

Slaton ISD

District Improvement Plan



2008-2009
James Taliaferro, Superintendent



District Goals and Objectives

Goal: 1: Slaton ISD 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 TAKS 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 District will demonstrate an annual attendance rate above the state standard.

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

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

Performance Objective 1: To decrease discipline referrals

Goal 4: Slaton ISD 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 ISD 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



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 I, Part C: Migrant (TIC)
Title II, Teacher and Principals Training and Recruiting (TII: TPTR)
Title II, Part D: Technology (TII: Tech)



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.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide staff development and implement strategies to address identified needs: <ul style="list-style-type: none"> • AIMSweb for skills development • Aligned Curriculum <ul style="list-style-type: none"> ○ Accountability ○ Data disaggregation ○ Item analysis ○ Benchmarks 	Asst. Supt. Principals	Quarterly	Local TIA TII TPTR TII Tech	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 • Implement RTI • Accelerate in special programs with progress monitoring of eligible students • Provide summer school • 21st Century Grant • Double-block reading @ JH 	Supt. Asst. Supt. Principals SELCO	Daily	Local TIA TIC SCE ARI/AMI OEYP 21 st Century	6 week grades	TAKS RPTE
Implement AEIS-IT online for data	Principals	Quarterly	Local	Reports generated	TAKS



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
disaggregation					
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 	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 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 for ongoing campus assessments and benchmark testing	Principals	August – May	Local	Progress reports	TAKS
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 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 	Supt. Asst. Supt. Principals SELCO	Monthly	Local TIA TII TPTR TII Tech	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 • 21st Century Grant • Double-block HS & JH math classes • Increase time for instruction within scheduling arrangements 	Asst. Supt. Principals SELCO	Daily	Local TIA TIC SCE ARI/AMI OEYP 21 st Century	6 week grades	TAKS/ RPTE



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Implement AEIS-IT 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 Local	Program offered	Numbers 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 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
Provide staff development and implement strategies to address identified needs: <ul style="list-style-type: none"> • AIMSweb for skills development • Align Curriculum <ul style="list-style-type: none"> ○ Accountability ○ Data disaggregation ○ Item analysis ○ Benchmarks 	Supt. Asst. Supt. Principals	Quarterly	Local TIA TII TPTR TII Tech	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 • 21st Century grant 	Asst. Supt. Principals	Daily	Local TIA TIC SCE ARI/AMI OEYP 21 st Century	6 week grades	TAKS/ RPTE
Implement AEIS-IT online for data disaggregation	Principals	Quarterly	Local	Reports generated	TAKS
Vertically align curriculum K-12	Asst. Supt.	6-Weeks	Local	Schedule for team	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 	Principals			meetings	
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 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 	Supt.	Monthly	Local TIA TII TPTR TII Tech	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 • Other options as needed 	Asst. Supt. Principals Teachers	Daily	Local TIA TIC SCE ARI/AMI OEYP	6 week grades	TAKS/ RPTE
Implement AEIS-IT online for data disaggregation	Principals	Quarterly	Local	Reports generated	TAKS
Vertically align curriculum K-12	Asst. Supt.	Weekly	Local	Schedule for team	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 	Principals Teachers			meetings	
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 Objective 5: All students in Special Programs will score 80% on all TAKS tests taken.

Career and Technology Education (CTE)

Strategies	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Conduct comprehensive needs assessment (CNA) to determine strengths/needs <ul style="list-style-type: none"> • TAKS • TAKS for target pops: LEP/SPED/Low Income./Tech Prep/ • Dropout Rate • RHSP/DAP Graduation Rate • Non-Traditional Courses participation • Performance Based Monitoring (PBM) report 	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	Scheduled courses



Strategies	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
				Bulletin	
Record 4 year plan for all students	Administrator	August Semester	CTE Local	Students plans	Courses 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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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 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 • Phonetic reading methods • With staff input 	Principals ESC17 Asst. Supt. SELCO	Summer	Local	Training calendar	Attendance certificates
Implement AEIS-IT 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
Provide Parent Involvement opportunities	Dyslexia staff	Aug.-May	Local	Calendar of	Sign in sheets



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
				activities	for parents



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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 LEP students and provide program to develop proficiency in comprehension, speaking, reading & composition of English	Counselors	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 • TAKS/Participation • LEP Dropout • LEP 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 Local	Training scheduled	Certificates of training
Recruit/retain highly qualified ESL teachers	Supt.	Summer	Local	Positions posted	Certified Staff



