



**District Improvement Plan**

2003-2004

Mike Jackson, Superintendent

## District Improvement Plan 2003-2004

<b>Goal 1:</b> To elevate campus and district AEIS ratings to exemplary status by achieving a 90% or greater passing rate for all students and sub-populations on TAKS tests and to meet or exceed all other AEIS standards required for exemplary status.						
<b>Objective 1:</b> Through the use of TEKS, passing performance of OISD students at all campuses on math portion of TAKS test will meet or exceed state average.						
Strategies	Person Responsible	Resources Required	Timeline	Formative Assessment	Summative Assessment	Target Population
A. Coordinate SCE funds on three Title I, Part A TIA schoolwide campuses with 40% or more low income to serve at-risk students	Superintendent Principal	SCE \$317,975 FTE 9.69119 Title I	July – May 04	Progress Reports for At-risk	TAKS reading scores, ITBS reading scores, TPRI scores, Report cards	At risk Students
B. Designate total SCE funds to reduce dropout rate and improve student performance including DAEP	Superintendent	\$317,975 FTE 9.69119	August	DIP/CIP draft copy	DIP/CIT and TAKS	
C. Designate Total Full time Equivalents including DAEP and TIA schoolwide campuses (FTE's)	Business Manager	\$317,975 FTE 9.69119	August	DIP/CIP Draft copy	DIP/CIP	
D. Identify students needing extra instruction through benchmark testing data and disaggregation of TAKS scores. Review individual student analysis & item analysis scores.	Building Principals, Teachers, PEIMS Coordinator	TAKS Scores, ACCESS website, Kamico	May, 2004	Initial scores and Benchmark scores	Disaggregated TAKS Scores, AEIS	Male/Female, African American, Hispanic, White, LEP(ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
E. Provide accelerated math instruction addressing specific deficiencies of individual students.	Building Principals	Funds: Title I, Title II, Part B, SCE	Aug. 2003-- July 2004	Report Cards	TAKS Scores, AEIS	

F. Supplement appropriate materials to the math program (PLATO, PACE, textbooks, TAKS review/practice, New Century, Waterford Math & Science).	Asst. Supt. for Special Programs	Computer Labs, Plato Math Program, TEKS, TAKS Math practice materials Funds: Local	Aug. 2003-- July 2004	Lesson Plans, printed student reports	AEIS	Male/Female, African American, Hispanic, White, LEP(ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
G. Provide staff development for highly qualified staff (paraprofessionals included as appropriate) to enhance the math curriculum: technology, critical thinking, problem solving.	Asst. Supt. for Special Programs	ESC 17, ITV, Internet Access, Funds: Local	Aug. 2003-- July 2004	Sign-in sheets, certificates of completion, PDAS documents, Lesson plans	AEIS	
H. Provide Staff Development for Creating curriculum maps for lesson plans in math	ESC 17 trainer, Asst. Supt for Special Programs	Funds paid to Service Center	Jan and May	1-3 six weeks due in Jan	4-6 six weeks due in May	

<b>Goal 1:</b> To elevate campus and district AEIS ratings to exemplary status by achieving a 90% or greater passing rate for all students and sub-populations on TAKS tests and to meet or exceed all other AEIS standards required for exemplary status.						
<b>Objective 2:</b> Through use of the TEKS, passing performance of OISD students at all campuses on the reading portion of TAKS test will meet or exceed state average.						
<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
A. SCE funds are coordinated on three TIA schoolwide campuses with 40% or more low income to serve at-risk students	Principals	SCE \$317,975 FTE 9.69119 Title I	July - May	Progress Reports for At-risk		Male/Female, African American, Hispanic, White, LEP(ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Designate total SCE funds to reduce dropout rate and improve student performance including DAEP	Superintendent	\$317,975 FTE 9.69119	August	DIP/CIP draft copy		
C. Identify students needing extra instruction through benchmark testing and disaggregation of TAKS scores. Review individual student analysis & item analysis scores.	Building Principals, Teachers, PEIMS coordinator	TAKS Scores, Scantron machines and sheets	May, 2004	Enrollment of students in accelerated courses.	Disaggregated TAKS Scores AEIS	

D. Provide accelerated reading courses addressing specific deficiencies of individual students through Success Reading, Accelerated Reading, and Accelerated Reading Initiative.	Building Principals	Funds: Title I, ARI funds	Aug. 2003--July 2004	Report Cards, Spring	TAKS Scores, AEIS	African American, Hispanic, White, LEP(ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
E. Supplement appropriate materials to the reading program (PLATO, PACE, textbooks, TAKS review/practice, New Century, Waterford).	Asst. Supt. for Special Programs	Computer Labs, Plato Reading Program, TEKS, TAKS Reading practice materials Funds: Title I, SCE	Aug. 2003--July 2004	Lesson Plans, printed student reports	AEIS	

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**Objective 2:** Through use of the TEKS, passing performance of OISD students at all campuses on the reading portion of TAKS test will meet or exceed state average.

<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
F. Provide staff development for highly qualified professional staff (paraprofessionals included as appropriate) to enhance the reading curriculum: main idea, technology, critical thinking, comprehension,	Asst. Supt. for Special Programs	ESC 17, ITV, Internet Access, Funds: Local, State and Federal	Aug. 2003--July 2004	Staff development documentation, PDAS documents, Lesson plans	AEIS	Male/Female, African American, Hispanic, White, LEP(ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
F. Provide staff development and implementation of Waterford Early Reading Program for ESL and At-Risk students.	Asst. Supt. for Special Programs	New Century Education trainer, System Materials, Funds: SCE	Aug. 2003 -	Staff development documentation, PDAS documents, Lesson plans	AEIS	Male/Female, African American, Hispanic, White, LEP(ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
G. Provide staff development and implementation of Waterford Early Reading Program for ESL and At-Risk students.	Asst. Supt. for Special Programs	Waterford Early Reading Program trainer and materials Funds: ESL and Head Start	Aug. 2003 – January 2004	Staff development documentation, PDAS documents, Lesson plans	AEIS	
H. Provide Staff Development for using Curriculum Mapping for lesson plans in reading	ESC 17 trainer	Funds paid to Service Center	Jan and May	1-3 six weeks due in January	4-6 due in May	

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**Objective 3:** Through use of the TEKS, passing performance of OISD students at all campuses on the writing portion of TAKS will meet or exceed state average.

<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
A. SCE funds are coordinated on three TIA schoolwide campuses with 40% or more low income to serve at-risk students	Principal	SCE \$317,975 FTE 9.69119 Title I	July -	Progress Reports for At-risk	TAKS scores	Male/Female, African American, Hispanic, White, LEP(ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Designate total SCE funds to reduce dropout rate and improve student performance including DAEP	Superintendent	\$317,975 FTE 9.69119	August	DIP/CIP draft copy	TAKS scores	
C. Identify students needing extra instruction through benchmark testing and disaggregation of TAKS scores. Review individual student analysis & item analysis scores.	Building Principals, Teachers, PEIMS Coordinator	TAKS Scores	May, 2004	Enrollment of students in accelerated courses.	Disaggregated TAKS Scores, AEIS	
D. Provide accelerated writing courses addressing specific deficiencies of individual students.	Building Principals	Funds: Title I, SCE	6 weeks	Report Cards, Spring and Summer TAKS scores	TAKS Scores, AEIS,	

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**Objective 3:** Through use of the TEKS, passing performance of OISD students at all campuses on the writing portion of TAKS will meet or exceed state average.

