



*District Improvement Plan*

2007-2008

Brad Lane, Superintendent

# Olton ISD District Improvement Plan

OLTON ISD 2007-2008

Goals and Objectives

## **Goal 1: Olton ISD will maintain and enhance student performance as measured by accountability standards**

*See the following page for Olton ISD Performance Target Goals Chart outlining specific target goals*

- Objective 1: Student academic performance on all TAKS subjects will reach the Performance Target Goal
- Objective 2: Completion Rate will meet or exceed 98% or greater
- Objective 3: Student academic performance in Special Programs will reach the Performance Target Goals for all TAKS Subjects
- Objective 4: To integrate technology in the curriculum in order for students to become proficient in technology in school-to-Work settings

## **Goal 2: Olton ISD will recruit, evaluate, and retain superior personnel**

- Objective 1: Teachers will meet all State Objectives for Highly Qualified Teachers.

## **Goal 3: Olton ISD will maintain a system of assessing and continually monitor and improve the safety of students, faculty, And staff**

- Objective 1: To provide safe grounds and facilities
- Objective 2: To provide training for staff to effectively implement character education with community collaborations

## **Goal 4: Olton ISD will maintain a variety of and increase student involvement in extracurricular activities**

- Objective 1: To provide opportunities for students to improve UIL literary participation and achievement
- Objective 2: To provide opportunities for increased parental involvement and for business and community members to Increase involvement in school activities

## **Goal 5: Olton ISD will review and update the facilities' plan for the purpose of effectiveness and efficiency of operations**

- Objective 1: To identify facility needs.
- Objective 2: To prioritize facility needs.
- Objective 3: Develop an immediate short term and long term timeline for facility improvements.

### Olton ISD Performance Target Goals

Grade	Subject	Actual Score TAKS 2006 (grayed). Score is obtained from students' previous grade level	Goal Score 07	Actual Score 07	Goal Score 08	Goal Score 09	Goal Score 10
3	Reading	Did not take in 2 <sup>nd</sup> , goal based on last year	90(1 <sup>st</sup> )	95			90+
4	Reading	91 (1 <sup>st</sup> ), 96 (2 <sup>nd</sup> )	90	75	90		90+
5	Reading	80	83	84	90	90	90+
6	Reading	87	88	95	85	90	90+
7	Reading	95	90+	85	89	87	90+
8	Reading	82	86	84	90+	90+	90+
9	Reading	82	89	93	87	90+	90+
10	E/LA	91	90+	89	90+	88	90+
11	E/LA	92	90+	98	90+	90+	90+
3	Math	Did not take in 2 <sup>nd</sup> , goal based on last year	80	64			90+
4	Math	77	80	93	83		90+
5	Math	94	90+	96	83	87	90+
6	Math	68(1 <sup>st</sup> ) 85(2 <sup>nd</sup> )	77 (avg)	78	90+	87	90+
7	Math	86	87	85	81	90+	90+
8	Math	57	62	72	88	85	90+
9	Math	64	68	51	71	89	90+
10	Math	52	60	53	75	81	90+
11	Math	57	65	83	74	83	90+
4	Writing	90	90+	92	90+	90+	90+
7	Writing	91	90+	97	90+	90+	90+
8	Social Studies	Did not take in 7 <sup>th</sup> , goal based on last year	90+	93			90+
9	Social Studies	96 in 8 <sup>th</sup> (will not take, but gains expected)	90+	?	90+		
10	Social Studies	74 in 8 <sup>th</sup> (will not take, but gains expected)	82	79	90+	90+	90+
11	Social Studies	77	80	94	86	90+	90+
5	Science	Did not take in 4 <sup>th</sup> , goal based on last year	77	85			90+
6-7	Science	73 in 5 <sup>th</sup> (Will not take, but gains expected)	77	?	81		
8	Science	32 in 5 <sup>th</sup> (Will not take, but gains expected)	47	51	81	85	90+
9	Science	80 in 8 <sup>th</sup> (Will not take, but gains expected)	83	?	62	85	
10	Science	74 in 8 <sup>th</sup> grade	78	52	86	77	90+
11	Science	55	64	80	82	90	90+

## MISSION STATEMENT

The Olton Independent School District believes that all students will learn and be successful, regardless of their previous life experiences. We believe that our schools' purpose is to educate all students to high levels of academic performance, while fostering positive growth in social and emotional behaviors and attitudes.

The Olton Independent School District is responsible for preparing its students to live and work in a changing society. It is our belief that to be successful, the District must:

- Prepare students to be lifelong learners.
- Provide students with a balanced curriculum.
- Assist students in developing citizenship and economic responsibility.
- Develop students' appreciation of their multi-cultural American heritage.
- Assist students in developing positive attitudes toward schooling and its importance to their future.
- Produce the following student exit behaviors and exit level outcomes while providing opportunities to foster or facilitate:
  - Self-esteem as a learner and a person
  - Use of extended or higher level thinking skills
  - Use of process skills such as problem solving, communication, decision making, accountability, and group processing involving cooperative learning
  - Self-direction as a learner
  - Concern for others

### Target Populations

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

### Special Programs

Career and Technology Education (CTE)  
Dyslexia  
ESL (ESL)  
Gifted and Talented (GT)  
Pre-K  
Special Education  
State Compensatory Education (SCE)  
Title I, Part A: Schoolwide (Title I)  
Title I, Part C: Migrant  
Title II, Teacher and Principal Training and Recruiting (TPTR)  
Title II, Technology (TIID)  
Title III, Limited English Proficient (TIII)  
Title IV, Safe and Drug Free Schools (TIV)  
Title V, Innovative Education (TV)

**District Advisory Committee Members**

<b>Name</b>	<b>Role</b>
Forrest Chapman	Business
Alisse Smyth	Business
Pam McFadden	Community
Amelia Luera	Community
DeAnn McGill	Parent
Roxanne Garcia	Parent
Malaney Harmon	Teacher
Tanya Soliz	Teacher
Susan Soliz	Teacher
Jerry Bartley	Teacher
Jana Davis	Teacher
Kent Gunter	Teacher
Rick Karr	Teacher
Loretta Ray	Teacher
Angi Martin	Teacher
Teresa Light	Librarian
Linda Young	Teaching Assistant
Ron Spears	Counselor
Tonya Morris	Secretary
Mike Wiley	Jr. High Principal
Bub McIver	High School Principal
Joe Becker	Elementary Principal
Brad Lane	Superintendent