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



Goal: 1: Slaton ISD 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"> 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 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 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	Formative Evaluation	Summative 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



Goal: 1: Slaton ISD 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)
 Four campuses are Title I Schoolwide programs with poverty rates at 40% or greater. Each campus coordinates SCE and Title I funds to serve at-risk students.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative 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"> • Accelerated Reading • Accelerated Math • PK Extended Day Program 					
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 AEIS-IT online for data disaggregation	Principals	Quarterly	Local	Reports generated	TAKS



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Accelerate students who failed TAKS or with tutorials	Principals	Weekly	SCE 21 st Century	6 weeks grades	TAKS
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 LEP students on Schoolwide programs with highly qualified teachers	Principals	Upon ID	SCE ESL TIII SSA	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 	Principals	May-June	SCE Local	Semester Grades	TAKS comparison



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> Completion Rate comparison of At-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 Objective 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	Formative Evaluation	Summative
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 LEP • 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 before hired 	Site-Base Team, Chair	Quarterly	TIA, TIIA TIID, , TIC, ESL, SCE, TIII TIA TII TPTR Local	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 	Principals	August – May	TIA, TII	Notifications sent re Highly Qualified Status	Personnel File, Highly qualified report



Strategies	Person Responsible	Timeline	Resources	Formative Evaluation	Summative
<ul style="list-style-type: none"> • Provide professional development for meeting teacher needs • 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, TIID, TIIA, TIII	Staff Development Calendar	TAKS
5) Attract high quality, highly qualified teachers to high needs campus/district (campuses are similar in poverty/minority percentage)	Principals	Yearly	TIA, TII, TPTR, Local	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 Base 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, OEY	List of identified students	TAKS



Strategies	Person Responsible	Timeline	Resources	Formative Evaluation	Summative
			SCE		
10) Coordinate & integrate federal/state/local programs	Principals	August Through May	TIA, TIC, TIIA, SPED, TIID,ESL CTE, , GT, SCE, 21 st Century	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 	Principals	August-July	TIA	Communications to parents each 6 weeks period	Communications for year Parent Involvement evaluation



Strategies	Person Responsible	Timeline	Resources	Formative Evaluation	Summative
paraprofessional qualifications <ul style="list-style-type: none"> • Provide reasonable access to staff • Higher education admissions • Financial aid • TEXAS grant program • Teach for Texas grant program • Need for informed curriculum choices 					
Continue Site Base Meeting process with group input in 6 areas: <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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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
Determine program success in NCLB Performance Based Monitoring report: <ul style="list-style-type: none"> • Migrant TAKS • Migrant dropout • Migrant RHSP/DAP 	Asst. Supt.	Upon release of AEIS	Local	TAKS release tests	TAKS
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 TIA	Logs	COEs
Attend training on NGS and TMSTPS	MEP staff	As scheduled	TIC TIA	Training schedule	Certificates of training
Provide MSC, 3-21, to coordinate school programs/services for families	MSC	Daily	TIC	Schedules	Record of services
Provide home-based or school-based early childhood program ages 3 – Grade 2	MEP staff	Weekly	TIC	Checklists	Annual evaluation
Enhance graduation by: <ul style="list-style-type: none"> • Compile Parent Involvement data • Monitor progress • Personal Graduation Plans • Provide help for student needs 	MEP staff	Year round	TIC TIA Local	NGS records	Graduation rates
Provide secondary credit exchange and accrual <ul style="list-style-type: none"> • Grades 9-12 • Cross reference NGS with transcripts 	MEP staff	Semester	TIC	NGS records	Credits



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide Parent Involvement <ul style="list-style-type: none"> • Include PAC • Regular meetings • Form partnership • Establish communications • Provide parent opportunities to participate in activities 	MEP staff MEP staff Asst. Supt.	Aug – May	TIC TIA Local	Parent Involvement Calendar	Sign in sheets
Conduct CNA to determine needs <ul style="list-style-type: none"> • Include pre-school 	MEP staff	May-Aug	TIC Local	Meeting agenda	Needs identified
Provide services for students: <ul style="list-style-type: none"> • List priority for services students and needs • Tutorials • Acceleration • CAI • Support services 	MEP staff	Weekly	TIC	Services offered	Log TAKS TPRI
Provide professional development for Teachers and paraprofessionals <ul style="list-style-type: none"> • With input from MEP staff • Research-based 	ESC 17	As scheduled	TIC TIA Local	Training calendar	Certificates
Hire and retain highly qualified teachers and paraprofessionals	Principals	Summer	Local TIC TIA TII, TPTR	Job descriptions	Certificates of staff