<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
E. Provide staff development for highly qualified staff (paraprofessionals included as appropriate) to enhance the language arts curriculum: technology, critical writing, structure and processing.	Asst. Supt. for Special Programs	ESC 17, ITV, Internet Access, Funds: Local, State and Federal SCE (all staff)	Aug. 2003--	Staff development documentation, PDAS documents, Lesson plans	AEIS,	Male/Female, African American, Hispanic, White, LEP(ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
F. Provide Staff Development for curriculum alignment	ESC 17 trainer	Contract with ESC 17	Jan and May	Maps due for 1-3 six weeks	All curriculum maps due for each semester	
G. Supplement appropriate materials to the writing program (PLATO, PACE, textbooks, TAKS review/practice, New Century).	Asst. Supt. for Special Programs, Teachers	Computer Labs, Plato Writing Program, TEKS, TAKS writing practice materials Funds: SCE Title I	6 weeks	Lesson Plans, printed student reports	AEIS, TAKS scores	



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**Objective 4:** Through use of TEKS, passing performance of OISD students at all campuses on the science and portion of TAKS will meet or exceed state average.

<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
A. SCE funds are coordinated on three TIA schoolwide campuses with 40% or more low income to serve at-risk students	Principal	SCE \$317,975 FTE 9.69119 and Title I	July - May	Progress Reports for At-risk	TAKS reading scores, ITBS reading scores, TPRI scores, Report cards	Male/Female, African American, Hispanic, White, LEP(ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Designate total SCE funds to reduce dropout rate and improve student performance including DAEP	Superintendent	\$317,975 FTE 9.69119	August	DIP/CIP draft copy	DIP/CIT and TAKS	
C. Identify students needing extra instruction through benchmark testing, disaggregation of TAKS scores. Review individual student analysis & item analysis scores.	Building Principals	TAKS materials, TEKS	May, 2004	Report Cards, teacher assessments	Disaggregated TAKS Scores, AEIS	
D. Supplement appropriate materials to the science program (PLATO textbooks, TAKS review).	Asst. Supt. for Special Programs, Teachers	Computer Labs, Plato Science Programs, TEKS, TAKS Science and practice materials Funds: Local	Aug. 2003--	Lesson Plans, printed student reports	AEIS,	

<p>E. Provide staff development for highly qualified professional staff (paraprofessionals included as appropriate) for improving science skills: technology, critical thinking, problem solving, terminology, Waterford Science, etc.)</p>	<p>Asst. Supt. for Special Programs, Teachers</p>	<p>ESC 17, ITV, Internet Access, Funds: Local</p>	<p>Aug. 2003--</p>	<p>Staff development documentation, PDAS documents, Lesson plans</p>	<p>AEIS,</p>	<p>Male/Female, African American, Hispanic, White, LEP(ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504</p>
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<b>Goal 1:</b> To elevate campus and district AEIS ratings to exemplary status by achieving a 90% or greater passing rate for all students and sub-populations on TAKS tests and to meet or exceed all other AEIS standards required for exemplary status.						
<b>Objective 5:</b> Through use of TEKS, passing performance of OISD students at all campuses on the social studies portion of TAKS will meet or exceed state average.						
<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
A. SCE funds are coordinated on three TIA schoolwide campuses with 40% or more low income to serve at-risk students	Principal	SCE \$317,975 FTE 9.69119 and Title I	July - May	Progress Reports for At-risk	A. SCE funds are coordinated on three TIA schoolwide campuses with 40% or more low income to serve at-risk students	Male/Female, African American, Hispanic, White, LEP(ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Designate total SCE funds to reduce dropout rate and improve student performance including DAEP	Superintendent	\$317,975 FTE 9.69119	August	DIP/CIP draft copy	B. Designate total SCE funds to reduce dropout rate and improve student performance including DAEP	
C. Identify students needing extra instruction through benchmark testing, disaggregation of TAKS scores. Review individual student analysis & item analysis scores.	Building Principals	SCE, Title I	May, 2004	Report Cards, teacher assessments	Disaggregated TAKS Scores, AEIS	
D. Supplement appropriate materials to the social studies program (PLATO textbooks, TAKS review).	Asst. Supt. for Special Programs, Teachers	Computer Labs, Plato, Social Studies Programs, TEKS, TAKS Social Studies practice materials Title I, SCE	6 weeks	Lesson Plans, printed student reports	AEIS,	

<p>E. Provide staff development for highly qualified professional staff (paraprofessionals included as appropriate) for improving social studies skills: technology, critical thinking, problem solving, terminology, etc.)</p>	<p>Asst. Supt. for Special Programs, Teachers</p>	<p>ESC 17, ITV, Internet Access, Local, SCE</p>	<p>Aug. 2003-</p>	<p>Staff development documentation, PDAS documents, Lesson plans</p>	<p>AEIS,</p>	<p>Male/Female, African American, Hispanic, White, LEP(ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504</p>
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<b>Objective 6:</b> Olton ISD will improve the attendance rate among all population groups to 97.5%.						
<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
A. Include the state attendance policy in the student handbook.	Superintendent	Printing costs	July, 2003	daily, weekly, and per grading period attendance rates	Annual attendance rates from AEIS	Male/Female, African American, Hispanic, White, LEP(ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Monitor and track student attendance.	Attendance clerks	Winschool, attendance logs	Aug. 2003--May 2004	daily, weekly, and per grading period attendance rates	PEIMS Report AEIS	
C. Provide parent contact when students' attendance rate drops below 90%.	Building Principals	Daily attendance logs, Winschool data, local funds for postage	As needed	daily, weekly, and per grading period attendance rates	AEIS, transcripts	
D. Report attendance rates to School Board, DAC, CAC, and community.	Building Principals	Daily attendance logs, Winschool data	Monthly	daily, weekly, and per grading period attendance rates	AEIS	
E. Provide attendance incentives.	Building Principals	Daily attendance logs, Winschool data Funds: Local	6 weeks	daily, weekly, and per grading period attendance rates	AEIS	

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**Objective 7:** Olton ISD will act to maintain the completion rate of more than 98%.

