

Slaton ISD

District Improvement Plan



2010-11

James Taliaferro, Superintendent



District Goals and Objectives

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

Performance Objectives 1: Each campus will achieve the Recognized status and each grade level will score 80% on TAKS reading/ELA. At least 15% of students will score in the commended range.

Performance Objectives 2: Each campus will achieve the Recognized status and each grade level taking the TAKS will score 80% on TAKS math. At least 15% of students will score in the commended range.

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

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

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

Performance Objectives 6: To increase enrollment in advanced academic courses.

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

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

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

Performance Objectives 1: To decrease discipline referrals

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

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

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

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

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

Performance Objectives 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



The mission of the Slaton Independent School District is to graduate responsible citizens with a world class education able to compete globally by providing a variety of quality learning experiences through integrating the agricultural, industrial, historical, and unique diversity of our community.

Target Populations

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

Special Programs

Career and Technology Education (CTE)
Dyslexia
English as a Second Language (ESL)
Gifted and Talented (GT)
Pre-Kindergarten (PK)
Special Education (SPED)
State Compensatory Education (SCE)
Title I, Part A: Schoolwide (TIA)
Title II, Teacher and Principals Training and Recruiting (TII: TPTR)
ARRA/Stimulus/SFSF



Goal: 1: Slaton ISD 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. At least 15% of students will score in the commended range.

Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
Provide staff development and implement strategies to address identified needs: <ul style="list-style-type: none"> • AIMSweb for skills development • CSCOPE • NWEA • Inclusion • Eric Cupp • Aligned Curriculum <ul style="list-style-type: none"> ○ Accountability ○ Data disaggregation ○ Item analysis ○ Benchmarks 	Asst. Supt. Principals	Quarterly	Local TIA TII TPTR SSIG	Staff development calendar Training Sign in Principals walk through	TAKS
Analyze the AEIS to determine strengths and weaknesses	Supt. Asst. Supt.	September	Local	Meeting agenda	Sign In TAKS
Identify and track students needing additional assistance <ul style="list-style-type: none"> • Target TEKS objectives • Implement RTI • Accelerate in special programs with progress monitoring of eligible 	Supt. Asst. Supt. Principals SELCO	Daily	Local TIA SCE SSI 21 st Century	6 week grades	TAKS RPTE



Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
students <ul style="list-style-type: none"> • Provide summer school • 21st Century Grant • Double-block reading @ JH 			ARRA SFSF		
Implement Eduphoria online for data disaggregation	Principals	Quarterly	Local	Reports generated	TAKS
Vertically align curriculum K-12 <ul style="list-style-type: none"> • Implement CSCOPE • Use academic teams • Insure all objectives are taught • Insure sequential instruction • Provide meeting times for staff to collaborate across grade levels 	Supt. Asst. Supt. Principals	Weekly	Local	Schedule for team meetings	TAKS
Increase collaboration across grade levels to insure cohesiveness <ul style="list-style-type: none"> • Subject/discipline meetings each semester 	Principals	Monthly Semester	Local	Meetings planned	Meeting agendas
Increase collegial communications <ul style="list-style-type: none"> • Weekly Principals meetings • Spiral alignment of TEKS • Cross discipline communications for integrating instruction 	Supt.	Weekly	Local	Meetings planned	TAKS
Study assessment policy and requirements <ul style="list-style-type: none"> • Policy addressing standardized tests for moving to next grade level 	Supt.	Fall semester	Local	Meeting agendas	Policy
Provide for ongoing campus assessments and benchmark testing	Principals	August – May	Local	Progress reports	TAKS



Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
Provide full-day PK program	Superintendent	Yearly	PK grant Local	Program offered	Numbers served
Provide TAKS tutorial classes by objectives not passed and groups specific to students needs	Principals	August – March	SCE TIA	Progress Reports	TAKS



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

Measurable Performance Objectives 2: Each campus will achieve the Recognized status and each grade level taking the TAKS will score 80% on TAKS math. At least 15% of students will score in the commended range.

Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
Provide staff development and implement strategies to address identified needs: <ul style="list-style-type: none"> • AIMSweb for skills development • CSCOPE • NWEA • Inclusion • Eric Cupp • Aligned Curriculum <ul style="list-style-type: none"> ○ Accountability ○ Data disaggregation ○ Item analysis ○ Benchmarks 	Supt. Asst. Supt. Principals SELCO	Monthly	Local TIA TII TPTR SSIG	Staff development calendar Training Sign in Principals walk through	TAKS
Analyze the AEIS to determine strengths and weaknesses	Supt. Asst. Supt.	September	Local	Meeting agenda	Sign In TAKS
Identify and track students needing additional assistance <ul style="list-style-type: none"> • Target TEKS objectives • Use progress monitoring through AIMSweb for eligible students • Accelerate in special programs • Provide summer school 	Asst. Supt. Principals SELCO	Daily	Local TIA SCE SSI 21 st Century	6 week grades	TAKS/ RPTE



Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
<ul style="list-style-type: none"> • 21st Century Grant • Double-block HS & JH math classes • Increase time for instruction within scheduling arrangements 					
Implement Eduphoria online for data disaggregation	Principals	Quarterly	Local	Reports generated	TAKS
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. Principals	Weekly	Local	Schedule for team meetings	TAKS
Increase collaboration across grade levels to insure cohesiveness <ul style="list-style-type: none"> • Subject/discipline meetings each semester through curriculum forums 	Principals Teachers	Monthly Semester	Local	Meetings planned	Meeting agendas
Increase collegial communications <ul style="list-style-type: none"> • Weekly Principals meetings • Vertical alignment of TEKS • Cross discipline communications for overlapping instruction 	Supt.	Weekly	Local	Meetings planned	TAKS
Implement assessment policy and requirements <ul style="list-style-type: none"> • Policy addressing standardized tests for moving to next grade level 	Supt.	Fall semester	Local	Meeting agendas	Policy
Provide for ongoing campus assessments and benchmark testing	Principals	August – May	Local	Progress reports	TAKS
Provide full-day PK program	Superintendent	Yearly	PK grant	Program offered	Numbers



Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
			Local		served
Provide TAKS tutorial classes by objectives not passed and groups specific to student needs	Principals	August – March	SCE TIA	Progress Reports	TAKS



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

Measurable Performance Objectives 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	Formal Evaluation	Summary Evaluation
Provide staff development and implement strategies to address identified needs: <ul style="list-style-type: none"> • AIMSweb for skills development • CSCOPE • NWEA • Inclusion • Eric Cupp • Aligned Curriculum <ul style="list-style-type: none"> ○ Accountability ○ Data disaggregation ○ Item analysis ○ Benchmarks 	Supt. Asst. Supt. Principals	Quarterly	Local TIA TII TPTR SSIG	Staff development calendar Training Sign in Principals 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 • Progress monitoring through AIMSweb for eligible student • Accelerate in special programs • Provide summer school 	Asst. Supt. Principals	Daily	Local TIA SCE SSI P 21 st Century	6 week grades	TAKS/ RPTE



Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
<ul style="list-style-type: none"> 21st Century grant 			ARRA		
Implement EDUPHORIA online for data disaggregation	Principals	Quarterly	Local	Reports generated	TAKS
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. Principals	6-Weeks	Local	Schedule for team meetings	TAKS
Increase collaboration across grade levels to insure cohesiveness <ul style="list-style-type: none"> Subject/discipline meetings each semester 	Principals Teachers	Monthly Semester	Local	Meetings planned	Meeting agendas
Increase collegial communications <ul style="list-style-type: none"> Weekly Principals meetings Vertical alignment of TEKS Cross discipline communications for overlapping instruction 	Supt.	Weekly	Local	Meetings planned	TAKS
Study assessment policy and requirements <ul style="list-style-type: none"> Policy addressing standardized tests for moving to next grade level 	Supt.	Fall semester	Local	Meeting agendas	Policy
Schedule tutorials for students needed additional assistance (before & after school)	Tutorial Staff	September – May	Local SCE	Attendance	TAKS
Continue “Tiger Pride” @ JH and School After School (SAS) @ SFA for remediation	Counselor Teachers	Year round	Local	Student records	Student List
Provide small group instruction on TAKS objectives	SS Staff	As needed	Local	6 week grades	TAKS



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

Measurable Performance Objectives 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	Formal Evaluation	Summary Evaluation
Provide staff development and implement strategies to address identified needs: <ul style="list-style-type: none"> • AIMSweb for skills development • CSCOPE • NWEA • Inclusion • Eric Cupp • Aligned Curriculum <ul style="list-style-type: none"> ○ Accountability ○ Data disaggregation ○ Item analysis ○ Benchmarks 	Supt.	Monthly	Local TIA TII TPTR SSIG	Staff development calendar Training Sign in Principals 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 • Progress monitoring through AIMSweb for eligible students • Accelerate in special programs • Provide summer school 	Asst. Supt. Principals Teachers	Daily	Local TIA SCE SSI P	6 week grades	TAKS/ RPTE



Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
<ul style="list-style-type: none"> Other options as needed 					
Implement Eduphoria online for data disaggregation	Principals	Quarterly	Local	Reports generated	TAKS
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. Principals Teachers	Weekly	Local	Schedule for team meetings	TAKS
Increase collaboration across grade levels to insure cohesiveness <ul style="list-style-type: none"> Subject/discipline meetings each semester 	Principals	Monthly Semester	Local	Meetings planned	Meeting agendas
Increase collegial communications <ul style="list-style-type: none"> Weekly Principals meetings Vertical alignment of TEKS Cross discipline communications for overlapping instruction 	Supt.	Weekly	Local	Meetings planned	TAKS
Study assessment policy and requirements <ul style="list-style-type: none"> Policy addressing standardized tests for moving to next grade level 	Supt.	Fall semester	Local	Meeting agendas	Policy
Provide TAKS tutorial classes by objectives not passed and groups specific to students needs	Principals Teachers	August – March	SCE TIA	Progress Reports	TAKS



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

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

Career and Technology Education (CTE)

Strategies	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
Conduct comprehensive needs assessment (CNA) to determine strengths/needs <ul style="list-style-type: none"> • TAKS • TAKS for target pops: ELL/SPED/Low Income./Tech Prep/ • Dropout Rate • RHSP/DAP Graduation Rate • Non-Traditional Courses participation 	CTE staff	Upon release of AEIS	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	Administrator	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	Administrator	On-going	Tech Prep CTE	Meeting agenda	Evaluation
Provide and encourage coherent sequence of courses	Administrator	August	CTE Local	Choice cards Course offerings Bulletin	Scheduled courses
Record 4 year plan for all students	Administrator	August	CTE	Students plans	Courses



Strategies	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
		Semester	Local		completed
Offer CTE courses:	Administrator	Semester	CTE Local	Courses scheduled	Courses completed
Recruit and retain highly qualified teachers including minorities	Administrator	Summer	CTE Local	Teachers interviewed	Teachers certificates
Provide staff development with staff input	Administrator	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 Parent Involvement (PI) activities 	CTE staff	August-May	CTE Perkins TIA	Calendar of Parent Involvement (PI) activities	Sign in sheets for parents
Offer programs for license/certifications	Administrator	Semester	CTE Local	Courses scheduled	Licenses, certifications received
Provide Career Awareness programs : <ul style="list-style-type: none"> • Grades 7-8 	Administrator Counselor	Semester	Local	Course offered	Course completions
Provide transition for work/post secondary education	CTE staff	Senior year	CTE Local	Lesson plans	Participating students



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Dyslexia

Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
Identify students with dyslexia or related disorders and provide appropriate services <ul style="list-style-type: none"> • Early ID and intervention • CNA to determine student needs • Services at student campus, if possible 	504 Coordinator Counselors	August – Jan	Local	Training scheduled for staff	Students identified
Align SBOE and district procedures	504 Coordinator	August	Local	Draft	Written procedures
Provide student services under sect. 504	504 Committee	Daily	Local	List ID	Students served
Provide professional development for staff <ul style="list-style-type: none"> • Individualized and intensive • Progress monitoring through tiered instruction • Multisensory • Phone reading methods • With staff input 	Principals ESC17 Asst. Supt. SELCO	Summer	Local	Training calendar	Attendance certificates
Implement Eduphoria online for data disaggregation	Principals	Quarterly	Local	Reports generated	TAKS
Hire and retain teachers with certification/endorsements	Principals	Summer	Local TII, TPTR	Teachers interviewed	Certificates of teachers
Evaluate program	Dyslexia staff	April-May	Local	Progress reports	TAKS



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Measurable Performance Objectives 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	Formal Evaluation	Summary Evaluation
Identify ELL students and provide program to develop proficiency in comprehension, speaking, reading & composition of English	Counselors	Early Aug. and upon enrollment	ESL, TIII SSA (SSA)	Home Lang. Survey List	RPTE TAKS
Conduct Comprehensive Needs Assessment <ul style="list-style-type: none"> • TAKS • TAKS EXIT • TAKS/Participation • ELL Dropout • ELL RHSP/DAP Graduation Rate • Annual Measurable Achievement Objectives (AMAOs) • Adequate Yearly Progress (AYP) 	Asst. Supt. Principals Counselors	August	BE/ESL Local	Meeting agenda	Data disaggregated
Reduce number of Parent Denials	Principals & ESL staff	Upon enrollment	Local	Parent conferences	Number of denials
Provide Professional Development <ul style="list-style-type: none"> • Teachers and paraprofessionals • Progress monitoring through tiered instruction • Research-based • Based on needs from staff 	Administrator	During year and summer	BE/ESL TIII SSA Local	Training scheduled	Certificates of training
Recruit/retain highly qualified ESL teachers	Supt.	Summer	Local	Positions posted	Certified Staff



Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
Send information in home language	Principals	All year	Title I	Communications	Communications



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

Gifted and Talented (GT)

Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
Update policies <ul style="list-style-type: none"> Furloughs Re-Assessments Exiting and transfers Appeals of placement 	GT coordinator	May – Aug	Local	Agendas	Written policies
Hold annual nomination <ul style="list-style-type: none"> Focus on minorities: ESL Low income Special Education Migrant 	GT Selection committee	August and semester	Local	Staff Dev. On GT characteristics	Student nominees
Provide advanced curriculum for all GT students	GT staff	Aug – May	GT Local	Lesson Plans	TAKS SAT/ACT
Ensure equity of program for all <ul style="list-style-type: none"> Include 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 Principals	Spring	Local and GT	Planning meetings scheduled	3 Criteria used
Offer 30 hours of GT training for all professional staff	ESC 17	Fall – Spring	Local	Prof. Dev. Calendar	Attendance certificates
Revise curriculum framework	GT Coordinator.	April –	Local	Lessons on	Curriculum



Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
<ul style="list-style-type: none"> Depth & complexity including 4 core academic areas 		Aug.		district server	revisions
Determine Professional development needs by staff survey	GT Coordinator	Spring	Local	Survey	Survey results
Provide students opportunities to work: <ul style="list-style-type: none"> Together as a group With other students Independently 	GT Coordinator.	Weekly	Local	Lesson plans	TAKS
Evaluate program including surveys of: <ul style="list-style-type: none"> Students and Parents Staff 	GT Coordinator.	April	Local	Surveys distributed	Summary of surveys
Hire and retain GT certified teachers for program	Administrator	May – August	Local GT	Interviews	Teacher endorsements
Provide Parent Involvement opportunities for parent participation	GT Coordinator	Aug.- May	Local	Calendar of activities	Sign in sheets



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

State Compensatory Education (SCE)

Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
Use SCE funds for 4 Schoowide Campus programs to improve at-risk student performance , to accelerate progress, and reduce drop-out rate	Principals	Aug. - July	\$ FTEs	Grades Progress reports	TAKS RPTE
Use policy to identify, enter, and exit students	Supt.	Aug; Semester;	SCE Local	Policy developed	Policy followed
Identify and provide teachers with list of at-risk students	Counselors	August/ upon entry	SCE	Teachers list of students	PEIMS at-risk list
Conduct needs assessment	Principals	May-Aug.	Local	SB agenda	CNA
Serve PK-3 students who fail local readiness test with the following: <ul style="list-style-type: none"> • SSI • PK/Headstart Extended Day Program 	Principal	Daily	SCE	T Observation	Grades
Serve 7-12 who failed 2 or more subjects (previous year or current) with tutorials	Principals	Grading periods	SCE Local	Semester Progress reports	TAKS grades
Serve students who have been retained	Principals	Weekly	SCE Local	6 weeks grades	TAKS
Implement Eduphoria online for data disaggregation/provide data systems to identify students	Principals	Quarterly	Local ARRA	Reports generated	TAKS
Accelerate students who failed TAKS or with tutorials	Principals	Weekly	SCE 21 st Century	6 weeks grades	TAKS



Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
Serve pregnant / parents students Pregnancy Related Services Program	Principals	As needed	SCE PEP grant	6 weeks Grades	TAKS attendance
Serve student placed in AEP preceding or current year by CAI	Principals	Weekly	SCE \$ Local	6 weeks Grades	TAKS
Serve student expelled in preceding or current year	Principals	As needed	SCE Local	Discipline records	Discipline records
Serve students on parole, probation, deferred prosecution or conditional release	Principals	As needed	SCE Local	Student placements	TAKS
DAEP/AEP	Principal	Daily	SCE \$	Students served Discipline referrals	TAKS Completion rates
Serve drop-outs	Principals	Aug.- July	SCE Local	6-Weeks Grades	Graduation rate
Serve ELL students on Schoolwide programs with highly qualified teachers	Principals	Upon ID	SCE ESL TIII SSA ARRA	6-Week Grades	TAKS RPTE
Serve students in care of or referred to Department of Protective and Regulatory Services (DPRS)	Principals	As needed	SCE Local	Discipline Records	TAKS
Serve homeless students with resources of Title I Schoolwide Programs	Principals	Upon ID	SCE Local	6 weeks Grades	TAKS
Evaluate SCE program programs <ul style="list-style-type: none"> • TAKS comparison of At-Risk and All Student group in Reading, Math, and Writing • Completion Rate comparison of At- 	Principals	May-June	SCE Local	Semester Grades	TAKS comparison



Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
Risk and All Student groups					
Provide staff development <ul style="list-style-type: none"> • Get Input from staff 	Principals	August-July	Local SCE	Training calendar	Certificates for training



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

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

Title I, Part A: School wide Programs (TIA)

Strategies	Person Responsible	Timeline	Resources	Formal Evaluation	Summary
1) Conduct Comprehensive Needs Assessment to determine needs and plan instruction <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) for NCLB 	Principals	May-Aug.	TIA	Data disaggregated	CNA
2) Plan reform strategies to address student needs <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 ESL, SCE, TIII SSA Local ARRA	CIPs and strategies Personnel files	TAKS SDAA Highly qualified compliance report
3) Provide instruction by Highly Qualified teachers in core subject areas <ul style="list-style-type: none"> • 100% of classes will be taught by highly qualified teachers • Assist teachers not HQ with exam preparation and fees with federal funds • Provide professional development for 	Principals	August – May	TIA, TII ARRA	Notifications sent re Highly Qualified Status	Personnel File, Highly qualified report



Strategies	Person Responsible	Timeline	Resources	Formal Evaluation	Summary
meeting teacher needs <ul style="list-style-type: none"> • Provide benefits to attract and retain teachers <ul style="list-style-type: none"> ○ Cafeteria Plan ○ Sick Leave Bank ○ Bonus for years • Instructional Paraprofessionals will pass local rigorous assessment 					
4) Provide staff development for teachers, paraprofessionals, & all staff, based on input from staff; <ul style="list-style-type: none"> • Intensive, sustained, research-based • To maintain/retain 100% of classes taught by highly qualified teachers 	Principals	March-May	TIA, local, , TIIA TIII SSA	Staff Development Calendar	TAKS
5) Attract high quality, highly qualified teachers to high needs campus (campuses are similar in poverty/minority percentage)	Principals	Yearly	TIA TII TPTR Local ARRA	Personnel File	Highly Qualified Report
6) Increase Parent Involvement	PI Liaison	Monthly	TIA, Local	PI Events	Survey
7) Assist pre-school children to local elementary school with visitation day for kids and parents	Elementary Principals	Spring	TIA Local	Event scheduled	Sign in sheet
8) Get Teachers input on academic assessments @ Site Based meeting	Principals	SB Meetings	Local	SB agendas	T Input
9) Identify students who need assistance and provide additional help as soon as possible	Principals	Each reporting period	TIA SCE	List of identified students	TAKS