Goal: 1: Slaton ISD 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
Analyze special education data with a focus on Performance Based Monitoring (PBM) indicators that exceeded the state median <ul style="list-style-type: none"> • RHSP/DAP Diploma Rate • SPED Identification • Hispanic Representation • Discretionary DAEP Placement • Discretionary DAEP Placements to ISS 	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 Dr.	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	SPED Dr.	Aug.-May	SPED Local	Activities calendar	Sign in sheets



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
needs and training to understand the needs					
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 Objective 6: Slaton ISD 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 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 Objective 1: To increase the percent of students attending school.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative 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 Objective 1: To decrease the percentage of discipline referrals from previous year.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Maintain security diligence at all buildings	Principals	Daily	Local	Incident reports	PEIMS incident reports
Provide for prevention of and education in these areas: <ul style="list-style-type: none"> • Unwanted physical or verbal aggression • Sexual harassment • Other forms of bullying <ul style="list-style-type: none"> ○ In schools, ○ On school grounds ○ In school vehicles 	Principals Counselors	Daily	TIV SSA Local	Incidents reported each 6 weeks	PEIMS incidents reports
Adopt dating violence policy & procedures <ul style="list-style-type: none"> • Counseling needs • Awareness education • Training for 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	Re-director	Monthly	Local	Monthly reports	Number of



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
JH and HS					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 TIV SSA	Lesson Plans	Student incidents
Provide Character Counts training and program	Principals	August – May	Local TIV	Training schedule	Attendance certificates
Implement Discipline management plan	Principals Asst. Principals	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 	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 4: Slaton ISD 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 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	Formative Evaluation	Summative 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 Objective 1: The dropout rate will continue to be less than 1%.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative 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 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 • 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 Objective 3: To increase the number of students taking the SAT/ACT; and of those who take the test, 50% or more will meet or exceed state criterions scores.

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



Comprehensive Needs Assessment

Slaton ISD is a district with four campuses and an enrollment of 1,328 students. The district is 58.09% low income. The current year rating for the district is Academically Acceptable. To receive the rating a district must meet 70% passing in reading/ELA; 50% passing for math; 65% for writing and social studies; and 45% for science. The completion rate must be 75% and drop-out rate 2.0% or less. High School and Jr. High were also rated Academically Acceptable. Austin Elementary received the Recognized rating; and West Ward received the highest rating—Exemplary. .

Student Strengths and Needs:

State Accountability

See TAKS Charts for student scores.

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):