<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
A. Incorporate exemptions for Juniors and Seniors from Semester Exams if they meet attendance and academic criteria.	OHS Principal	Winschool attendance and grade data	May, 2004	weekly and per grading period attendance and failure rates	Annual dropout rates from AEIS	Male/Female, African American, Hispanic, White, LEP(ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Refer students in danger of not completing graduation requirements in the traditional school setting. to Options High School	OHS Principal	Funds: SCE and Title 1	6 weeks	Options Referrals	Annual dropout rates from AEIS	
C. Utilize CLC (Crossroads Learning Center) discipline facility for students currently involved in legal system.	OHS Principal	CLC referral documents Legal documents	As indicated	Winschool data	Winschool and AEIS data	
D. Monitor and counsel at-risk students or students in danger of dropping out.	OHS At-risk coordinator	PEIMS data, Winschool data	Daily	weekly and per grading period attendance and failure rates	Annual dropout rates from AEIS	

E. Contact authorities/pursue legal recourse for truancy among students to enforce attendance laws.	OHS Principal	Winschool attendance data	As appropriate	Truancy lists	Comparison to previous year's truancy rates	
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**Objective 7:** Olton ISD will act to maintain the completion rate of more than 98%.

<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
F. Provide counseling for pregnant teens/teen parents.	OHS and Webb Elementary At-risk coordinators	Title I and SCE	As needed	Counseling documentation	Counseling documentation	Male/Female, African American, Hispanic, White, LEP(ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504



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<b>Objective 8:</b> Olton I.S.D. will offer courses to improve college admissions test scores so that 40% of examinees meet or exceed the criteria scores and so that at least 70% of graduates take either the ACT or SAT.						
<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
A. Encourage students to take upper-level high school and college-level courses.	OHS At-risk coordinator	ITV, Dual credit classes, teacher training (AP), Master-degreed teachers	Summer, 2004	Admissions test scores, report card grades, college credits, pre-enrollment data	Admissions test scores, report card grades, college credits, AEIS	Male/Female, African American, Hispanic, White, LEP(ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Counsel students to take upper-level courses by continuing to offer more high school credit courses in junior high.	OJHS Principal	teacher certifications in Health, Spanish and Speech, textbooks	May, 2004	Pre-enrollment, Report Cards	Students completing advanced courses	
C. Offer access to SAT/ACT/TASP prep resources.	OHS At-risk coordinator	Computer Labs, Plato Reading Program, Prep. Manuals, software, ITV	Ongoing	TASP exemptions, ACT/SAT scores	TASP exemptions, ACT/SAT scores, AEIS	
D. Counsel students to complete the Recommended Graduation Program.	OHS Principal and At-risk coordinator	List of course offerings, Recommended Graduation Program Plan	Semester	Diploma plans, enrollment information	Diploma plans, enrollment information	
E. Students' scores on ACT/SAT will meet or exceed state criteria scores.	OHS Principal	ACT/SAT Preparation resources, Advanced Placement Classes	Aug. 2003-May 2004	ACT/SAT Test Scores	ACT/SAT Test Scores	

<p>F. Provide counseling for pregnant teens/teen parents</p>	<p>OHS and Webb Elementary At-risk coordinators</p>	<p>Title I and SCE pursuit of PEP grant</p>	<p>Monthly</p>	<p>Counseling Documentation</p>	<p>Counseling Documentation</p>	<p>Male/Female, African American, Hispanic, White, LEP(ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504</p>
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<b>Goal 2:</b> To provide the curriculum, programs, and tools to prepare students for the world of work and/or continuing education, to become productive citizens, and to become life long learners.						
<b>Objective 1:</b> Provide technology in curriculum areas so students become proficient in the use and operation of state-of-the-art technology and equipment in school-to-work settings.						
<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
A. Address technology TEKS by providing opportunities for students to plan, create, and implement numerous projects using technology applications outlined in the TEKS.	Principals	Funds: CATE, Local, Technology allotment, Title I, Head Start,	Aug.2003-May 2004	Lesson Plans	Lesson Plans	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Provide a CATE program where appropriate.	Asst. Supt. for Special Programs	Funds: CATE, Carl Perkins, local	Aug.2003-	schedule documents	schedule documents	

<b>Goal 2:</b> To provide the curriculum, programs, and tools to prepare students for the world of work and/or continuing education, to become productive citizens, and to become life long learners.						
<b>Objective 2:</b> Provide opportunities to improve UIL Literary achievement and participation.						
<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
A. Allow opportunities for each student to participate in UIL practice activities.	UIL Director	UIL Practice Materials Funds: Local	Semester	Participation in activities and practice meets	Participation and success at UIL meet	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504

<b>Goal 2:</b> To provide the curriculum, programs, and tools to prepare students for the world of work and/or continuing education, to become productive citizens, and to become life long learners.						
<b>Objective 3:</b> Provide opportunities for students to participate in Special Programs and meet or exceed TAKS state average in their respective sub-group.						
<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
A. Provide a Practical Parenting Program.	Elementary At-risk coordinator	Funds: Local	Quarterly	Participation of Identified Students	Participation of Identified Students	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Provide tutorial and/or additional instructional time for TAKS preparation.	Principal, At Risk Coordinator, Teachers	Funds: SCE \$205,839 FTE 9.15 (Not including Options)	Daily	Report Cards	TAKS Scores	
C. Utilize State Compensatory Education to implement TAKS acceleration courses for students failing portions of TAKS test.	Building Principals	Funds: SCE \$205,839 FTE 9.15 (Not including Options)	Daily	Report cards	TAKS Scores, AEIS	
D. Provide a Safe & Drug Free Schools Program including drug, violence, & suicide prevention, & conflict resolution.	Asst. Supt. for Special Programs, At-Risk Coordinators/At-risk coordinators	Funds: Title IV, SSA with Region 17 ESC SCE 67,808 FTE 1.5	6 weeks	Participation in Red Ribbon Week Activities	Participation in Red Ribbon Week Activities	
E. Provide extended year for additional time for students at risk of failing through Optional Extended Ad and Week Program.	Asst. Supt. for Special Programs, Elementary and Jr. High Principals, Teachers	Funds: OEYP	Oct.2003-May 2004	Report Cards	Retention Rate, TAKS Scores	
F. Coordinate special programs/assemblies to motivate students to stay in school.	Building Principals	Funds: Local	Monthly	Report Cards	Retention Rate	

**Goal 2:** To provide the curriculum, programs, and tools to prepare students for the world of work and/or continuing education, to become productive citizens, and to become life long learners.

**Objective 3:** Provide opportunities for students to participate in Special Programs and meet or exceed TAKS state average in their respective sub-group.

<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
G. Provide a dyslexia program (including the use of programs such as Wilson Language System and/or Herman Method) to assist students who are diagnosed with this disability.	Teachers for Dyslexia students	Funds: Local	Upon identification	List of students identified and being served	TAKS Scores, Report Cards of identified students	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
H. Provide opportunities for student participation in Career & Technology Education by offering classes with training and hands-on instruction in planning, design, layout and production of manufactured goods.	Industrial Technology Teacher	Funds: Vocational, Local, Federal	6 weeks	Class enrollment documents, students' final products	Class enrollment documents, students' final products	
I. Provide staff development for all teachers, administrators, At-risk coordinators, board members to update knowledge and perception of CATE programs.	Principal, Assistant Superintendent, State CATE, Local Teachers	Local funds	End of School year, 2004	Pre-assessment forms for staff At-risk coordinators, administrators, board members	Evaluation of development training. Balanced enrollment in CATE programs. Decreased risk factor on PAS from 3 to 0.	