**Goal 1: Olton ISD will maintain and enhance student performance as measured by accountability standards**

**Objective 1: Student academic performance on all TAKS subjects will reach the Performance Target Goal**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide Staff Development : <ul style="list-style-type: none"> <li>• Curriculum Contract Services</li> <li>• Scientifically Based Research for teachers / Special Ed K-12</li> <li>• Vertical Teaming/Curriculum Alignment</li> <li>• Technology</li> <li>• Problem Solving strategies</li> <li>• Waterford Early Reading</li> </ul>	Administration	School year	Title II Part A Title I Reading First Grant Title II D	Attendance sheets	Test Results
Identify students needing extra instruction through benchmark data and disaggregating TAKS <ul style="list-style-type: none"> <li>• Review students analysis</li> <li>• Review item analysis scores</li> </ul>	Principals	May	Local	Benchmark tests and TAKS	TAKS AIES
Provide accelerated courses: <ul style="list-style-type: none"> <li>• Accelerated Reading and math</li> <li>• Accelerated Reading Initiative / Accelerated Math Initiative</li> <li>• Tutorials</li> <li>• TAKS classes for failing students</li> </ul>	Principals	August – July	Local Accelerated Reading SCE	6 weeks grades	TAKS TPRI
Supplement programs: <ul style="list-style-type: none"> <li>• PLATO©</li> <li>• PACE</li> <li>• Textbooks</li> <li>• TAKS review</li> <li>• Waterford©</li> <li>• Reading First 3Tier Model</li> <li>• Success Maker</li> </ul>		August – July	Local Title I funds SCE Reading 1 <sup>st</sup> grant	Lesson Plans TPRI, DIBELS,ITBS	TAKS

**Goal 1: Olton ISD will maintain and enhance student performance as measured by accountability standards**

**Objective 2: To maintain the Completion Rate of 98% or greater**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Double block classes in areas of highest failure rate	Principals	Beginning of semesters	Local	Schedule	TAKS Completion rate
Choose supplemental curriculum in areas of highest failure during tutorials and class instruction	Teachers	Daily	Local	Curriculum selected Grades	Completion rates
Increase the number of students passing all subjects each 6 weeks	Principals Teachers	Each 6 weeks	Local	Failures each report period	Completion rates
Include high school students as mentors/tutors for at-risk students across campuses (Students Helping Students)	Principals	Each 6 weeks	Local	Tutoring list	TAKS Grades Completion rate
Implement Individual Graduation Plans for students	Counselor	Fall	Local	Plans in Place	Completion rate
Implement the High School Completion Grant	Administrator	October 2006	Grant	Implementation Timelines	Completion rate
Exempt Juniors/Seniors from semester exams if they meet attendance and academic criteria	Principals	Semester	Local	Students exempted	Dropout rate
Refer students to Option HS <ul style="list-style-type: none"> <li>Students at-risk of not graduating</li> </ul>	Principal	As needed	Local SCE	Students referred	Dropout rate
Monitor and counsel at-risk students	Counselors	As needed	Local SCE	Counselors log	Dropout rate
Encourage students to take upper level courses	Counselors	Semester	Local	Student enrollment	College credits SAT/ACT scores
Counsel students and offer high school credit coursed at the junior high school	Administrator	Semester	Local	Student enrollment	Student course completions
Offer SAT/ACT/TASP prep. resources	Counselors	Daily	Local	Students participating	SAT/ACT/TASP scores
Encourage participation in the Recommended Graduation Program	Counselors	Semester	Local	Student enrollment	Student graduation plans

**Goal 1: Olton ISD will maintain and enhance student performance as measured by accountability standards.**

**Objective 3: Student academic performance in Special Programs will reach the Performance Target Goals for all TAKS subjects  
Career and Technology Education (CTE)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Conduct comprehensive needs assessment	CTE staff	August	Local	Dropout rate	PBM
Evaluate program size, scope, quality in developing knowledge, skills, competencies for career opportunities	Administrator	April	Local	Disaggregated data	Annual evaluation CTE programs
Review / 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
Record 4 year plan for all students	Administrator	August Semester	CTE Local	Students plans	Courses completed
Provide and encourage coherent sequence of courses	Administrator	August	CTE Local	Choice cards	Scheduled courses
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	CTE staff	August-May	CTE Title I funds	Calendar of PI activities	Sign in sheets for parents
Offer programs for license/certification	Administrator	Semester	CTE Local	Courses scheduled	Licenses certifications
Provide Career Awareness programs • Grades 7-8	Administrator	Semester	Local	Course offered	Course completions
Provide transition for work/post-secondary education	CTE staff	Senior year	CTE Local	Lesson plans	Participating students



**Goal 1: Olton ISD will maintain and enhance student performance as measured by accountability standards.**

**Objective 3: Student academic performance in Special Programs will reach the Performance Target Goals for all TAKS subjects  
Dyslexia**

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Identify students with dyslexia or related disorder and provide appropriate services <ul style="list-style-type: none"> <li>• Early ID and intervention</li> <li>• Needs assessment</li> <li>• Wilson Language System</li> <li>• Herman Method</li> <li>• Services at student campus</li> </ul>	Dyslexia staff Administrator	August – Jan	Local	Training scheduled for staff	<i>Students identified &amp; served</i>
Align SBOE and district procedures	Dyslexia staff	August	Local	Draft	<i>Written procedures</i>
Provide services for students under sect. 504	504 Committee	Daily	Local	List ID	<i>Students served</i>
Provide professional development <ul style="list-style-type: none"> <li>• Individualized and intensive</li> <li>• Multi-sensory</li> <li>• Phonetic reading methods</li> <li>• With staff input</li> </ul>	Administrator	Summer	Local	Training calendar	<i>Attendance certificates</i>
Hire and retain teachers with certification/endorsements	Administrators	Summer	Local TII, TPTR	Teachers interviewed	<i>Certificates of teachers</i>
<i>Evaluate program</i>	<i>Dyslexia staff</i>	<i>April-May</i>	<i>Local</i>	<i>progress reports</i>	<i>RPTE TPRI</i>

**Goal 1: Olton ISD will maintain and enhance student performance as measured by accountability standards.**

**Objective 3: Student academic performance in Special Programs will reach the Performance Target Goals for all TAKS subjects Bilingual/ESL**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify Limited English Proficient students and provide program to develop proficiency in comprehension., speaking, reading & composition <ul style="list-style-type: none"> <li>• Waterford early reading</li> <li>• PLATO</li> <li>• Integrate technology</li> </ul>	BE/ESL coordinator	Early Aug. Upon enrollment	ESL, TIII	Home Lang. Survey List	RPTE TAKS
Conduct Comprehensive Needs Assessment	Administrator	August	BE/ESL Local	Meeting agenda	Data disaggregated
Reduce percent of Limited English Proficient exemptions/number of parent denials for program	Administrator	Annually	Local	Number exempt	Number exempt
Recruit/retain highly qualified teachers	Supt.	Summer	Local TIII Extra duty pay	Positions posted	Certified Staff
Send information in home language	Principal	All year	Title I	Communications	Communications
Provide opportunities for parents to participate in school activities	Administrator	During year	Local	PI calendar	Sign in Sheets
Provide professional development for core area teachers in strategies for teaching English Language Learners	ESL Teachers	Fall and Spring semester	TIII Extra duty pay for ESL teachers	Training scheduled and sign in sheets	AMAOs