Strategies	Person Responsible	Timeline	Resources	Formal Evaluation	Summary
10) Coordinate & integrate federal/state/local programs	Principals	August Through May	TIA, TIIA, SPED, ESL CTE, GT, SCE, 21 st Century ARRA	Meeting agendas	TAKS
Evaluate Parent Involvement program <ul style="list-style-type: none"> Involve parents in the evaluation 	Principals	Spring	TIA	SB Meeting Agenda	Evaluation results
Review Parent Involvement policy/developed and agreed upon by parents and distributed	Fed. Program. Dr.	Summer	Local	Meeting agenda	Policy
Conduct Annual Title I Meeting <ul style="list-style-type: none"> Inform parents of Schoolwide program Explain parents' rights to be involved Revise Parent Compact in home language 	Principals	Spring	Local	Meeting scheduled	Agenda and sign-in sheet
Provide parent communications: <ul style="list-style-type: none"> Conference with parents Hold flexible number of meetings Use parents' home language Inform on state assessments & proficiency levels Inform re. curriculum Provide Notifications under NCLB Send notice if Teacher is not HQ Inform Parents of their right to know Teacher's qualifications and paraprofessional qualifications Provide reasonable access to staff 	Principals	August-July	TIA	Communications to parents each 6 weeks period	Communications for year Parent Involvement evaluation



Strategies	Person Responsible	Timeline	Resources	Formal Evaluation	Summary
<ul style="list-style-type: none"> • Higher education admissions • Financial aid • TEXAS grant program • Teach for Texas grant program • Need for informed curriculum choices 					
<p>Continue Site Base Meeting process with team input in 6 areas:</p> <ul style="list-style-type: none"> • Staff Development • Budgeting • Staffing Patterns • Planning • Curriculum • School Organization 	Supt.	August - May	Local	Meeting minutes	Site base evaluation



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Special Education (SPED)

Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
Analyze special education data with a focus on Performance Based Monitoring (PBM) indicators	SPED. Director Asst. Supt.	Fall	SPED Local	Analysis	PBM Risk Levels
Hire and retain teachers and paras who are highly qualified/have necessary certification	Principals SPED Dir.	June-Aug.	SPED	Teachers interviewed	Personnel files
Provide research-based staff development with staff input including: <ul style="list-style-type: none"> • Accommodations & behavioral interventions • Time Out • Restraint training • Student Support Team Process 	SPED Staff ESC 17	As scheduled	SPED Local	Training calendar	Training certificates
Provide students with disabilities access to general curriculum	SPED Dr.	Aug.-May	SPED	ARD/IEP	Student schedules
Provide Parent Involvement opportunities for parents to participate in their child's educational needs and training to understand the needs	SPED Dr.	Aug.-May	SPED Local	Activities calendar	Sign in sheets
Train ARD committee <ul style="list-style-type: none"> • On decision-making process for the Texas Assessment Program 	SPED Dr.	August	SPED	Training scheduled	Sign in sheets



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

Measurable Performance Objectives 6: Slaton ISD will increase enrollment in advanced academic courses.

Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary 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 District Recommended Plan	Counselor	March	Local	Scheduled Meeting	Attendance at meeting
Provide distance learning opportunities	Principals	Semester	Local	Courses offered	Course enrollment



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

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

Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
Increase Communications with parents on importance/significance of attendance issues <ul style="list-style-type: none"> • Academic success • Fiscal issues for district 	Principals	August – May	Local	Attendance logs and parent contacts	AEIS data
Provide incentive programs	Asst. Principals	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 through the Positive Behavior Support Initiative	Principals	August – May	Local	Plan in Place	AEIS



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

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

Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
Maintain security diligence at all buildings	Principals	Daily	Local	Incident reports	PEIMS incident reports
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 • Actions to take • Resources available including school counselors 	Special Programs Director	In-service Days as scheduled	Local	Training schedule	Sign In
Form a partnership with the local police to prevent incidents and to stop problems that	Special Programs	All year	Local	Meetings with local police	Survey Incidents



Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
may occur quickly and effectiveness <ul style="list-style-type: none"> • Include local police on relevant SBDM Meetings regarding issues and planning sessions on ways to prevent problems 	Director				
Adopt policy & procedures concerning areas <ul style="list-style-type: none"> • Address Counseling needs • Continue Awareness education • Train students/staff/ parents 	Superintendent	Fall	Local	Policy & procedures	Training certificates Counseling Log Policy
Continue and expand implementation of Positive Behavior Support Programs by conducting training for campus PBSI teams	SPED Dr. Principals	Spring	SPED TIA	Training documentation Minutes of meeting	Decreased referrals for general and special education students
Continue the Redirection Focus program at JH and HS	Re-director	Monthly	Local	Monthly reports	Number of discipline referrals
Provide drug, tobacco, alcohol, violence prevention education in curriculum areas <ul style="list-style-type: none"> • Assemblies annually • Suicide prevention, conflict resolution, violence prevention 	Principals	Annually	Local SSA	Lesson Plans	Student incidents
Provide Character Counts training and program	Principals	August – May	Local	Training schedule	Attendance certificates
Implement discipline management plan	Asst. Principals	August	Local	Referrals at 6 weeks intervals	End of year referrals



Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
Provide appropriate alternative educational setting for students <ul style="list-style-type: none"> • Chapter 29 and 37 programs • AEP • JJAEP 	Principals	As needed	Local SCE	Student records	TEA report on students served
Provide transitions for students <ul style="list-style-type: none"> • From alternative setting • From campus to campus • From Pre-school to elementary • From High School to post-secondary • Teacher Follow-up 	Principals	August – October	Local	Grade level orientation schedule	Discipline referral and student records



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

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

Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary 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 ISD will increase parental involvement for all student populations.