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<b>Objective 3:</b> Provide opportunities for students to participate in Special Programs and meet or exceed TAKS state average in their respective sub-group.						
<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
J. All students will have equal access to CATE course offerings.	Principal, At-risk coordinator, staff	Local funds	End of School year, 2004	Participation of Identified Students	AEIS Base Indicators, Decreased PAS risk factor from 3 to 0.	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
K. Committee will develop an evaluation instrument to survey perceived effectiveness of the CATE program and use data to develop strategies to meet needs.	CATE committee	CATE funds	End of School year, 2004	Survey data	Analysis of data	
L. Brochures will be made by BIMM class for the purpose of promoting CATE classes.	Business education instructor	CATE funds	End of School year, 2004	Production of brochures	Distribution of brochures	
M. Course syllabus will be designed to inform students, parents, and community about CATE program.	OHS At-risk coordinator	CATE funds	End of School year, 2004	Production of syllabi	Distribution of syllabi	

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<b>Objective 3:</b> Provide opportunities for students to participate in Special Programs and meet or exceed TAKS state average in their respective sub-group.						
<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
N. Utilize programs such as Waterford Early Reading Program and PLATO to modify instruction for ESL and other at risk students to increase reading comprehension and language skills.	Teachers, Building principals, elementary teacher aide	Funds: ESL, Title I, SCE: elementary supplies: 3200, high school supplies 8600, Options supplies: 5700	Weekly	PLATO Pre-Test, report cards, completion of Waterford Levels	Objectives mastered in PLATO, TAKS scores, RPTE (Reading Proficiency Test in English)	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
O. Allocate the use of Title VI funds based on teacher surveys conducted annually.	Secondary and Elementary Librarian	Funds: Title VI, Local	-May 2004	Accelerated reader scores, Circulation Desk Increase in numbers of books checked out	TAKS, AEIS	
P. Provide computer-based enrichment activities for all grades.	Principals, Teachers, Technology directors	Funds: Federal, State, Local	Weekly	Computer use documentation, report cards	Computer use documentation, report cards	
Q. Provide staff development for math and science teachers to improve students' performance through Title II	Asst. Supt. for Special Programs	Funds: Title II SSA with Region 17 ESC	Semester	Staff development documentation, Report Cards	Staff development documentation, TAKS Scores, End of Course Exams	
R. Provide Migrant Services that directly affect learning.	Migrant Coordinator	Funds: Title I Part C	Daily	Migrant records	TAKS Scores, AEIS Indicators	

**Goal 2:** To provide the curriculum, programs, and tools to prepare students for the world of work and/or continuing education, to become productive citizens, and to become life long learners.

**Objective 3:** Provide opportunities for students to participate in Special Programs and meet or exceed TAKS state average in their respective sub-group.

<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
S. Provide opportunities for identified Gifted and Talented students above the basic curriculum and involve parents in the program process.	Gifted and Talented Program Coordinator	Funds: Local	6 weeks periods	Course offerings, percentage of students involved, calendar of student opportunities	TAKS Scores, AEIS Indicators	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
T. Use Title II-A funds to reduce class size in Kindergarten	Asst. Supt. for Special Programs	Funds: Title VI	03-04 year	Student enrollment, PEIMS data	TAKS Scores, AEIS Indicators	
U. Offer Pre-K and Head Start classes for full or half-day classes to qualifying students.	Asst. Supt. for Special Programs	Pre-K Grant, Head Start Grant	03-04 year	Applications for admission	Qualified staff evaluations	
V. Provide Title I Schoolwide Programs at all campuses with programs coordinated for maximum student academic achievement	Principals	Title I, Part A SCE TII A Title II D Title IV Title V	August 03	6 weeks grades	TAKS	All populations Target low income and at-risk
X. Attract high-quality, highly qualified teachers to all 3 campuses	Superintendent Principals	Local TIA TII A	Summer 03	Personnel records New hires	Personnel records	Highly qualified teachers



<b>Goal 2:</b> To provide the curriculum, programs, and tools to prepare students for the world of work and/or continuing education, to become productive citizens, and to become life long learners.						
<b>Objective 4:</b> Provide transition plans from pre-school to elementary school, from elementary school to junior high school, from junior high school to high school, and throughout high school that will ensure that students make informed curriculum choices to be prepared for success beyond high school.						
<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
A. Provide information about transitions to parents and students moving grade to grade and campus to campus.	At-risk coordinators	State Documents and Local Policy Information Funds: Local	March, 2004	Documentation of materials mailed; documentation of parent meetings	Documentation of materials mailed; documentation of parent meetings	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Provide opportunities for career awareness, career investigation, and career exploration.	At-risk coordinator	Funds: Federal, State, Local	Aug.2003-May 2004	Lesson Plans; At-risk coordinator Records	Lesson Plans; At-risk coordinator Records	
C. All students will acquire skills to become a dual career family/wage earner.	Principals, At-risk coordinator, Staff	Local, State, Federal funds	End of School year, 2004	Participation of Identified Students	AEIS Base Indicators, Decreased PAS risk factor from 3 to 0.	
D. Provide a transition packet for pre-school students making the transition into public school.	Asst. Supt. for Special Programs, PreK teachers, Head Start Personnel	Transition Packets Funds: Pre K grant, Head Start Grant	May 2003 - Aug. 2004	List of participating students	List of participating students	

<b>Goal 2:</b> To provide the curriculum, programs, and tools to prepare students for the world of work and/or continuing education, to become productive citizens, and to become life long learners.						
<b>Objective 5:</b> Provide opportunities for students within Special Education to achieve success in the classroom as evidenced by meeting or exceeding state average on TAKS or SDAA scores.						
<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
A. Implement a timeline for initial evaluation.	Director of Special Education	Funds: Special Ed.	Aug.2003- August 2004	Staff development documentation, Special Ed. teachers' documentation, diagnostician documentation	Students' permanent Special Ed. records at HONDA, TAKS, SDAA	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Place students in a least restrictive environment including Summer Enrichment Program for Life Skills students, Community Based Instruction, etc.	Director of Special Education	Funds: Special Ed.	Aug.2003-	ARD documentation	ARD documentation, students' permanent records at HONDA, TAKS, SDAA	
C. Provide related services information to students, parents, and staff.	Director of Special Education	Funds: Special Ed.	Aug.2003- Monthly	ARD documentation	ARD documentation, students' permanent records at HONDA, TAKS, SDAA	
D. Implement a timeline for re-evaluation.	Director of Special Education	Funds: Special Ed.	Aug.2003-	ARD documentation	ARD documentation, students' permanent records at HONDA, TAKS, SDAA	