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**Objective 3: Student academic performance in Special Programs will reach the Performance Target Goals for all TAKS subjects  
Gifted and Talented Program**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Update policies <ul style="list-style-type: none"> <li>Furloughs</li> <li>Re-Assessments</li> <li>Exiting and transfers</li> <li>Appeals of placement</li> </ul>	Principal	May – Aug	Local	Agendas	Written policies
Hold annual nomination <ul style="list-style-type: none"> <li>Focus on minorities:</li> <li>ESL</li> <li>Poverty</li> <li>Special Education</li> <li>Migrant</li> </ul>	GT Selection committee	August and semester	Local	Training sign in sheets on GT characteristics	Student nominees
Provide advanced curriculum	GT staff	Aug – May	GT Local	Lesson Plans	TAKS SAT/ACT
Ensure equity of program <ul style="list-style-type: none"> <li>Include native language assessment</li> <li>Include non-verbal assessment</li> </ul>	GT selection committee	August and semester	Local	Students tested	Tests other than English/non-verbal tests
Provide 3 criteria with qualitative and quantitative measures in intellectual ability &/or specific academic fields for 1-12	GT selection committee	Spring	Local and GT	Planning meetings scheduled	3 Criteria used
Revise curriculum framework <ul style="list-style-type: none"> <li>Depth and complexity with 4 core academic areas</li> </ul>	GT Staff	April – August	Local	Minutes of meeting	Curriculum revisions
Provide students opportunities to work <ul style="list-style-type: none"> <li>Together as a group</li> <li>With other students</li> <li>Independently</li> </ul>	GT staff	Weekly	Local	Lesson plans	TAKS
Evaluate program including surveys	Administrator	April	Local	Surveys	Survey

**Goal 1: Olton ISD will maintain and enhance student performance as measured by accountability standards.**

**Objective 3: Student academic performance in Special Programs will reach the Performance Target Goals for all TAKS subjects**

**State Compensatory Education (SCE):** The district will coordinate \$ SCE funds with Title I Schoolwide funds on the Schoolwide campuses to serve at-risk students. All campuses are 40% or greater low income.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Use SCE funds to improve at-risk student performance, to accelerate progress, and to reduce the drop-out rate of at-risk students	Administrator	Aug. - July	\$ SCE Total	Grades Progress reports	TAKS RPTE
Use policy to identify, enter, and exit students	Supt.	August Semester	SCE Local	Policy developed	Policy followed
Identify and provide teachers with list of at-risk students	At-Risk Coordinator	August & upon entry	SCE	Teachers list of students	PEIMS at-risk list
Conduct needs assessment	Principal	Aug.-May	Local	Meeting agenda	CNA
Serve PK-3 who failed local readiness test (Accelerated Reading Instruction and Accelerated Math Instruction—or other local test)	Principal		SCE Local	ARI/AMI test scores	TPRI Math test
Provide double blocking in core subjects with highest failure rate	Principals	Each semester	SCE Local	Grades	TAKS
Accelerate students who failed TAKS or other assessments with tutorials	At-risk coordinator	Weekly	SCE	6 weeks grades	TAKS
Serve pregnant/parent students	At-risk coordinator	As needed	SCE PEP grant	6 weeks Grades	attendance
Evaluate SCE program <ul style="list-style-type: none"> <li>• TAKS scores for At-Risk in reading, math, and writing compared to All students</li> <li>• Completion Rate</li> </ul>	Principal	May-June	SCE Local	Semester Grades	TAKS comparison

**Goal 1: Olton ISD will maintain and enhance student performance as measured by accountability standards.**

**Objective 3: Student academic performance in Special Programs will reach the Performance Target Goals for all TAKS subjects**

**Title I, Part A: Schoolwide Program**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Incorporate the ten Schoolwide Components	Principal	Aug.-May	Title I funds	CIP	CIP
1) Conduct Comprehensive Needs Assessment to determine needs and plan instruction	Principal	May-Aug.	Title I funds	Data disaggregated	CNA
2) Plan reform strategies to address needs <ul style="list-style-type: none"> <li>• Focus: Economically disadvantaged, &amp; At-Risk</li> <li>• Include extended day/year</li> </ul>	Site-Base Team, Chair	Quarterly	Title I funds, TIIA, TIID, TV, Migrant, ESL, SCE, TIII, OEY	Caps and strategies	TAKS SDAAs
3) Provide instruction by highly qualified teachers <ul style="list-style-type: none"> <li>• Teachers in core subject areas - Deadline: May-2007</li> <li>• Instructional Paraprofessionals</li> <li>• Paraprofessionals hired after 1/8/02 will be qualified when hired</li> </ul>	Site-Base Team Chair	Quarterly	Title I funds, TIIA, TIID, TV, Migrant, ESL, SCE, TIII	CIPs and strategies	TAKS SDAAs
4) Provide staff development for teachers, paraprofessionals, & staff <ul style="list-style-type: none"> <li>• Get staff input</li> <li>• Intensive, sustained, research-based</li> </ul>	Principal	March-May	Title I funds, local, TIID, TIIA, TIII	Staff Development Calendar	TAKS
5) Attract and retain highly qualified teachers to high needs campus <ul style="list-style-type: none"> <li>• Provide mentors for teachers</li> </ul>	Administrator	Summer Year round	Local Title I funds, TII	Personnel Files	Personnel Files
6) Increase parent involvement <ul style="list-style-type: none"> <li>• Designed to improve academic achievement</li> <li>• Designed for parents to have opportunities to participate in decisions</li> </ul>	PI Coordinator	Monthly	Title I funds, Local	PI Events	PI Evaluation
7) Assist pre-school children to local elementary school with visitation day	Principal	May	Title I funds	Event planned	Sign-In sheet
8) Get Teacher input on all local academic assessments to be used	Principal	Fall	Local	Meeting agenda	T Input

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
9) Identify and help students who need additional assistance to meet standards <ul style="list-style-type: none"> <li>• Provide timely additional help</li> </ul>	Lead teachers	Each reporting period	Title I funds	List of identified students	TAKS
10) Coordinate & integrate federal/state/local programs	Principal	August Through May	Title I funds, Migrant, TIIA, TIID, BE/ESL, CTE, TIII, TIV, TV, GT, SCE, SPED, Local	Meeting agendas	TAKS SDAA
Evaluate Parent Involvement (PI) program <ul style="list-style-type: none"> <li>• Involve parents in the evaluation survey</li> </ul>	Principal	Spring	Title I funds	SB Meeting Agenda	Evaluation results
Review Parent Involvement policy <ul style="list-style-type: none"> <li>• Developed and agreed upon by parents</li> </ul>	Administrator	Summer	Local	Meeting agenda	Policy
Conduct Annual Title I Meeting <ul style="list-style-type: none"> <li>• Inform parents of Title I program</li> <li>• Explain parents' rights to be involved</li> <li>• Revise Parent Compact English/Spanish</li> </ul>	Principal	Spring	Local	Meeting scheduled	Agenda and sign-in sheet
Provide parent communications: <ul style="list-style-type: none"> <li>• Include information on website and Handbook</li> <li>• Conference with parents</li> <li>• Hold flexible number of meetings</li> <li>• Use parents' home language</li> <li>• Provide information on state assessments &amp; proficiency levels</li> <li>• Provide information on school curriculum</li> <li>• Provide Notifications under No Child Left Behind (NCLB)</li> <li>• Send Parent Letter if Teacher is not highly qualified</li> <li>• Inform parents they have the right to request the qualifications of their child's teacher and paraprofessional</li> </ul>	Principal	August-July	Title I funds	Communication s to parents each 6 weeks period	Communication s for year PI evaluation