Performance Objectives 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	Formal Evaluation	Summary Evaluation
Provide parent communications: <ul style="list-style-type: none"> • Conference with parents • Inform parents on the following topics: <ul style="list-style-type: none"> ○ Assessments ○ State/federal/local ○ Proficiency levels ○ Curriculum ○ SAT/ACT participation ○ Parents right to know Teacher’s qualifications and paraprofessional qualifications ○ Notifications if teachers/paraprofessionals do not meet NCLB highly qualified requirements ○ Higher education admissions ○ Financial aid ○ TEXAS grant program ○ Teach for Texas grant program 	Principals	August-July	TIA	Communications to parents each 6 weeks period	Communications for year Parent Involvement evaluation



Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
<ul style="list-style-type: none"> • Hold flexible number of meetings • Provide communications in parents' home language • Provide reasonable access to staff 					
Establish intranet for communications	Principals	Daily	Local	Staff use	Survey of staff
Purchase marquee for current events	Principals	As needed	Local	Events posted	PI Evaluation
Participate in community initiatives <ul style="list-style-type: none"> • Local Air Shows • Cinco de Mayo 	Supt. Principals	As available	Local	Events	PI Evaluation



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

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

Strategy	Person Responsible	Timeline	Resources	Formal Evaluation	Summary Evaluation
Increase academic courses offered	Supt.	Fall/Spring	Local	Courses offered	Dropout rate
Increase co-curricular offerings	Supt.	Fall Spring	Local	Coursed offered	Dropout rate
Increase extra-curricular activities	Principals	Fall and Spring	Local	Calendar of events	Dropout rate Completion Rate
Maintain and procure highly qualified teaching staff	Supt.	Summer and as necessary	Local	Personnel files	NCLB Highly qualified report
Provide alternative educational setting <ul style="list-style-type: none"> • Afternoon hours as appropriate • Extended day tutorials 	Principals	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 who do not report to school <ul style="list-style-type: none"> • Monitor attendance • Parent communications • Use parent liaison and school resource officer 	Asst. Principals	Daily	TIA Local	Students attendance	AEIS
Provide GED tutorial program	Principals	August – May	Local	Enrollment logs	Completion rates
Implement 21 st Century Grant	Principals	Aug.-May	Grant	Benchmarks	Comp. Rate



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

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

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

Performance Objectives 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 criterion scores.

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



Comprehensive Needs Assessment

Slaton ISD is a district with four campuses and an enrollment of 1,275 students. The district low income rate is 66.14%. The current year rating for the district is recognized. To receive the rating a district must achieve $\geq 75\%$ passing in all subjects. High School was also rated Recognized. Jr. High and Austin were Academically Acceptable and Thomas received the highest rating—Exemplary.

STUDENT ACADEMIC ACHIEVEMENT

Needs:

- To improve reading and 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
- To continue inclusion at all campuses
- To improve 4th and 5th grade TAKS scores to state standards
- To expand PK program and include Head Start
- Increase language/literacy for PK students to meet state standards
- To prepare for STAAR and EOC assessments with CSCAPE curriculum
- To meet AYP
- To maintain and increase high standards

Strengths:

- Reading and Math at Thomas Elementary
- Significant gains in all areas at the High School Campus

**Federal Accountability: Adequate Yearly Progress (AYP)**

The district and all campuses met requirements for AYP. AYP is similar to 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.

State Monitoring System: Performance Based Monitoring (PBM):

See PBMAS Chart

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 increase parent involvement and positive parent communications
- To involve parents and help them become active partners in their child's education
- 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 at all campuses
- To provide a teacher/student ratio conducive to maximum learning environments, especially at lower grade levels
- Provide competitive pay and benefits



- To provide professional development to meet needs of teachers in working with students, especially the At-Risk students
- To improve supervision by developing an equitable system of teacher/staff evaluation

Strengths:

- **Low-turnover of teachers**
- **Low turnover of paraprofessionals**

Highly Qualified Teachers

See Chart on HQ Teachers and State Objectives

SCHOOL CULTURE AND CLIMATE

Needs:

- To improve student behavior through the PBSE program
- To decrease discipline referrals
- To eliminate bullying through teacher/staff training
- To include all students in the learning environment for high expectations

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 all Schoolwide campuses
- To improve computer assisted instruction
- To use technology for problem solving, thinking skills, and creativity
- To provide training for staff in use of technology



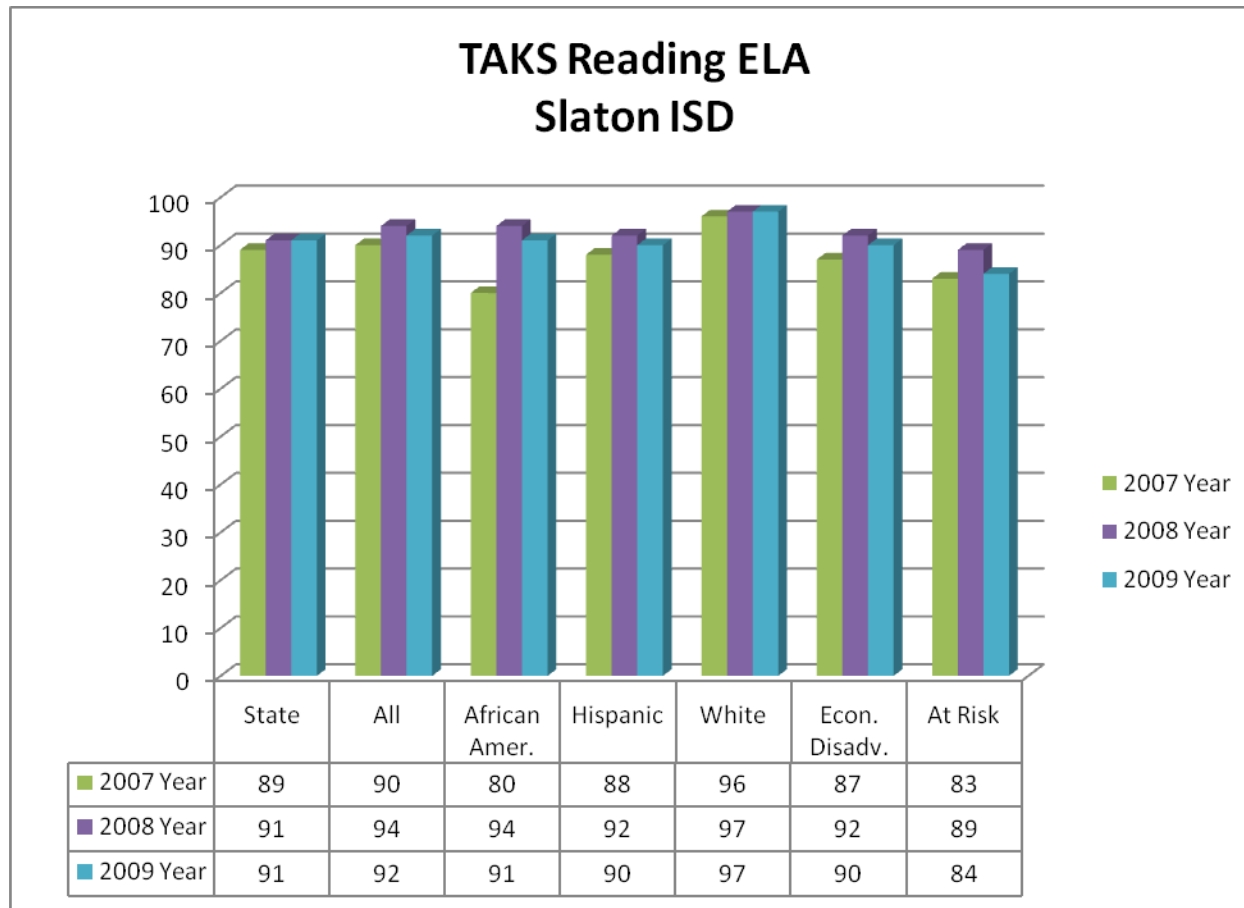
Strengths:

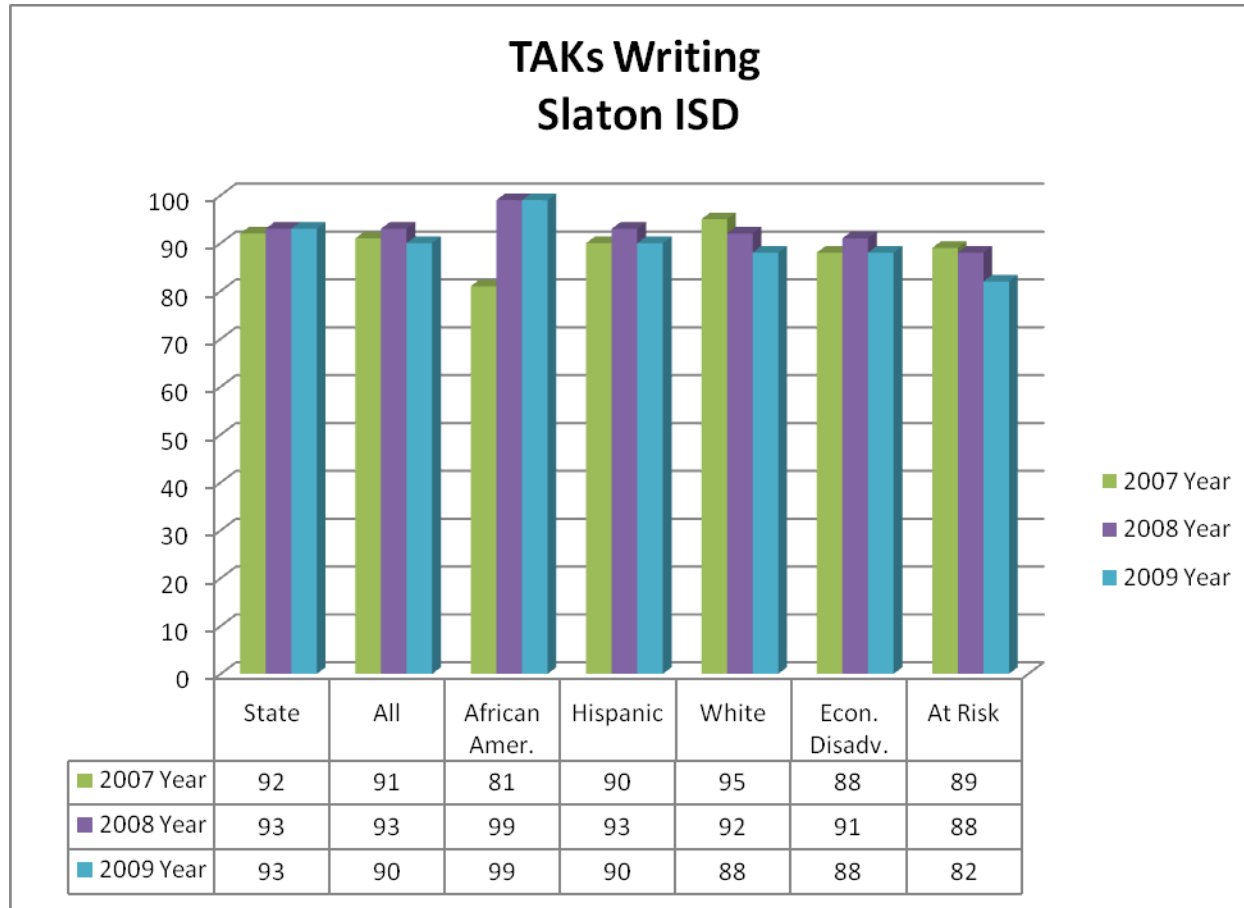
- District is conducting an audit of technology in the district for improving all areas