E. Provide successful transitions by implementing ITP (Individual Transition Plan) in coordination with IEP (Individual Education Plan).	Director of Special Education	Funds: Special Ed.	Daily	ARD documentation	ARD documentation, students' permanent records at HONDA, TAKS, SDAA	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
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<b>Goal 2:</b> To provide the curriculum, programs, and tools to prepare students for the world of work and/or continuing education, to become productive citizens, and to become life long learners.						
<b>Objective 5:</b> Provide opportunities for students within Special Education to achieve success in the classroom as evidenced by meeting or exceeding state average on TAKS or SDAA scores.						
<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
F. Provide staff development for a highly qualified staff (paraprofessionals included as appropriate) concerning pre-referral process and making appropriate modifications.	Director of Special Education	Funds: Special Ed.	Aug.2003	Staff development documentation	Staff development documentation, TAKS, SDAA	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504

<b>Goal 3:</b> To provide a climate of mutual respect among parents, business, community, staff and students.						
<b>Objective 1:</b> Publicize exemplary effort in the areas of character, leadership, attitude/attendance, scholarship, and sportsmanship.						
<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
A. Provide incentives to students exhibiting exemplary effort.	Building Principal	Funds: Local/Activity	6 weeks	Report cards, teacher recommendations	Report cards, teacher recommendations	Male/Female African American Hispanic White LEP (ESL) Eco. Disadvantaged GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Use newspaper, newsletters, television and radio to publicize exemplary efforts "In the News".	Building Principal	Event documentation	6 weeks	newspaper newsletter clippings	newspaper or newsletter clippings	
C. Provide overall Certificates of Award for academics (Accelerated Reader, UIL, subject awards etc.)	Building Principal	Funds: Activity	Spring	school newsletters, memorandums	Awards Ceremonies--end of year	

<b>Goal 3:</b> To provide a climate of mutual respect among parents, business, community, staff and students.						
<b>Objective 2:</b> Olton I.S.D. will provide opportunities for parental involvement.						
<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
A. Hold "Open House" and grade-level meetings with parents.	Building Principal	Funds: Local	Semester	sign-in sheets	sign-in sheets	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Send parent surveys in newsletters and separately to get parent input regarding District programs.	Director of Special Programs	parent surveys Funds: Local	Monthly	Tabulated survey results	Tabulated survey results	
C. Provide District Report Cards (AEIS) to all parents for review.	Superintendent	AEIS documents Funds: Local	After AEIS report is issued to District	Surveys	AEIS Report	
D. Solicit increased parental involvement in Campus and District Advisory Committee events/meetings.	District and Campus Advisory Committee Chairs	School Newsletters, Committee Agendas/Minutes	Quarterly	Agendas/Minutes	Agendas/Minutes	
E. Increase parental attendance at performances, banquets, product-oriented assemblies etc.	Building Principal	Newsletters, event public announcements	Monthly	Event sign-in sheets	Event sign-in sheet	

<b>Goal 3:</b> To provide a climate of mutual respect among parents, business, community, staff and students.						
<b>Objective 2:</b> Olton I.S.D. will provide opportunities for parental involvement.						
<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
F. Provide opportunities for parental involvement on each campus. (Examples: Title I Schoolwide Compact, Book Fairs, ABC (Academic Booster Club), Volunteer Program, Athletic Boosters, Band Boosters etc.)	Building Principal, At risk coordinator, Asst. Supt. of Special Programs	Title I, Parts A & C, Activity Funds	Monthly	Organization programs/minutes etc.	Organization programs/minutes etc.	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
G. Provide parents information on the need for their children to participate in a challenging high school curriculum; the Texas grant program; and other financial aid opportunities.	OHS At-risk coordinator	Information about curriculum and opportunities	May-04	sign-in sheets	Enrollment in degree plans, Participation in financial aid opportunities	
H. Train school staff in the importance of parents to the educational process.	Director of Special Programs	ESC 17 personnel Funds: Local	Aug. 2003	Staff development documentation	Staff development documentation	

I. Provide information to parents in their home language whenever possible.	Principal	Interpreter	Daily	Copies of information	Copies of information	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
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<b>Goal 3:</b> To provide a climate of mutual respect among parents, business, community, staff and students.						
<b>Objective 3:</b> Encourage and provide opportunities for business and community members' involvement in school programs.						
<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
A. Encourage community and business members to submit items for discussion at District and Campus Advisory Committee meetings.	District and Campus Advisory Committee Chairs	Administrative procedures	Monthly	District and Campus Advisory Committee minutes/agendas	District and Campus Advisory Committee minutes/agendas	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Provide ITV (distance learning classes) community-interest surveys and offer ITV classes for community.	Asst. Supt. for Special Programs, Trained Teacher	Funds: Technology Allotment	Semester	ITV Class rosters	ITV class rosters	
C. Utilize local and regional business personnel in career education programs at school.	At-risk coordinators/At Risk Coordinators	Local/regional business directory	Semester	Career Fair program agenda	Career Fair program agenda	
D. Utilize public library program for supplemental reading activities.	Public Librarian	Library resources	Daily	Program Agendas	Program Agendas	
E. Provide opportunities for community members and businesses to assist and/or volunteer as needed.	Principals	Newspaper, Channel 2	Daily	Sign-in sheets	Volunteer evaluation forms	

<b>Goal 3:</b> To provide a climate of mutual respect among parents, business, community, staff and students.						
<b>Objective 4:</b> Provide opportunities for "Students Helping Students" mentoring/tutoring programs across all campuses.						
<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
A. Include high school students as mentors/tutors for younger ESL students.	ESL Coordinator	Class schedules, teacher recommendations, New Century software, Waterford lab.	Monthly	Progress Reports/Report Cards	Report Cards	Male/Female, African American, Hispanic, White, LEP(ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Provide student-student tutoring programs across campuses. (Examples: "Book Buddies", Early Childhood Program, Band Tutoring, Public Library Mentor Program etc.)	Building Principal	tutoring materials Funds: SCE	Monthly	Progress Reports/Report Cards	AEIS Report Cards	
C. Provide student mentors for students with academic deficiency.	Principals, NHS supervisor	Tutorial time, Benchmark testing, teacher recommendations	Monthly	Progress Reports/Report Cards, Benchmark Testing	Progress Reports/Report Cards, Benchmark Testing	

**Goal 4:** Olton ISD will provide opportunities for each student to excel in areas of good character through instruction in the six pillars of character including trustworthiness, respect, responsibility, fairness, caring, and good citizenship.

**Objective 1:** Provide training for faculty and staff to improve character instruction.

<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Date Planned Completion</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
A. Provide full in-service training in Character Counts! Program for all new staff	At risk coordinator/ At-risk coordinator	Character Counts! curriculum, resources, Internet	Aug. 2003	In service evaluations	Discipline referrals, teachers' evaluations of students	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Provide ongoing training for all staff to enhance the Character Counts! Program.	At-risk coordinator/ At-risk coordinators	Character Counts! curriculum, resources, Internet	Semester	In service evaluations	Discipline referrals, teachers' evaluations of students	

**Goal 4:** Olton ISD will provide opportunities for each student to excel in areas of good character through instruction in the six pillars of character including trustworthiness, respect, responsibility, fairness, caring, and good citizenship.

