	100%	92.31	100%
2. Percentage of Teachers Highly Qualified							
	2010-11	100%	100%	100%	100%	100%	100%
	2009-10	100%	100%	100%	100%	100%	100%
	2008-09	100%	98.99%	100%	100%	92.31%	100%
3. Percentage of Teachers Receiving High Quality Professional Development							
	2010-11	100%	100%	100%	100%	100%	100%
	2009-10	100%	100%	100%	100%	100%	100%
	2008-09	100%	100%	100%	100%	100%	100%

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

