

Abilene Independent School District Abilene High School Campus Improvement Plan 2005-2008

Mission

The mission of the Abilene Independent School District is to provide exceptional educational opportunities in an environment that will produce graduates with the skills necessary to become productive, responsible citizens.

Since the first graduating class of 1888, Abilene High School has provided excellence in education for the young people of Abilene. Abilene High School enjoys a proud heritage that began in an old warehouse on the south of town. From those early beginnings to the present time, the facilities and curriculum have changed to meet the needs of the students and the community. Our aim is to provide opportunities for all our students that will prepare them for success and create life-long learners. The major challenge is to meet the demands of declining enrollment and to continue to provide programs that meet our students' needs.

Profile

Using data from our Campus enrollment summary as of 12/06/2006, our student ethnicity break down is:

White 53%

Hispanic 34%

African American 11%

Other 2%

Our economically disadvantaged group makes up 45% of our student body. Currently 48% of our students are coded at-risk. Despite the rise in low socio-economic and at-risk students, our ACT and SAT scores continue to be at or above state and national levels. Four AHS students earned National Merit Scholar awards and one AHS student earned commended National Merit finalist status. Since 1995 we have had 34 students recognized as National Merit Scholars.

Abilene High currently has 2247 students in grades 9-12. We offer a wide range of classes from our Advanced Placement classes, Early College program, CATE classes and Med-High campus that strive to meet the academic levels of our students. Last year we had 305 students taking Advance Placement exams with 355 tests passed granting college credit.

The tradition and motto of our school is "Enter to Learn – Go Forth to Serve." Believing that each student can learn and become a productive citizen, it is our challenge to meet each student's needs. It becomes our responsibility to implement programs, provide challenging instruction, and motivate students to develop skills necessary to become productive members of society.

Consultation Committee

Chairperson: Terry Bull

Teacher representative: Dan Allen (2006), Cindy Boyd (06), Yolanda Garcia (06), Linda Gill (06), Jay Moore (06), Stephen Rektenwald (2006-), Kay Richards (2006-), Keith Thomas (06), Col. Al Dunlap (2007-), Joe Tallant (2007-), Charles Williams (2007 -)

Professional non-teaching representative: Dennis Townsend (2006 -), Gene Hudson (2006-), Mary Margaret Smith (2006 -), Jeri Spiker (2006-), Karen Turner (2006-), Kathryn Walker (2006-)

Parent representative: Johnny Rodriguez (06), Sharon Wartes (06), Greg Shaheen (2007-), Caroline Kreitler (2007-)

Community representative: Lynn Nichols (2006 -)

Business representative: Samuel Garcia (2007 -)

AISD Administration representative: Cathy Ashby, Vicki Dunnam

District Goals

1. AISD will provide and maintain internal and external two-way communication that informs and engages all stakeholders throughout the district and community.
2. AISD will stress continuous improvement in academic achievement; secondary school students will receive the necessary skills to prepare for high school and a strong foundation of support in ninth grade enabling them to be successful and graduate in four years.
3. AISD will supply the resources needed within the limits of state and local budget restraints to accomplish the mission and goals of the district and offer equitable access to all curriculum in the district.
4. AISD will seek partnerships with businesses, educational institutions, and civic organizations to strengthen the quality of education and support for our schools.
5. AISD will establish, maintain, and use state of the art technology within the limits of state and local budget restraints to support academic instruction, management and administrative services, and community outreach.
6. AISD will have an Early College program that prepares students for success in post-secondary education, the workforce, or military service.
7. AISD will provide a safe and welcoming environment for all employees, students, and parents.
8. AISD will secure and retain an effective staff that is reflective of and responsive to the district's student body.

State Objectives

- Parents will be full partners with educators in the education of their children.
- Students will be encouraged and challenged to meet their full educational potential.
- Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- A well-balanced and appropriate curriculum will be provided to all students.
- Qualified and highly effective personnel will be recruited, developed, and retained.
- The state's students will demonstrate exemplary performance in comparison to national and international standards.

- School campuses will maintain a safe and disciplined environment conducive to student learning.
- Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TAKS Performance Data

Reading/Language Arts, grade 9												
	2004-2005				2005-2006				2006-2007			
	Met Standard		Commended Performance		Met Standard		Commended Performance		Met Standard		Commended Performance	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All students	507	86	38	6	573	86	75	13	571	90	178	28
African American	35	73	0	0	52	71	1	2	54	84	7	11
Hispanic	147	75	4	2	186	82	13	7	201	83	46	19
White	316	94	34	10	327	90	60	18	310	95	122	37
Economically Disadvantaged	145	75	1	1	209	78	12	6	214	81	35	13
Special Education	29	54	1	2	44	50	0	0	42	69	2	3
Limited English Proficient	N/T	N/T	N/T	N/T	*	*	*	*	*	*	0	0
At-Risk					241	76	8	3	268	82	29	9