**Objective 2:** Implement and utilize the Character Counts! Program to enhance character instruction and development.

<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
A. Provide resources and curriculum supplements for faculty and staff to enhance the implementation of Character Counts! Program.	At risk Coordinators	Character Counts! curriculum, resources, Internet, resources from other companies and organizations including 4-H and Student Council	Monthly	Teacher input	End-of-year program evaluation	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Offer incentives for students for character achievement.	Principal	Supplies, certificates, prizes: Local Funds	Monthly	Honor rolls, discipline referrals.	Honor rolls, discipline referrals.	

**Goal 4:** Olton ISD will provide opportunities for each student to excel in areas of good character through instruction in the six pillars of character including trustworthiness, respect, responsibility, fairness, caring, and good citizenship.

**Objective 3:** Take steps to ensure community support and implementation of the Character Counts! Program to enhance character instruction and development.

<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
A. Provide coordination with local ministers, business people, clubs and civic leaders to enhance the implementation of Character Counts! Program community-wide.	Superintendent	Character Counts! curriculum, resources, Internet,	Monthly	Local signs, community surveys	Local signs, community surveys, School discipline reports, student achievement evidence	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504, Lions Club, Sororities, 4-H, churches, VFW, businesses
B. Inform the community about Character Counts! And promote it throughout the year.	Superintendent	newspaper ads and articles, Channel 2, school signs, website	Aug. 2003-July 2004	Honor rolls, discipline referrals.	Parent and community surveys, student achievement evidence	

**Goal 5:** To effectively and efficiently utilize resources to maintain fiscal stability.

**Objective 1:** To monitor and evaluate programs and personnel annually with respect to cost efficiency.

<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
A. Annually evaluate the number of teaching positions and student to teacher ratios to determine staffing structure.	Administrators/ DAC and CAC	District and student data, budget and expenditure data	Prior to budget planning	Monthly budget reports	Budget and fund balance data	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Based on cost and number of students served, annually evaluate extracurricular programs.	Administrators/ DAC and CAC	District and student data, budget and expenditure data	Prior to budget planning	Monthly budget reports	Budget and fund balance data	
C. Based on cost, funding, and number of students served, annually evaluate all Special Programs and structure spending of funds to best serve students and improve student performance.	Administrators/ DAC and CAC	District and student data, budget and expenditure data	Prior to budget planning	Monthly budget reports	Budget and fund balance data	

<b>Goal 5:</b> To effectively and efficiently utilize resources to maintain fiscal stability.						
<b>Objective 1:</b> To monitor and evaluate programs and personnel annually with respect to cost efficiency.						
<b>Strategies</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Target Population</b>
D. Annually evaluate Average Daily Attendance (ADA), and increase ADA by implementing aggressive, early intervention strategies at the campus level.	Administrators/ DAC and CAC	District and student data, budget and expenditure data	Prior to budget planning	Monthly budget reports	Budget and fund balance data	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
E. Based on cost and personnel, annually evaluate all support programs. (Maintenance, cafeteria, custodial, transportation etc.)	Business Manager, Superintendent	Budget/expenditure data	Prior to budget planning	Monthly budget reports	Budget and fund balance data	
F. Explore alternative/outside resources for funding school programs.	Administrators/ DAC and CAC	Newsletters	Prior to budget planning	Monthly budget reports	Budget and fund balance data	

## Comprehensive Needs Assessment

Olton is a district of 4 campuses including the DAEP, EE-12. The enrollment is 764 students and the low income rate is 68.01%. The district received an Academically Acceptable rating from the state accountability system. The three campuses were also rated Academically Acceptable. The DAEP was not rated. To make this rating, the district or campus must have a passing rate of at least 40% on reading/English Language Arts, writing, and social studies TAKS for all students and all student groups. The math passing rate must be at least 35% and the science must be at least 25%. The Completion Rate must be at least 75% or an annual dropout rate of 2.0%

### Students

#### Strengths

In reading/English Language Arts, all 5 groups scored at or above 75%. The highest passing rate was 88% for the White group and the lowest was 75% for the Economically Disadvantaged group. All groups made gains from the previous year. In writing, all groups scored above 95% passing rate! Gains were also made from the previous year. Social studies have all groups above 70%. Whites achieved 98% down to the low, 76% for Economically Disadvantaged. Completion Rates show all students groups achieving above 95% for finishing high school in four years.

Special Education students taking the SDAA achieved an 84% passing rate.

#### Needs

Math scores have all groups below 70% passing except for the White group at 86%. Passing rates range from 40-64% passing. In science, two groups scored above 70%, the White group and the all student group. Three groups scored below, the African American group at 57%, the Economically Disadvantaged at 58%, and Hispanic group at 60%. All groups did made gains in science from the previous year.

### Staff

Of the 60 teachers in core subject areas who must meet federal "Highly Qualified" standards, all but one was highly qualified for a 98% compliance rate. A plan is in place to have all teachers highly qualified by 2006.

### Parent Involvement

#### Strengths

Parents and community are vital to the success of Olton students! Parents are involved as well as community and business people. All stakeholders are informed and involved in positive ways by the district! Teachers and staff know all students. They communicate with students and their families on a regular basis. Parent conferences are held each year at all campuses. Parents are informed of state assessments and required proficiency levels.