**Goal 1: Olton ISD will maintain and enhance student performance as measured by accountability standards.**

**Objective 3: Student academic performance in Special Programs will reach the Performance Target Goals for all TAKS subjects**

**Title I, Part C: Migrant Education Program (Migrant)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Determine needs <ul style="list-style-type: none"> <li>Migrant TAKS</li> <li>Migrant dropout</li> <li>Migrant Recommended High School Program/Distinguished Academic Program</li> </ul>	Administrator	Upon release of AEIS	Local	TAKS release tests	TAKS
Identify and recruit eligible students 3-21 <ul style="list-style-type: none"> <li>Home visits</li> <li>Recruit in the community: churches, stores, etc.</li> </ul>	Migrant staff	Year round	Migrant Local Title I funds	Logs	COEs
Attend training to identify and keep records on migrant students	Migrant staff	As scheduled	Migrant Title I funds	Training schedule	Certificates of training
Provide Migrant Services Coordination, 3-21, to coordinate school programs/services for families	MSC	Daily	Migrant	Schedules	Record of services
Provide home-based or school-based early childhood program ages 3 – Grade 2	Administrator	Weekly	Migrant	Checklists	Annual evaluation
Enhance graduation: <ul style="list-style-type: none"> <li>Compile data</li> <li>Monitor progress</li> <li>Provide help for student needs</li> </ul>	Migrant staff	Year round	Migrant Title I funds Local	NGS records	Graduation rates
Provide secondary credit exchange and accrual <ul style="list-style-type: none"> <li>Grades 9-12</li> <li>Cross reference NGS with transcripts</li> </ul>	Migrant staff	Semester	Migrant	NGS records	Credits
Provide Parent Involvement <ul style="list-style-type: none"> <li>Include Parent Advisory Council (PAC)</li> <li>Regular meetings</li> <li>Form partnership</li> <li>Establish communications</li> <li>Provide parent opportunities</li> </ul>	Administrator Migrant staff	Aug – May	Migrant Title I funds Local	PI Calendar	Sign in sheets
Provide services for students:	Administrator	Weekly	Migrant	Services	Log

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> <li>• List priority for services students and needs</li> <li>• Extended year program</li> <li>• Tutorials</li> <li>• Acceleration</li> <li>• SuccessMaker©</li> <li>• Support services</li> </ul>				offered	TAKS TPRI
<p>Provide professional development for Teachers and paraprofessionals</p> <ul style="list-style-type: none"> <li>• With input from Migrant staff</li> <li>• Research-based</li> </ul>	Administrator	As scheduled	Migrant Title I funds Local	Training calendar	Certificates



**Goal 1: Olton ISD will maintain and enhance student performance as measured by accountability standards.**

**Objective 3: Student academic performance in Special Programs will reach the Performance Target Goals for all TAKS subjects  
Special Education (SPED)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> <li>Conduct Comprehensive Needs Assessment</li> </ul>	SPED. Director SPED staff	Fall	Special Education Local	Analysis	PBMAS Report
Hire and retain teachers and paraprofessionals who are highly qualified	Administrator	June-Aug.	Special Education	Teachers interviewed	Personnel files
Provide students with disabilities access to general curriculum	Supt.	Aug.-May	Special Education	ARD/IEP	Student schedules
Provide Parent Involvement opportunities for parents to participate in school activities	Supt.	Aug.-May	Special Education Local Title I funds	PI Calendar	Sign in sheets
Provide transitions <ul style="list-style-type: none"> <li>Implement Individual Transition Plan (ITP)</li> <li>Coordinate ITP with Individual Education Plan</li> </ul>	Supt.	As needed	Local Special Education	ARD	Transitions in IEPs
Train Admissions, Review, and Dismissal committee (ARD)	HONDA SSA	August	Special Education	Training scheduled	Sign in sheets
Implement a Timeline for initial evaluation	SPED director	August	SPED	Meeting notes	Timeline
Place students in least restrictive environment <ul style="list-style-type: none"> <li>Summer Enrichment Program for Life Skills students</li> <li>Community based instruction</li> </ul>	SPED director	Year round	SPED	IEP	IEPs
Provide related services information to students, parent, and staff	SPED teachers	As needed	SPED	ARD documentation	ARD documentation
Provide staff development for teachers and paraprofessionals	SPED Director	August	SPED Local	Sign in	Training certificates

**Goal 1: Olton ISD will maintain and enhance student performance as measured by accountability standards.**

**Objective 4: To integrate technology in the curriculum in order for students to become proficient in technology in school-to-work settings**

Address technology TEKS by <ul style="list-style-type: none"> <li>• Provide opportunities for planning, creating, and implementing projects using technology applications</li> </ul>	Principals	Daily	Local Title I funds	Lesson Plans	Lesson Plans
Add Technology instruction to Elementary and Jr. High	Principals	Daily	Local Title I funds Title II part D Technology Allotment	Schedules	Class rolls

**Goal 2: Olton ISD will recruit, evaluate, and retain superior personnel**

**Objective 1: Teachers will meet all State Objectives for Highly Qualified Teachers**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Attract and retain highly qualified teachers <ul style="list-style-type: none"> <li>Attend job fairs</li> <li>Provide housing</li> <li>Extra duty pay/stipends</li> </ul>	Administration	August	Local Title I Title II A	New hires Job fair recruits	Personnel files
Increase the % of core subject area classes taught by Highly qualified teachers to 100% <ul style="list-style-type: none"> <li>Assist with exams/fees</li> <li>Make assignments of teachers to areas of qualifications</li> <li>Make individualized plan for any teacher not HQ</li> </ul>	Superintendent Principals	August	Title I Title II, A Local	New hires	HQ Compliance Report
Provide instruction by highly qualified teachers <ul style="list-style-type: none"> <li>Teachers in core subject areas - Deadline: May-2007</li> <li>Instructional Paraprofessionals will meet qualifications for Title I                             <ul style="list-style-type: none"> <li>Paraprofessionals hired after 1/8/02 will be qualified when hired</li> <li>Associates Degree/2 years college/ local assessment</li> </ul> </li> </ul>	Superintendent Principals	Quarterly	Title I funds, TIIA Local	CIPs and strategies	TAKS SDAA
Increase the % of teachers and staff receiving high qualify professional development to 100% <ul style="list-style-type: none"> <li>Based on needs</li> <li>Intensive, sustained, research-based</li> <li>Waiver for 2 days of PD</li> </ul>	Superintendent Principals	March- May	Title I funds, local, TIID, TIIA TIII ESC 17	Staff Development Calendar	TAKS
Integrate technology in instruction and administration	Administrators	Daily	Local Title I funds TII D, Tech	Lesson Plans	Surveys