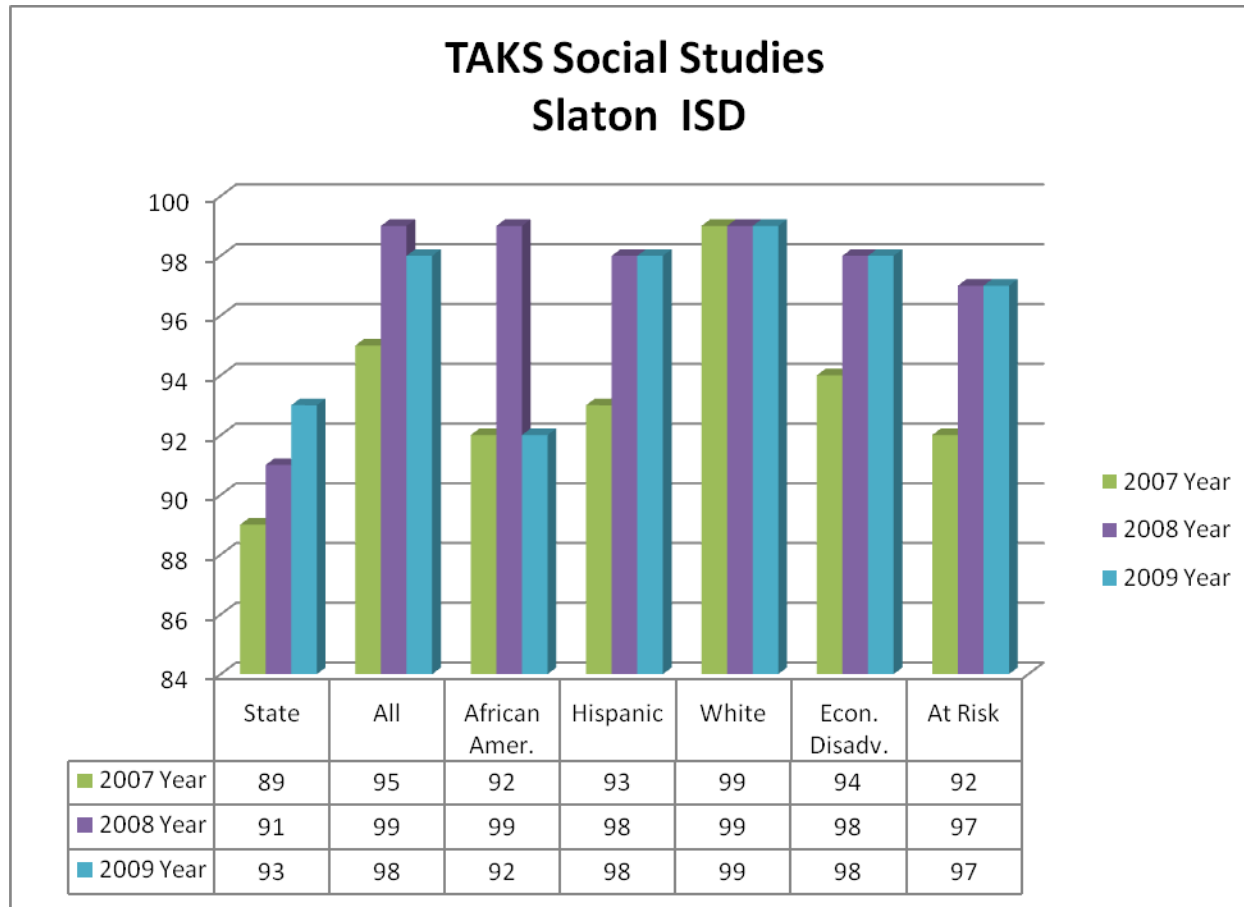
PROFESSIONAL DEVELOPMENT

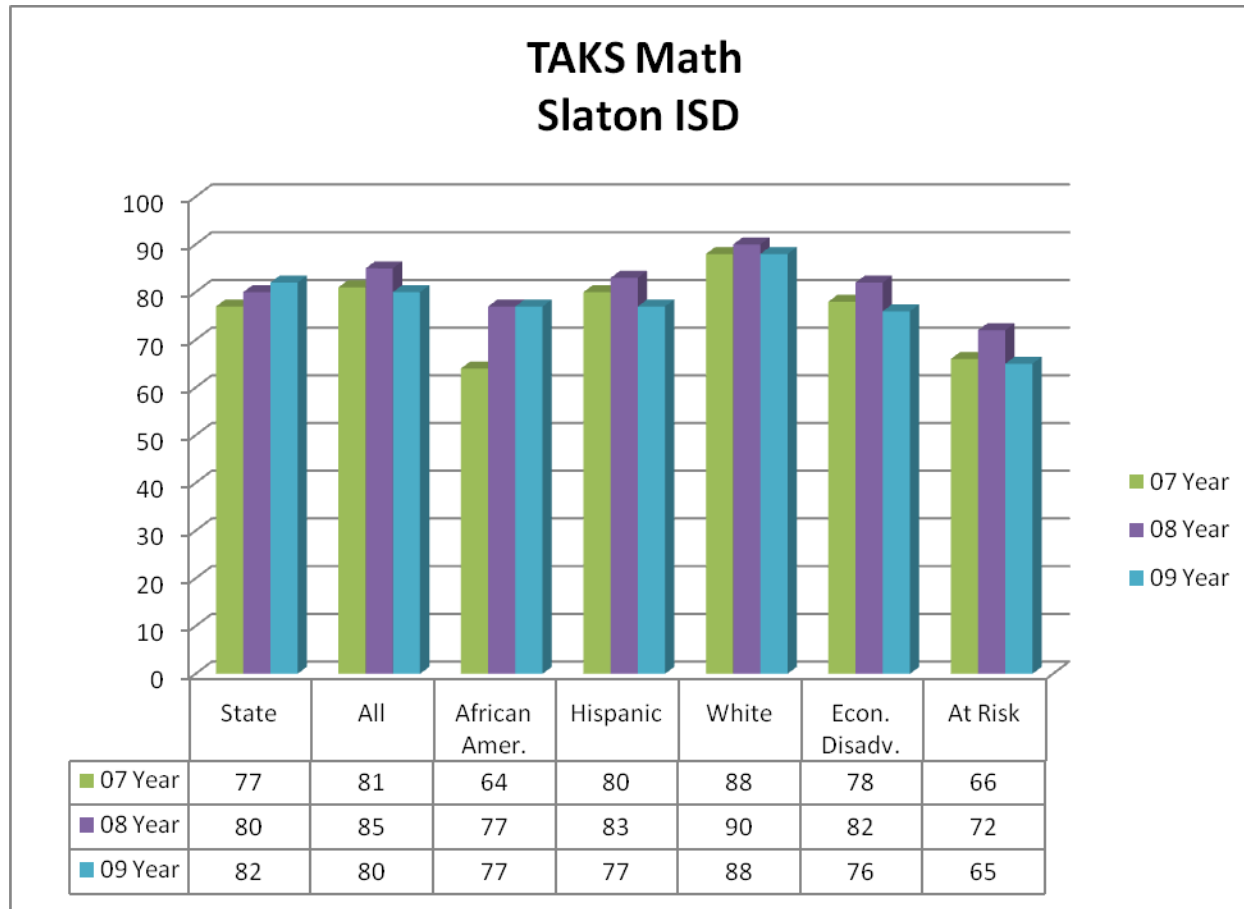
Needs:

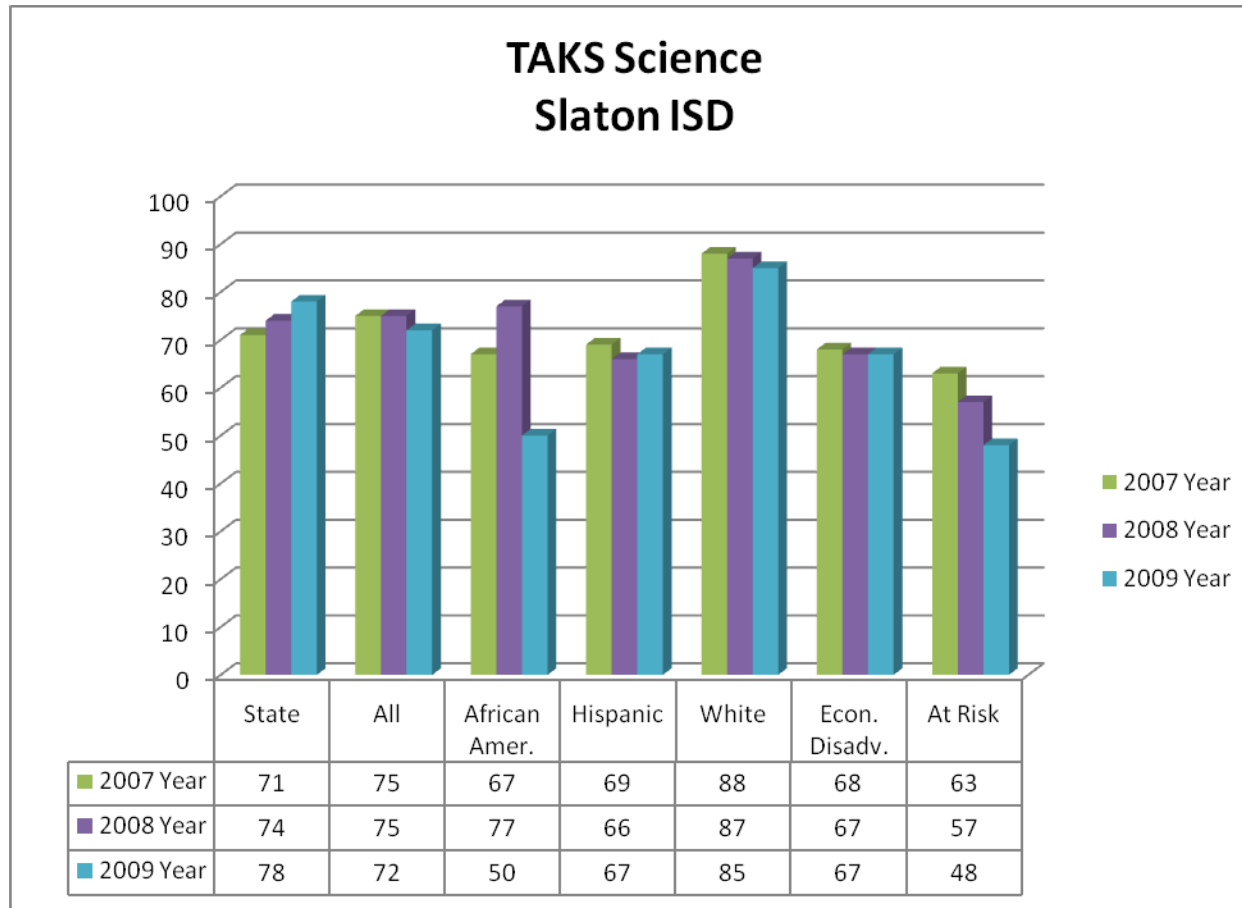
- Technology training
- CSCOPE training and the 5 E model
- Building partnerships with parents
- NWEA testing
- Differentiated instruction, inclusions, data disaggregation

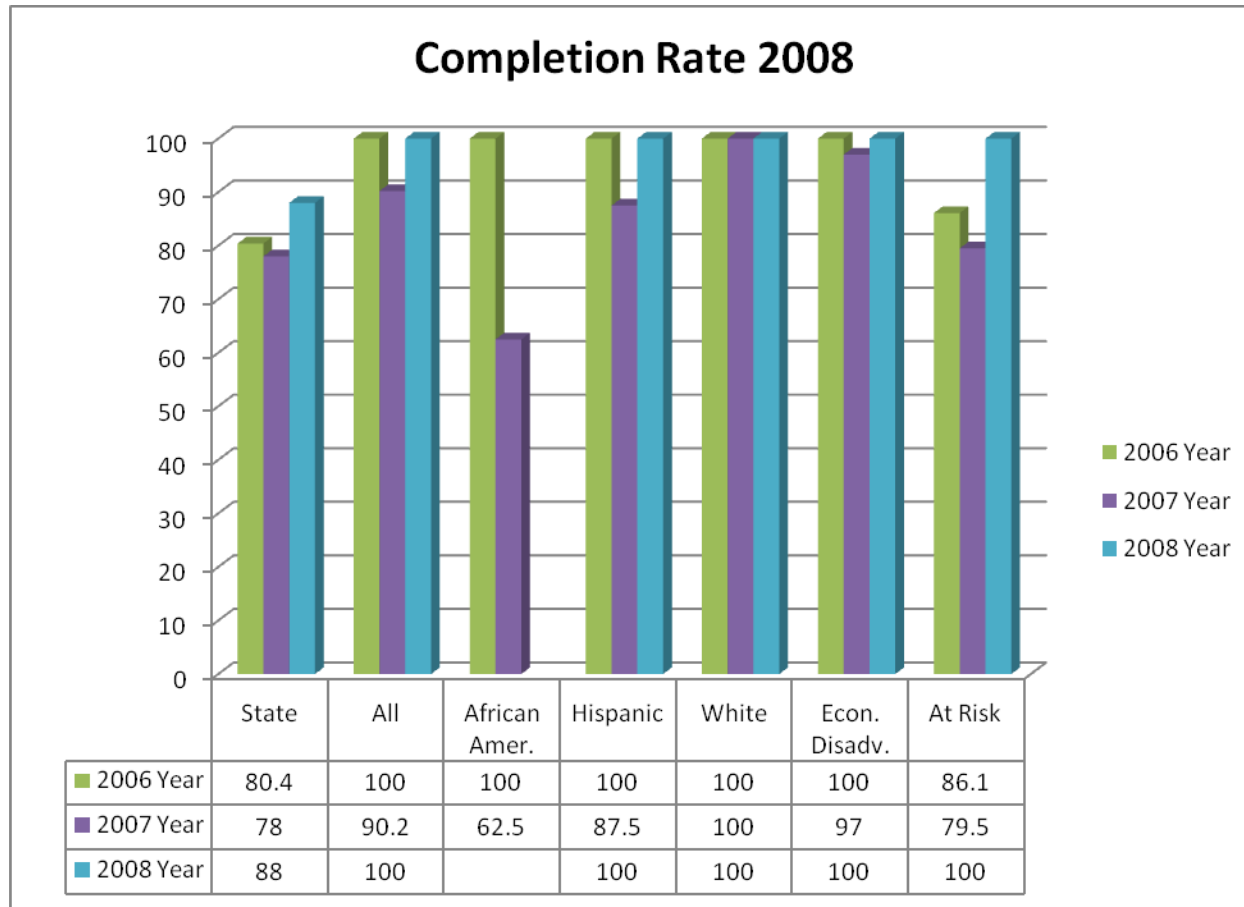














**Highly Qualified Teachers (HQT)
Multi Year Progress Meeting State Objectives**

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>



Performance Based Monitoring: Multi Year Report Summary <i>Indicators with a Rating of 1 and above do not Meet State Standards</i>					
PBMAS Program	Indicators Below State Standard	Performance Level 2007	Performance Level 2008	Performance Level 2009	Performance Level 2010
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		Met Standard		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