### Needs

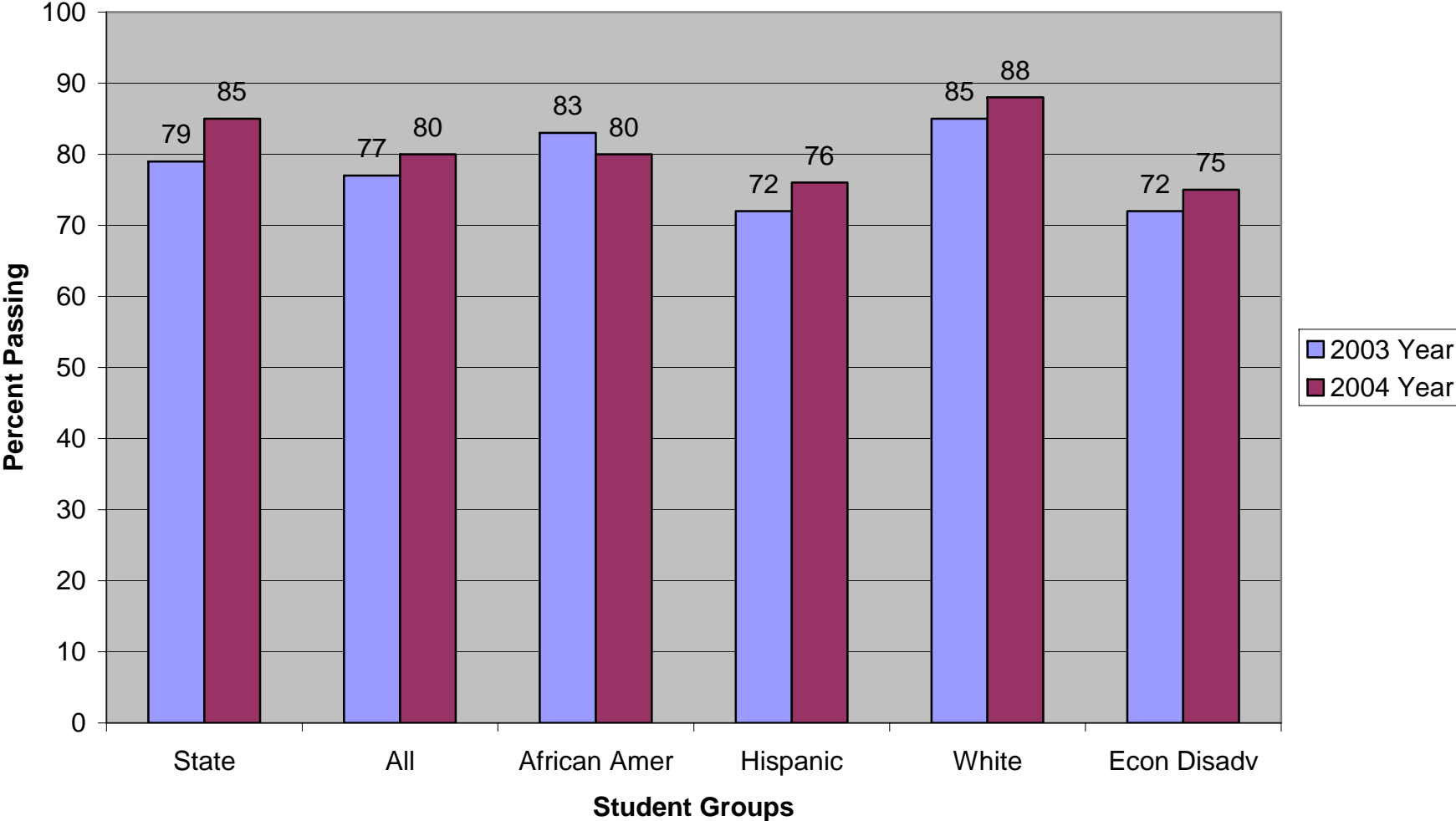
Additional communications need to be provided in the home language of the parents and efforts are directed toward this goal. Improved communications and partnerships are also a need the district is committed to achieve for the ultimate goal of student success!

### Facilities

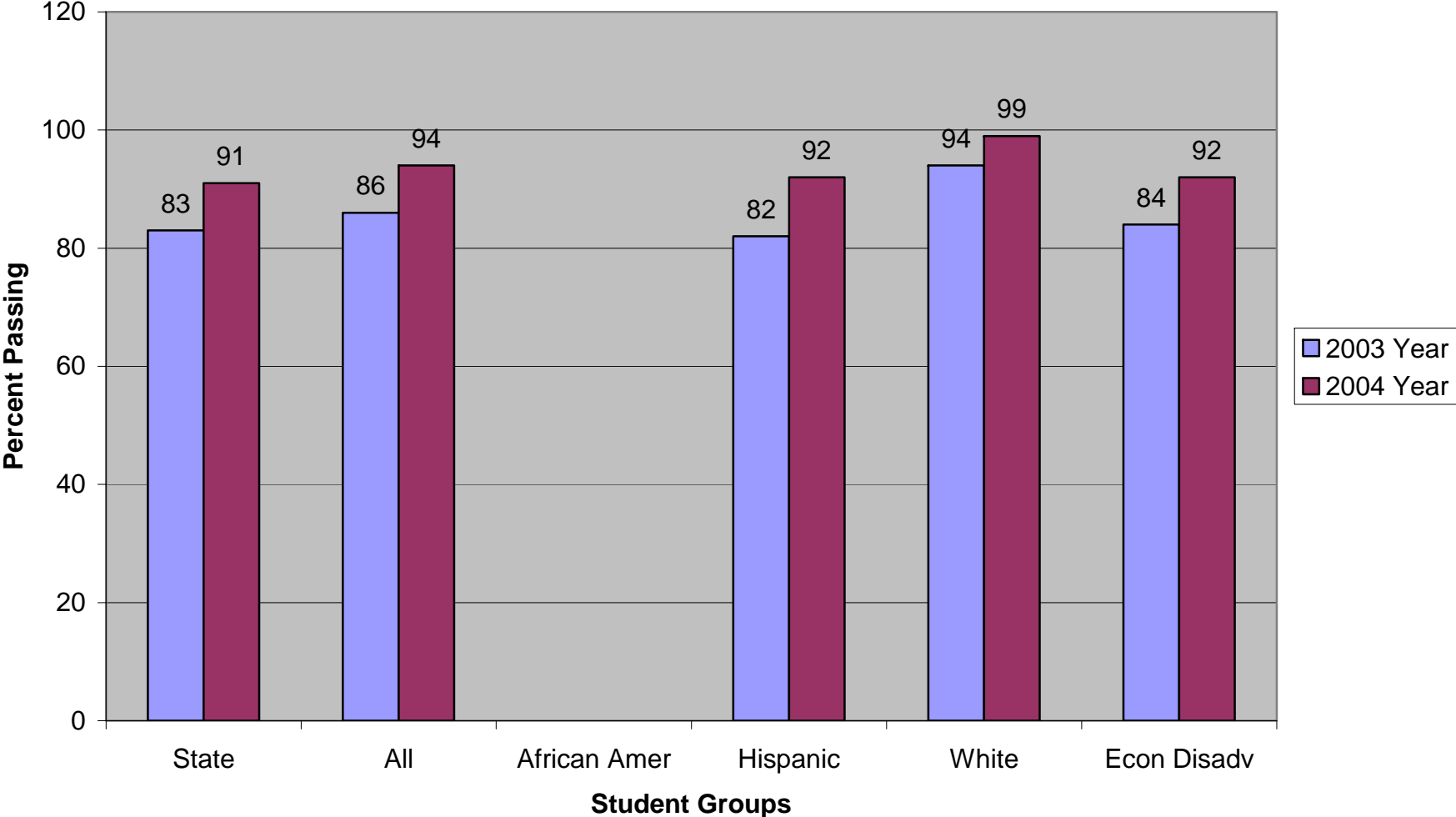
Facilities are maximized with no current room available for growth. The district has a comprehensive maintenance and facility plan designed to allow for improvement in student performance.