**Goal 3: Olton ISD will maintain a system of assessing and continually monitoring to improve the safety of students, faculty, and staff**

**Objective 1: To provide safe grounds and facilities**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Develop and maintain an Emergency Safety and Crisis Plan	Superintendent	Summer	Local Title IV SSA Region 17 ESC	Draft Plan	Safety Plan
Train employees in the area of school safety and crisis situations	Principals	August	Title IV SSA Region 17 ESC	Training Agenda	Training Certificates
Provide training and practice in routing and emergency procedures	Principals	August	Title IV SSA Region 17 ESC	Training Agenda	Training Certificates
Outside entities will receive training as provided by the EOP	Principals	August	Title IV SSA Region 17 ESC	Training Agenda	Training Certificates
Provide for prevention of and education in these areas: <ul style="list-style-type: none"> <li>• Unwanted physical or verbal aggression</li> <li>• Sexual harassment</li> <li>• Other forms of bullying                             <ul style="list-style-type: none"> <li>○ In schools,</li> <li>○ On school grounds</li> <li>○ In school vehicles</li> </ul> </li> </ul>	Administrators	Daily	TIV Local	Incidents reported each 6 weeks	PEIMS incidents reports

**Goal 3: Olton ISD will maintain a system of assessing and continually monitoring to improve the safety of students, faculty, and staff**

**Objective 2: To provide training for staff to effectively implement character education with community collaboration**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide in-service training in Character Counts:	At risk coordinator	August	Local curriculum	Training scheduled	Training certificates
Provide resources and curriculum supplements for program	At risk coordinator	Year round	Local Title IV	Resource list of needs	Resources provided
Coordinate with local ministers, business, clubs and civic leaders	Superintendent	Each 6 weeks	Local	Coordination meetings	Program evaluation
Give incentives to students for character achievement <ul style="list-style-type: none"> <li>• Publicize in newspaper, TV, radio</li> <li>• Certificates of Awards</li> </ul>	Principal	Quarterly	Local	Incentives given at quarters	End of year incentives
Include the state attendance policy in students handbook	Superintendent	July	Local	Grading period attendance records	Attendance Rate
Monitor and track student attendance	Clerks	Daily	Local	Grading period attendance records	Attendance rates
Contact authorities and use legal recourse for truancy	Principal	As needed	Local	Contacts	Dropout rate
Provide parent contact if student attendance rate drops below 90%	Principals	Daily	Local	Grading period attendance records	Attendance rates
Report attendance rates : <ul style="list-style-type: none"> <li>• School Board</li> <li>• District Advisory Committee</li> <li>• Campus Advisory Committee</li> <li>• Community</li> </ul>	Administrators	Monthly	Local	Reports	Attendance Rates
Provide attendance incentives	Administrators	Quarterly	Local	Incentives awarded	Attendance Rates

**Goal 4: Olton ISD will maintain a variety of and increase student involvement in extracurricular activities**

**Objective 1: To provide opportunities for students to improve UIL literary participation and achievement**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Encourage students to participate in UIL literary activities	Counselors UIL Director	August - May	Local	Student participation	Student achievement and participation
Sponsor Activities such as <ul style="list-style-type: none"> <li>• Open House</li> <li>• Band Concerts</li> <li>• Parent Night</li> <li>• Awards programs</li> <li>• Graduation</li> <li>• Report card conferences</li> <li>• Newspaper articles</li> <li>• Provide programs for organizations such as Lions Club</li> <li>• Athletic events</li> </ul>	Administrators and teachers	Year round	Title I funds Local	Schedule	Sign in sheets
Inform parents of <ul style="list-style-type: none"> <li>• State assessments</li> <li>• District Report Card (AEIS)</li> <li>• Proficiency levels required</li> <li>• General /extracurricular activities</li> <li>• Higher education admissions</li> <li>• Financial aid opportunities</li> <li>• Curriculum choices for success beyond HS</li> </ul>	Counselor	October and January	Local	Meetings held	Sign-in Sheet
Survey parents and stakeholder on: <ul style="list-style-type: none"> <li>• School climate</li> <li>• Special programs</li> <li>• Parent involvement</li> </ul>	Administrator	Surveys	Local	Principals	Survey Results TAKS
Provide staff development on the importance of parent involvement	Administrators and parent	Spring	Local Title I funds	Training scheduled	Sign in sheet for staff

**District Improvement Plan**

**Olton ISD**

**2007-2008**

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
	advisory team				
Provide information in parent's home language	Administrator	August – July	Title I funds Local	Information documents	PI survey
Encourage participation on the District and Campus Advisory Committee meetings	Committee chairs	Meeting times	Local	Meeting agendas	Agendas
Provide distance learning classes for community	Teacher	August – January	Technology allotment	ITV schedule	ITV participation
Provide volunteer opportunities for community members/business members on each campus	Principals	Year round	Local	Sign in	Number volunteering

**Goal 5: Olton ISD will review and update the facilities’ plan for the purpose of effectiveness and efficiency of operations**

**Objectives:**

1. To identify facility needs.
2. To prioritize facility needs.
3. Develop an immediate short term and long term timeline for facility improvements.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Objective 1. To Identify facility needs.	Supt., School Board, Faculty & Community members	Begin August,2007 Review Monthly to June, 2008.	Personnel & Local / State M & O Funding.	Use Accountability of DIP Goals, Surveys & Meetings for input.	Develop a Facilities Improvement Plan.
Objective 2. To Prioritize Facility Needs.	Same as above!	Have meetings & surveys in August,2007.	Same as above!	Ask various parties concerned if the improvements will make the school more productive & efficient!	Organize data & recommend a Facility Improvement Plan to the School Board in September, 2007.
Objective 3. Develop an immediate short term and long term timeline for facility improvements.	Same as above!	School Board & Supt. review & approve Facility Improvement Plan with a timeline!	Same as above!	Depending on resources available, begin emergency needs ASAP, then short & long term needs. Assess monthly & also yearly until completed!	School Board approves & implements Facilities Improvement Plan to allow us to begin actual work in Fall, 2007.



## Comprehensive Needs Assessment

Olton is an EE-12 district with four campuses including the DAEP. The enrollment is 706 students and the low income rate is 71.59%. The district received an Academically Acceptable rating for 2005 and 2006. Webb Elementary received the Recognized rating for two years in a row. The High School and Jr. High campuses received Academically Acceptable ratings. To make Academically Acceptable rating in 2006, the district had to achieve higher standards than in 2005 with a passing rate of at least 60% 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 40% and the science must be at least 35%. The Completion Rate must be at least 75% and an annual dropout rate of 1.0% or less.