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

See PBMAS Chart

**Parent Involvement Strengths:**

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

Needs

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

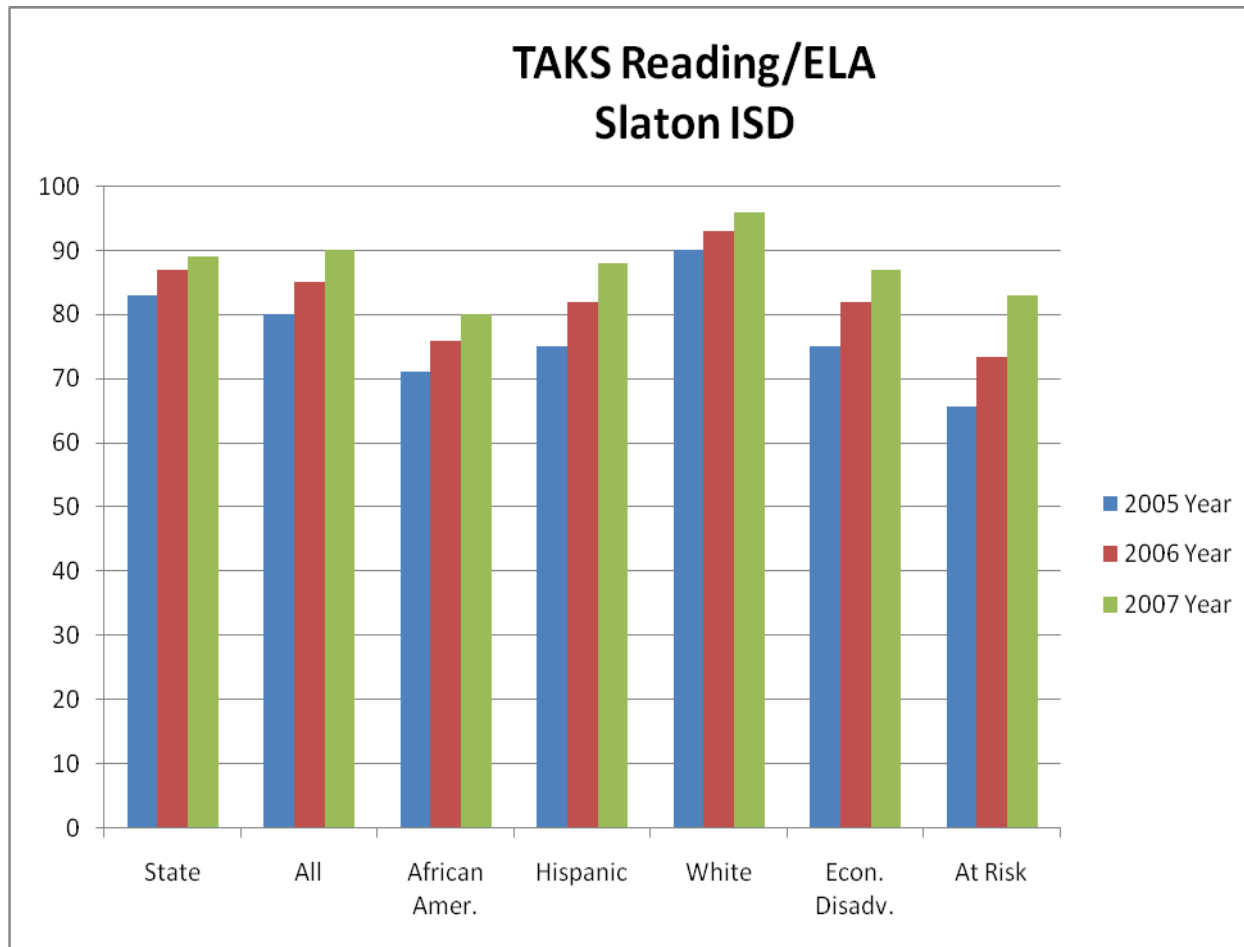
Staff Strengths**Highly Qualified Teachers**

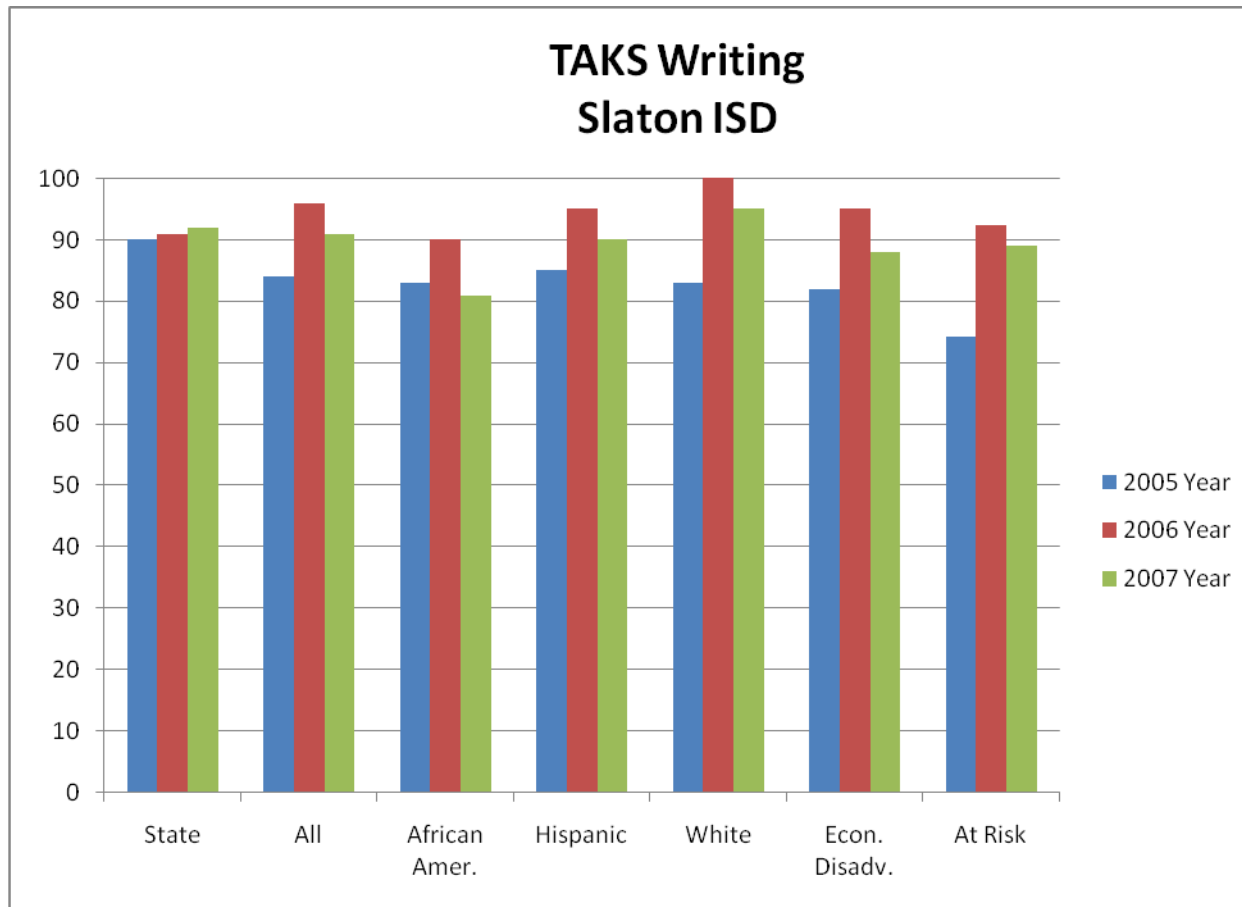
All teachers in the core subject areas are required to be "highly qualified" by federal No Child Left Behind Act (NCLB).