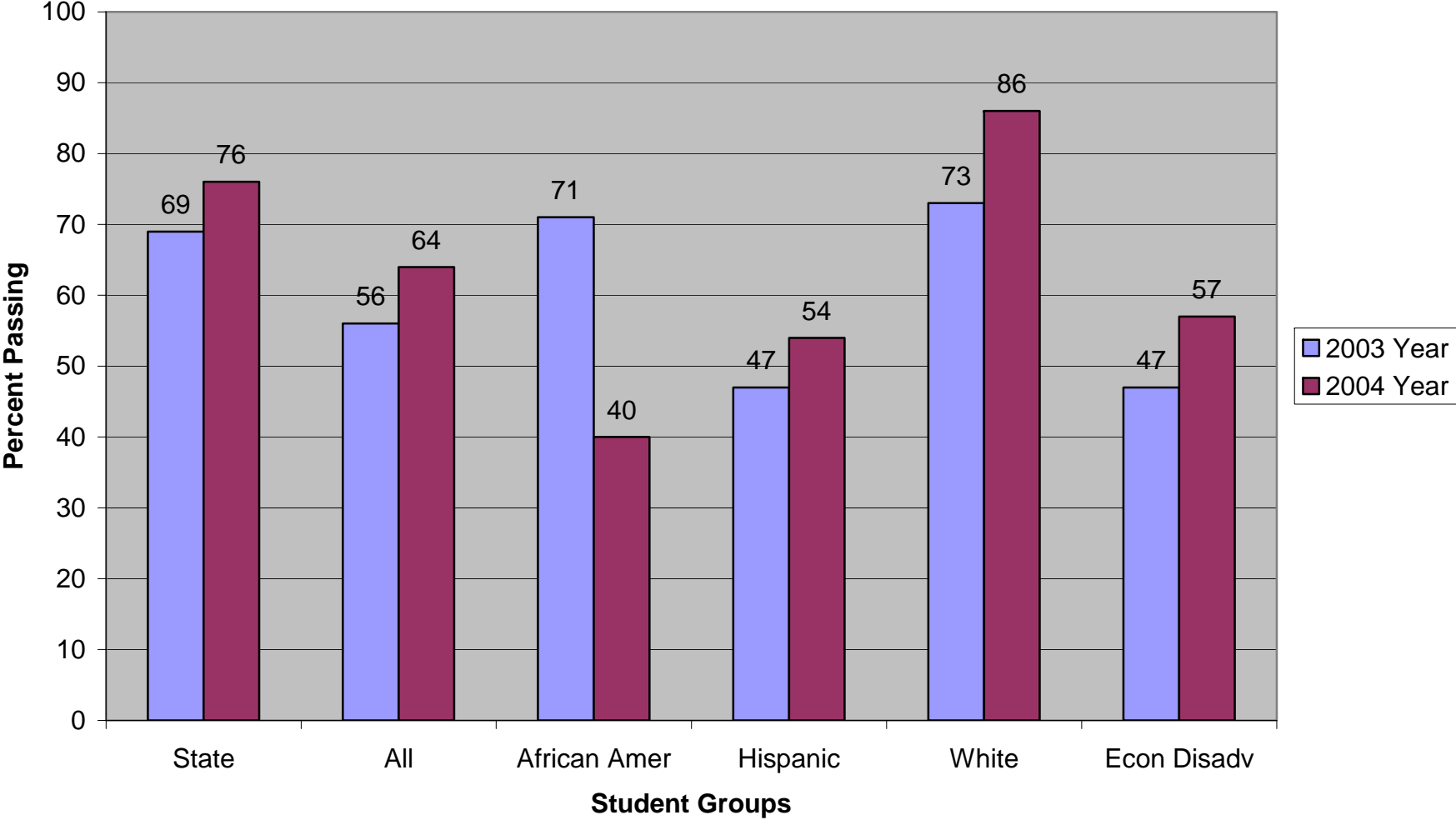
### TAKS Reading/ELA Olton



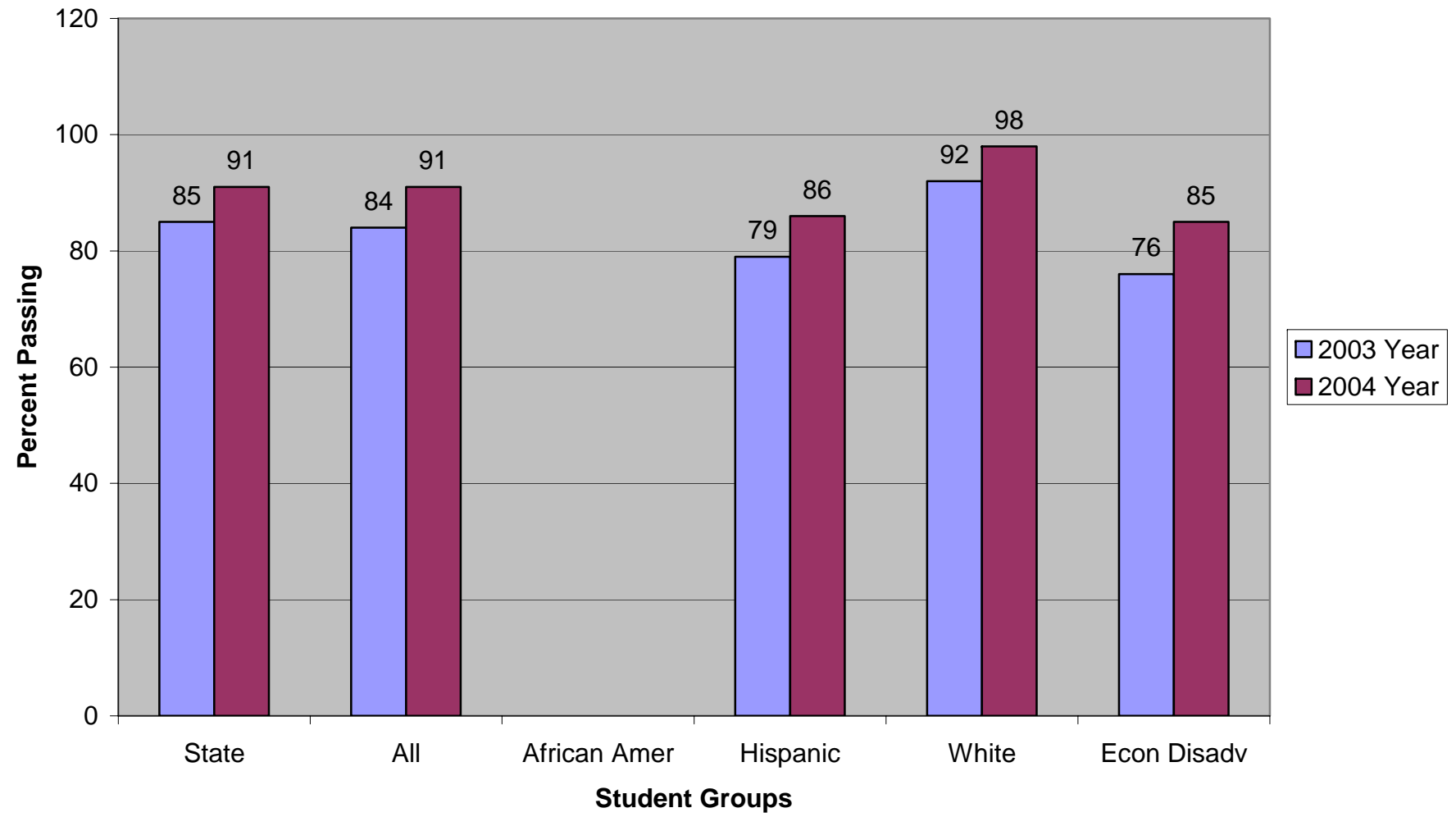
### TAKS Writing Olton ISD



### TAKS Math Olton ISD



### TAKS Social Studies Olton ISD



### TAKS Science Olton ISD