### **Student Strengths and Needs**

#### **Adequate Yearly Progress—Federal Accountability**

The 2006 AYP results are that the District and all campuses met AYP. In 2005, The District and two campuses met the federal accountability, Adequate Yearly Progress (AYP). AYP is similar to the state accountability but also includes two additional target populations—Special Education and Limited English Proficient. All students and each student group must meet TAKS standards. The High School Campus missed AYP in Reading in 2005.

#### **Performance Based Monitoring (PBM)—Performance Bases Monitoring Analysis System Reports (PBMAS)**

**For multi year performance results from the state, refer to charts in this section.** Areas for improvement are in Special Education indicators of identification of students; placement of students in least restrictive environments for 3-11; and exemptions from state assessments. Strategies to correct problems in these areas will be a focus of the District.

|

#### **State Accountability**

See TAKS Charts for student scores for 2005 and 2006 for the panel recommended/ rigorous TAKS standards.

### **Staff Strengths and Needs**

#### **Highly Qualified Teachers**

Refer to the Highly Qualified Teachers Chart in this section.

For 2006, Webb Elementary had one teacher not highly qualified. All other campuses were 100%. In 2005, 87.8% of the districts' teachers were highly qualified.

**Parent Involvement Strengths**

Parents and community are partners in the success of Olton students! Parents are involved as well as community and business people. Stakeholders are informed and involved in positive ways! Parent conferences are held each year at all campuses. Parents are informed of state assessments and required proficiency levels.

Strengths observed according to staff surveys were: 1) Information on state assessments and proficiency levels; 2) Parent Teacher conferences; 3) Newsletters and other communications to parents; and 4) Flexible number of parent meetings.

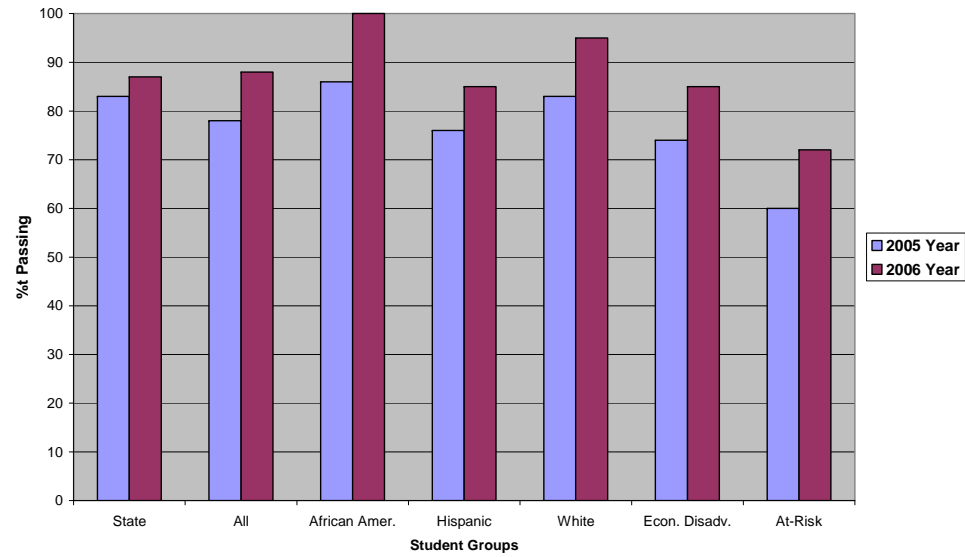
**Needs**

Areas needing improvement were: 1) Informing parents about specific programs of the district; and 2) Providing information on curricular choices for success after High School.

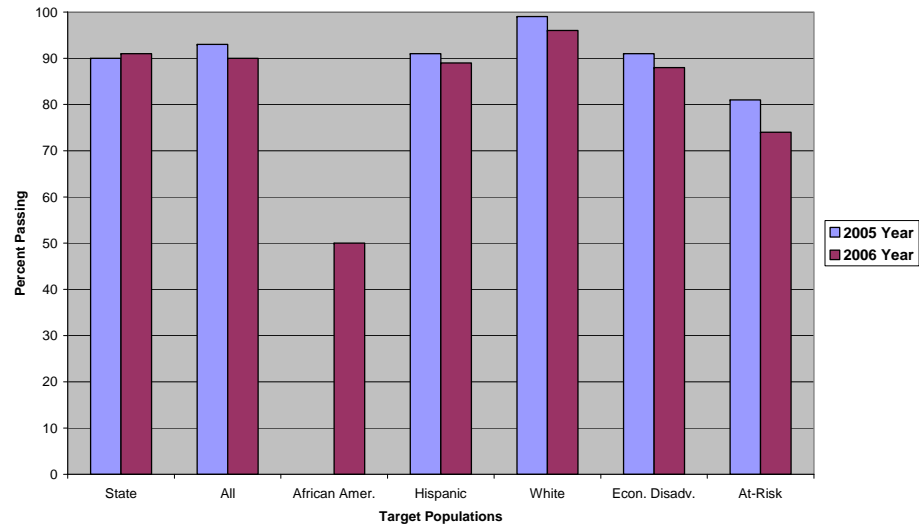
**Facilities**

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.