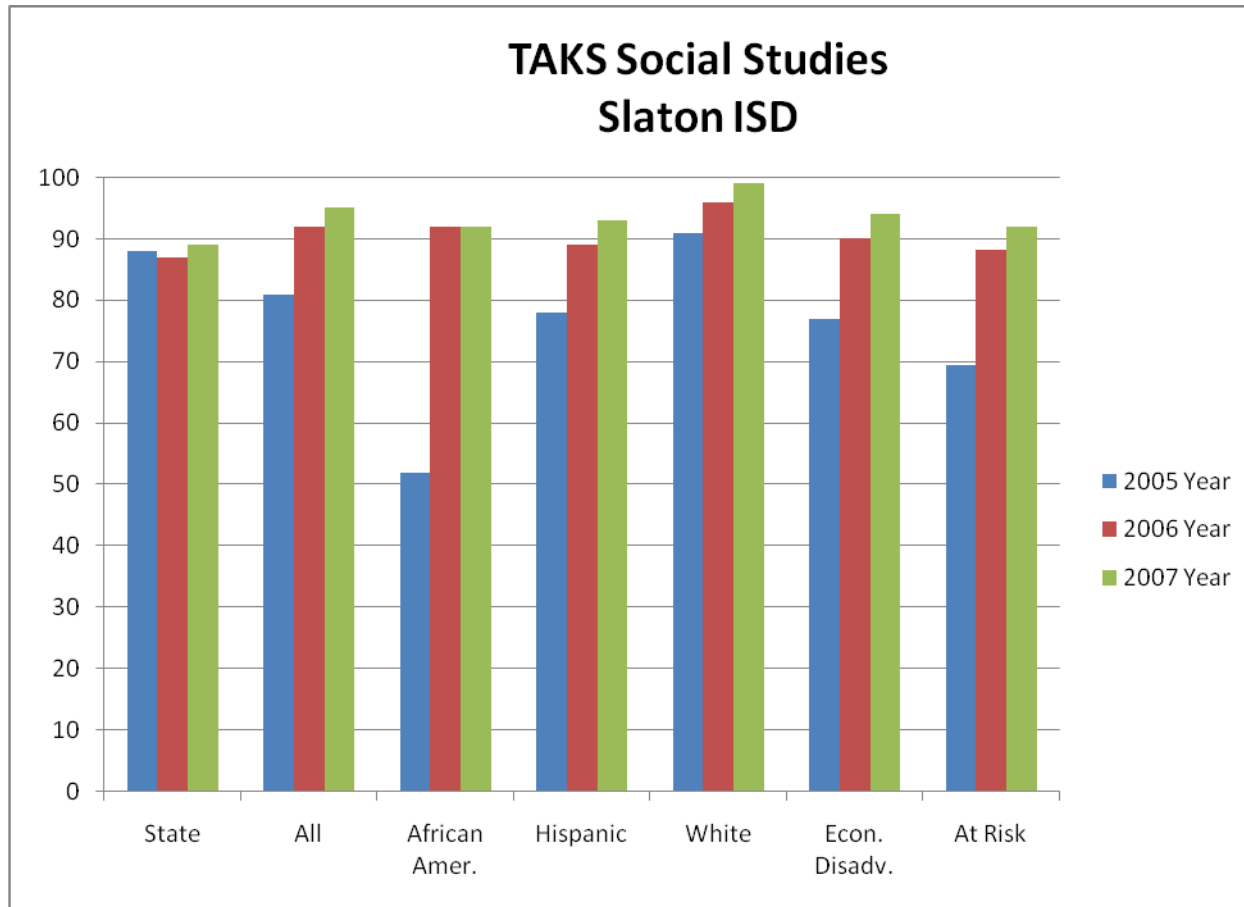
See Chart on State Objectives.