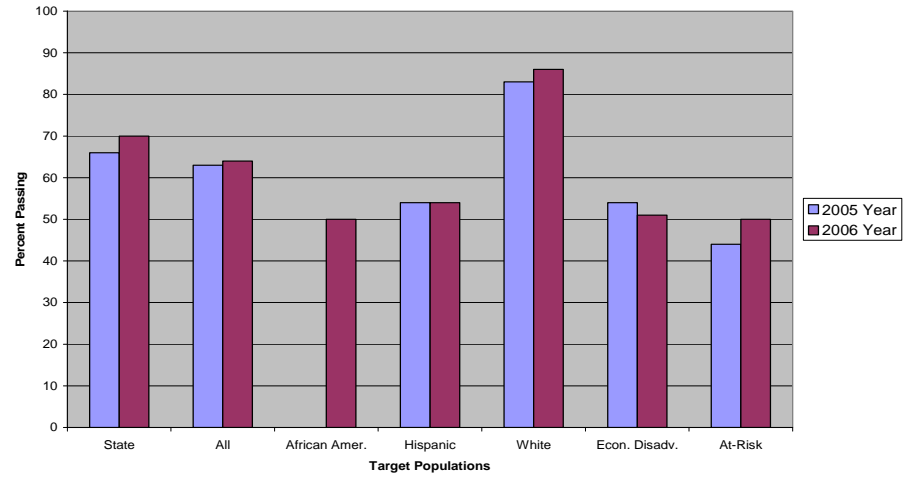
TAKS Reading/ELA  
Olton ISD



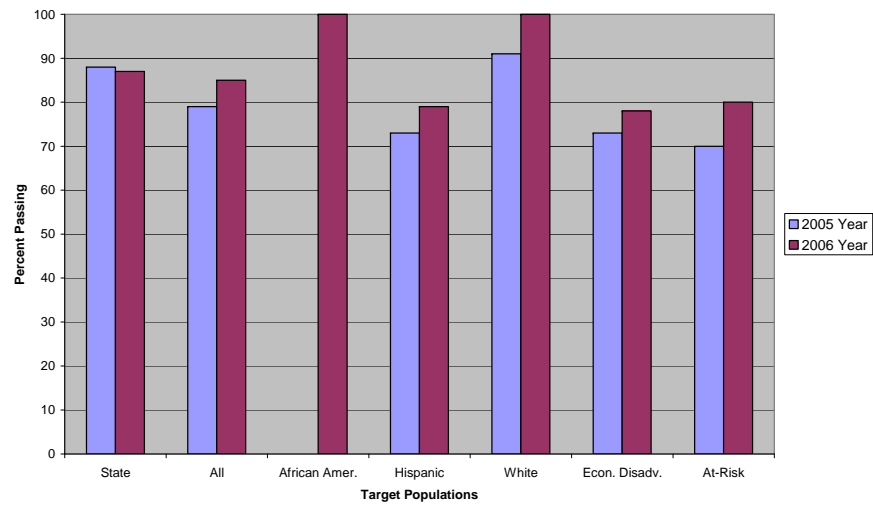
TAKS Writing  
Olton ISD

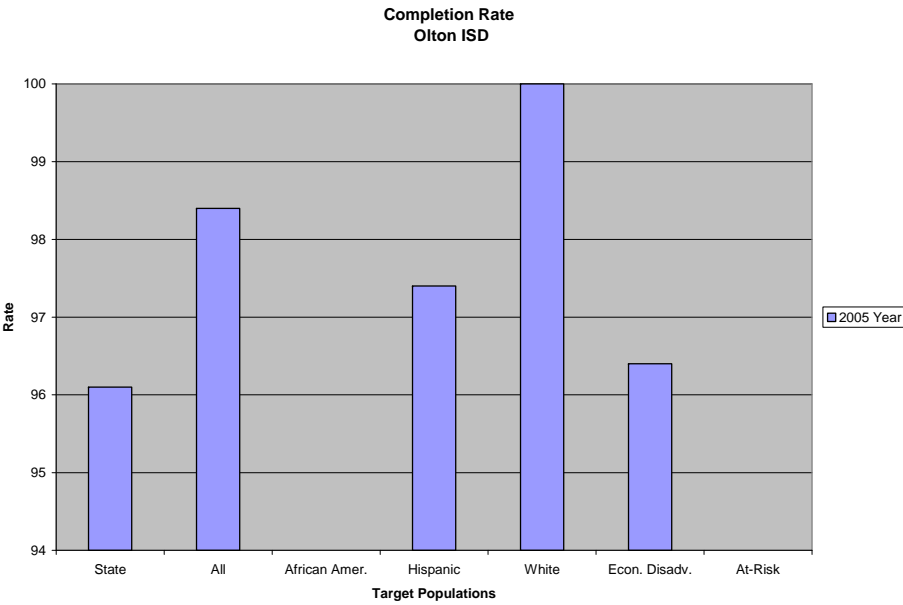
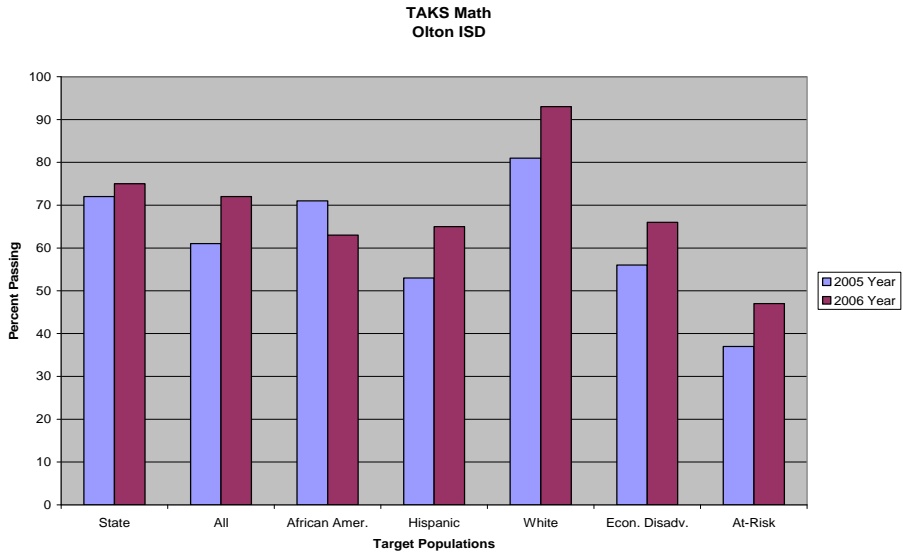


TAKS Science  
Olton ISD



TAKS Social Studies  
Olton ISD





NCLB Indicators	Multi Year Performance Based Monitoring Analysis System Reports			
	2004 PL	2005 PL	2006 PL	2007 PL
1. Adequate Yearly Progress (AYP) (Economically Disadvantaged)				
(i) Math		0	0	0
(ii) Reading		0	0	0
2. Migrant TAKS				
(i) Math	0	0	0	0
(ii) Reading/ELA	0	0	0	0
(iii) Science	0	0	0	0
(iv) Social Studies	0	0	0	0
(v) Writing	0	0	0	0
3. Migrant Dropout Rate	0	Not evaluated	0	0
4. Migrant RHSP/DAP Graduation Rate	Report only	Report only	Report only	Report only
5. Highly Qualified Teachers	Report only	Report only	Not met	Report only
6. AMAO LEP Progress (K-2)		Met	Met	Met
7. AMAO LEP Progress (3-12)		Met	Met	Met
8. AMAO LEP Attainment (K-2)		Met	Met	Met
9. AMAO LEP Attainment (3-12)		Met	Met	Met
10. AMAO LEP Adequate Yearly Progress (AYP)		Met	Not assigned	Met

KEY	
PL	Performance Level / standard applied to a district's performance on an indicator (0 - 3)
0	Highest level or Met Standard
1	0.1. to 5 percentage points below the state standard
2	5.1 to 10 percentage points below the state standard
3	10 percentage points or more below the state standard / lowest level of performance
Met	Met Standard
Not assigned	Performance level not assigned due to small numbers of students
No Data	No students in group
Report Only	District not held accountable for performance level of indicator
Shaded	Indicator not developed or not implemented that year
Red	Scores below state standard / Interventions required