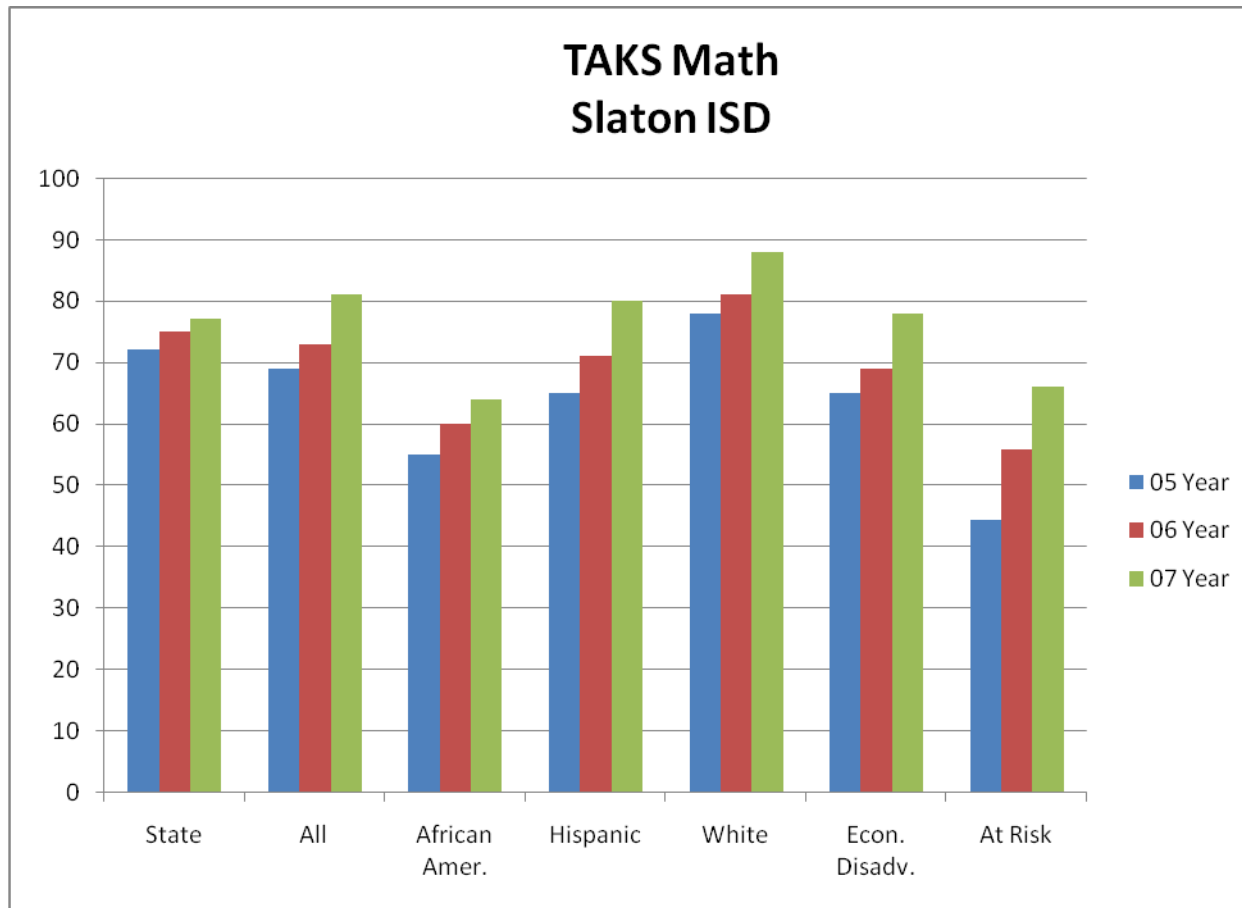
Facilities

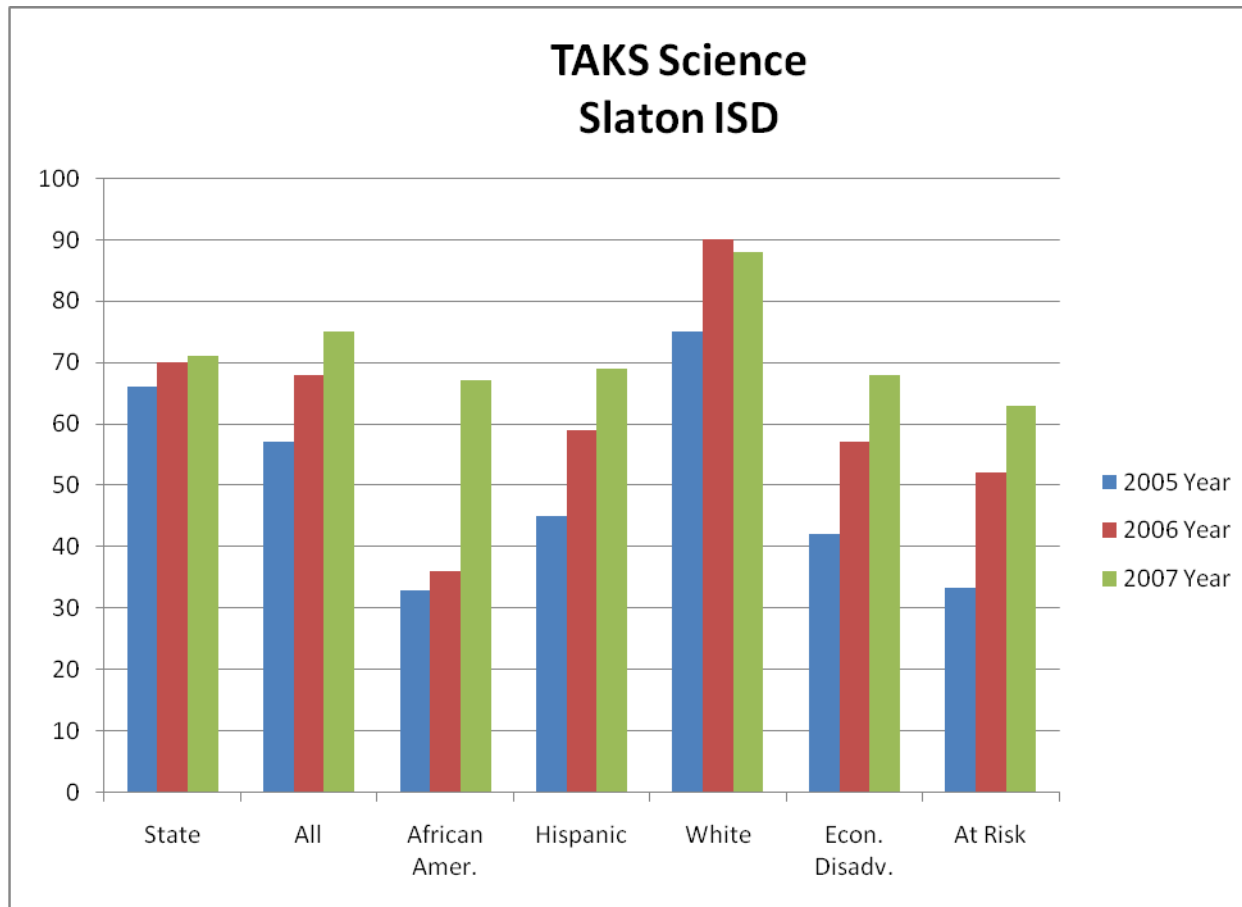
The district updated facilities with the High School science lab, testing center, gym, cafeteria, and field house. The campus administrative offices at Junior High, Austin and Cathelene Thomas Elementary were remodeled. The district construction included a new central office.