Bilingual Education/English As a Second Language Indicators	Multi Year Performance Based Monitoring System Reports			
	2004 PL	2005 PL	2006 PL	2007 PL
1. Bilingual English TAKS Passing Rate	No Data	Report only	No Data	No Data
2. English as a Second Language TAK Passing Rate				
(i) Math	0	1	0	Not assigned
(ii) Reading/ELA	OSA	0	1	Not assigned
(iii) Science	SA	0	Not assigned	Not assigned
(iv) Social Studies	SA	0	0	Not assigned
(v) Writing	0	Not evaluated	0	Not assigned
3. Bilingual Spanish TAKS Passing Rate	No Data	No data	No data	No data
4. English as a Second Language Spanish TAKS Passing Rate				
(i) Math	No Data	Report only	No data	No data
(ii) Reading/ELA	No Data	Report only	No data	No data
(iii) Science	No Data	Report only	No data	No data
(iv) Social Studies	No Data	Report only	No data	No data
(v) Writing	No Data	Report only		No data
5. Limited English Proficient Year After Exit English TAKS Passing Rate				
(i) Math	0	Not evaluated	0	Not assigned
(ii) Reading/ELA	0	Not evaluated	Not assigned	Not assigned
(iii) Science	0	Not evaluated	Not assigned	Not assigned
(iv) Social Studies	0	Not evaluated	No Data	Not assigned
(v) Writing	0	Not evaluated	0	Not assigned
6. LEP TAKS/TAKS-I/SDAA Participation Rate			2	0
7. LEP Annual Dropout Rate	0	0	0	0
8. LEP RHSP / DAP Graduation Rate	Report only	Report only	Report only	Report only
9. Reading Proficiency Test in English Multi Year Beginning Proficiency Rate			Report only	Report only

Career and Technology Education (CTE) Indicators	Multi Year Performance Based Monitoring Analysis System Reports			
	2004 PL	2005 PL	2006 PL	2007 PL
1. CTE Overall TAKS Passing Rate				
(i) Math	0	0	0	0
(ii) Reading/ELA	0	0	0	0
(iii) Science	0	0	0	0
(iv) Social Studies	0	0	0	0
2. CTE LEP TAKS Passing Rate				
(i) Math	SA	Not evaluated	Not assigned	Not assigned
(ii) Reading/ELA	SA	0	0	0
(iii) Science	SA	Not evaluated	Not assigned	Not assigned
(iv) Social Studies	0	0	Not assigned	Not Assigned
3. CTE Econ TAKS Passing Rate				
(i) Math	0	0	0	0
(ii) Reading/ELA	0	0	0	0
(iii) Science	0	0	0	0
(iv) Social Studies	0	0	0	0
4. CTE SPED TAKS Passing Rate				
(i) Math	0	Not evaluated	0	0
(ii) Reading/ELA	SA	Not evaluated	0	0
(iii) Science	0	0	0	0
(iv) Social Studies	0	0	0	0
5. CTE Tech Prep TAKS Passing Rate				
(i) Math	0	0	0	0
(ii) Reading/ELA	0	0	0	0
(iii) Science	0	0	0	0
(iv) Social Studies	0	0	0	0
6. CTE Annual Dropout Rate	0	0	0	0
7. CTE Recommended High School Program / Distinguished Achievement Program Graduation Rate		Report only	Report only	Report only
8. Non-Traditional Courses - Male	Report only	Report only	Report only	Report only
9. Non-Traditional Courses - Female	Report only	Report only	Report only	Report only



Special Education Indicators	Multi Year Performance Based Monitoring System Reports			
	2004 PL	2005 PL	2006 PL	2007 PL
1. TAK Passing Rate				
(i) Math	0	0	0	0
(ii) Reading/ELA	0	0	0	0
(iii) Science	0	0	0	0
(iv) Social Studies	0	0	0	0
(v) Writing	0	Not evaluated	0	0
2. SPED Year-After-Exit TAKS Passing Rate				
(i) Math	0	Not evaluated	0	0
(ii) Reading/ELA	0	0	0	0
(iii) Science	No data	Not evaluated	No data	0
(iv) Social Studies	No data	0	No data	0
(v) Writing	0	0	0	0
3. SDAA II Gap Closure (3-8)				
(i) Math		0	0	0
(ii) Reading/ELA		0	0	0
(iii) Writing		0	Report only	Report only
4. SDAA II Gap Closure (3-10)				
(i) Math		Report only	Report only	Report only
(ii) Reading/ELA		Report only	Report only	Report only
5. TAKS Only Participation Rate	1	Report only	1	
6. TAKS/TAKS I Only Participation Rate			Report only	Report only
7. SDAA II Only Participation Rate		Report only	1	
8. Statewide Assessment Exemption Rate	2	0	3	
9. Less Restrictive Environment (ages 3-5)		Report only	Report only	Report only
10. Less Restrictive Environment (ages 3-11)	3	3	2	
11. Less Restrictive Environment (ages 12-21)	0	1	0	
12. SPED Annual Dropout Rate	0	0	0	
13. SPED RHSP/DAP Graduation Rate	Report only	Report only	Report only	Report only
14. SPED Identification	2	1	2	
15. SPED African American Representation	0	0	0	0
16. SPED Hispanic Representation	3	2	0	0
17. SPED LEP Representation	Report only	Report only	1	
18. SPED Discretionary DAEP Placement	0	0	0	0
19. SPED Discretionary Expulsions	0	0	0	0
20. SPED Discretionary Placements to In School Suspension (ISS)	0	0	0	0

Highly Qualified Teachers  
Multi Year Report

STATE OBJECTIVES	STATE TARGETS	OLTON ISD	OLTON HIGH SCHOOL	OLTON JR. HIGH	WEBB ELEMENTARY
<b>1. Percentage of Classes Taught by Highly Qualified Teachers 06-07 Year</b>					
<b>05-06 Year</b>	100%	100%	100%	100%	100%
<b>04-05 Year</b>	100%	98%	100%	100%	95%
<b>03-04 Year</b>	90%	87.74%	83.95%	89.80%	96%
<b>03-04 Year</b>	80%	94.85%	96.63%	92.86%	100%
<b>2. Percentage of Highly Qualified Teachers (State Aggregate) 06-07 Year</b>					
<b>05-06 Year</b>	100%	100%	100%	100%	%100
<b>04-05 Year</b>	100%	98%	100%	100%	95%
<b>04-05 Year</b>	90%	93.33%	88.89%	94.12%	96%
<b>03-04 Year</b>	80%	98.33%	100%	93.33%	100%
<b>3. Percentage of Teachers Receiving High-Quality Pro. Development 06-07 Year</b>					
<b>05-06 Year</b>	100%	100%	100%	100%	100%
<b>05-06 Year</b>	100%	100%	100%	100%	100%
<b>04-05 Year</b>	97%	100%	100%	100%	100%
<b>03-04 Year</b>	94%	100%	100%	100%	100%

**Abbreviations**

ACT	
AMI	Accelerated Math Instruction
ARI	Accelerated Reading Instruction
ARD	Admissions, Review, and Dismissal
CAC	Campus Advisory Council
DAC	District Advisory Council
DAEP	Disciplinary Alternative Education Program
DAP	Distinguished Academic Program
DPRS	Department of Public Regulatory Services
ELL	English Language Learners
ESC	Education Service Center
ESL	English as a Second Language
ISS	In School Suspension
LEP	Limited English Proficient
LRE	Least Restrictive Environment
NCLB	No Child Left Behind
NGS	
SAT	
SPED	Special Education
RHSP	Recommended High School Program
PAC	Parent Advisory Council