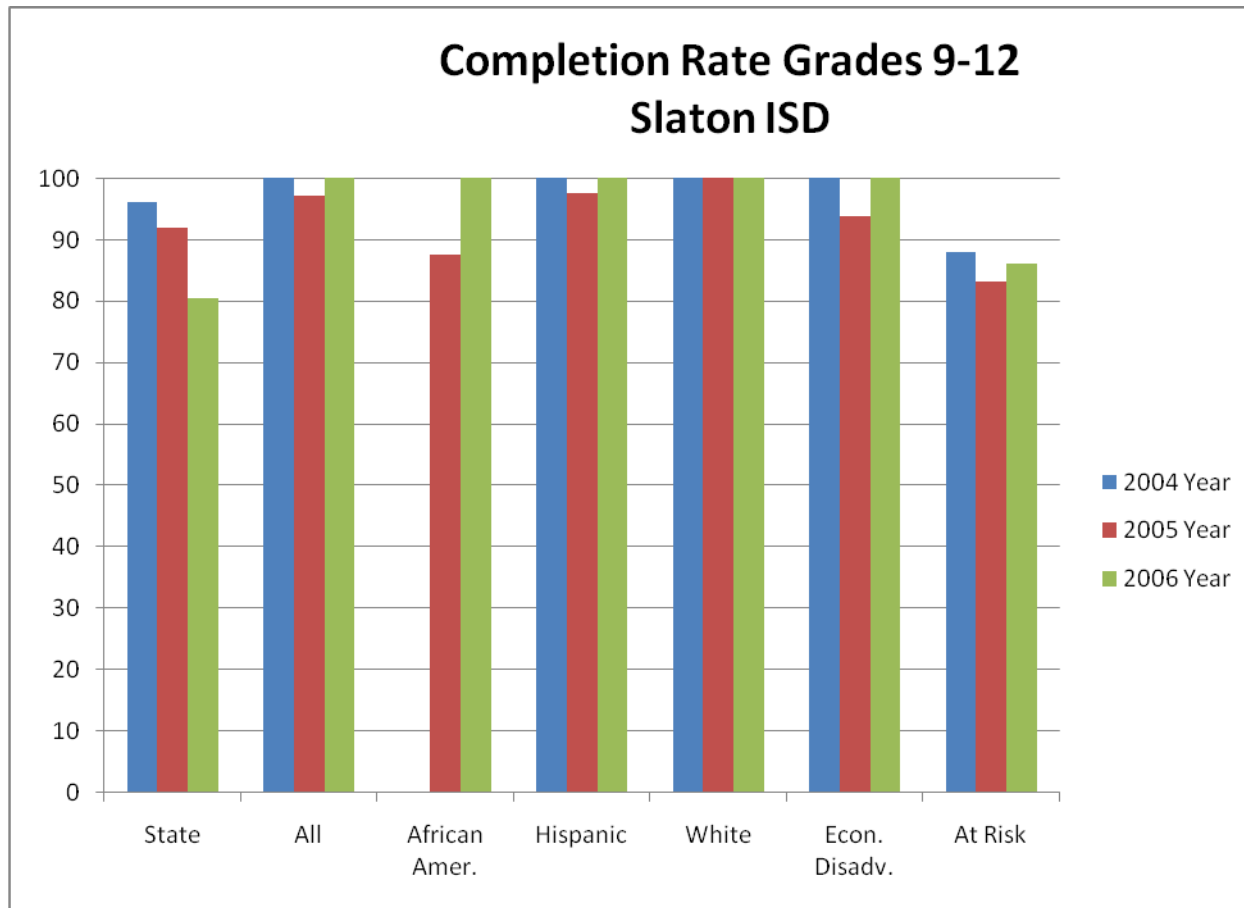














Highly Qualified Teachers State Objectives

STATE OBJECTIVES	YEAR	STATE TARGETS	SLATON ISD	SLATON HS	JR. HIGH	AUSTIN ELEM	THOMAS
1. Percentage of Classes Taught by HQ Teachers							
	2008-09						
	2007-08	100%	100%	100%	100%v	100%	100%
	2006-07	100%	100%	100%	100%	100%	100%
	2005-06	100%	100%	100%	100%	100%	100%
2. Percentage of HQ Teachers							
	2008-09						
	2007-08	100%	100%	100%	100%	100%	100%
	2006-07	100%	100%	100%	100%	100%	100%
	2005-06	100%	100%	100%	100%	100%	100%
3. Percentage of Teachers Receiving High Quality Professional Development							
	2008-09						
	2007-08	100%	100%	100%	100%	100%	100%
	2006-07	100%	100%	100%	100%	100%	100%
	2005-06	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	Program Indicators Below Standard	Performance Level 2007	Performance Level 2008	Performance Level 2009	Performance Level 2010
Bilingual/English as a Second Language(BE/ESL)					
	LEP TAKS/TAKS I-SDAA II Participation Rate	1	All indicators met standards		
Career and Technology Education(CTE)					
	CTE RSHP / DAP Diploma Rate	1	1		
No Child Left Behind (NCLB)					
		All indicators met standard	All indicators met standard		
Special Education (SPED)					
	RHSP/DAP Diploma Rate		3		



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

SCORING KEY Standard Analysis

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

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