Mathematics, grade 09												
	2004-2005				2005-2006				2006-2007			
	Met Standard		Commended Performance		Met Standard		Commended Performance		Met Standard		Commended Performance	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All students	341	61	82	15	556	60	72	13	387	64	79	13
African American	18	43	3	7	48	29	2	4	24	44	2	4
Hispanic	83	47	13	7	182	45	8	4	122	52	11	5
White	233	71	63	19	318	72	60	19	237	75	64	20
Economically Disadvantaged	65	37	8	5	192	43	9	5	112	48	11	5
Special Education	6	15	0	0	31	29	0	0	13	33	0	0
Limited English Proficient	N/T	N/T	N/T	N/T	*	*	*	*	1	11	0	0
At-Risk					221	32	2	1	112	38	5	2

Reading/Language Arts, grade 10

	2004-2005				2005-2006				2006-2007			
	Met Standard		Commended Performance		Met Standard		Commended Performance		Met Standard		Commended Performance	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All students	429	85	41	8	464	77	19	4	429	88	37	8
African American	36	82	1	2	38	66	1	3	40	82	1	2
Hispanic	106	75	3	2	135	67	0	0	118	82	5	3
White	279	90	34	11	282	82	17	6	264	92	30	10
Economically Disadvantaged	104	77	4	3	129	60	1	1	126	79	8	5
Special Education	10	33	0	0	28	46	0	0	16	62	1	4
Limited English Proficient	*	*	*	*	*	<1%	*	*	3	33	0	0
At-Risk					195	60	1	1	157	77	6	3

Mathematics, grade 10

	2004-2005				2005-2006				2006-2007			
	Met Standard		Commended Performance		Met Standard		Commended Performance		Commended Performance		Commended Performance	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All students	330	68	36	7	451	64	35	8	299	62	58	12
African American	17	41	2	5	38	45	0	0	14	29	1	2
Hispanic	71	54	1	1	128	51	4	3	67	48	2	1
White	235	78	31	10	276	73	30	11	212	74	53	19
Economically Disadvantaged	60	49	3	2	126	42	3	2	63	41	4	3
Special Education	5	19	0	0	24	17	1	4	8	36	1	5
Limited English Proficient	*	*	*	*	5	20	0	0	1	11	0	0
At-Risk					187	28	1	1	63	32	3	2

Social Studies, grade 10

	2004-2005				2005-2006				2006-2007			
	Met Standard		Commended Performance		Met Standard		Commended Performance		Met Standard		Commended Performance	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All students	431	86	98	19	472	86	149	32	421	91	190	41
African American	27	68	3	8	42	76	7	17	38	84	9	20
Hispanic	114	79	11	8	139	78	23	17	108	85	25	20
White	282	92	80	26	281	92	116	41	268	95	153	54
Economically Disadvantaged	98	72	10	7	135	74	13	10	114	83	33	24
Special Education	24	42	0	0	27	67	1	4	18	78	5	22
Limited English Proficient	*	*	*	*	*	*	*	*	4	44	1	11
At-Risk					204	71	13	6	144	81	34	19

Science, grade 10

	2004-2005				2005-2006				2006-2007			
	Met Standard		Commended Performance		Met Standard		Commended Performance		Met Standard		Commended Performance	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All students	321	64	23	5	467	60	46	10	291	63	51	11
African American	15	36	0	0	41	39	2	5	17	37	0	0
Hispanic	58	41	0	0	138	42	6	4	56	43	2	2
White	240	77	23	7	278	72	37	13	214	76	47	17
Economically Disadvantaged	55	39	2	1	136	38	2	1	66	46	4	3
Special Education	10	19	0	0	26	27	1	4	9	39	1	4
Limited English Proficient	*	*	*	*	*	*	*	*	1	11	0	0
At-Risk					199	27	1	1	68	38	5	3

Reading/Language Arts, grade 11

	2004-2005				2005-2006				2006-2007			
	Met Standard		Commended Performance		Met Standard		Commended Performance		Met Standard		Commended Performance	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All students	372	93	76	19	415	93	104	25	387	96	104	26
African American	30	81	0	0	29	86	4	14	24	83	1	3
Hispanic	77	93	6	7	102	85	16	16	100	97	15	15
White	259	95	69	25	276	96	79	29	255	97	84	32
Economically Disadvantaged	81	88	6	7	86	81	13	15	84	93	8	9
Special Education	13	65	0	0	16	63	0	0	12	86	1	7
Limited English Proficient	*	*	*	*	*	<1%	*	*	*	*	*	*
At-Risk					173	85	19	11	146	92	16	10

Mathematics, grade 11

	2004-2005				2005-2006				2006-2007			
	Met Standard		Commended Performance		Met Standard		Commended Performance		Met Standard		Commended Performance	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All students	363	89	59	14	416	84	61	15	331	82	72	18
African American	32	82	1	3	30	60	1	3	15	56	1	4
Hispanic	72	85	5	6	101	73	2	2	73	72	6	6
White	253	92	50	18	277	91	55	20	235	89	63	24
Economically Disadvantaged	76	81	3	3	81	70	3	4	62	70	6	7
Special Education	13	54	0	0	15	47	0	0	6	46	1	8
Limited English Proficient	*	*	*	*	*	*	*	*	*	25	0	0
At-Risk					174	70	4	2	99	63	5	3

Social Studies, grade 11

	2004-2005				2005-2006				2006-2007			
	Met Standard		Commended Performance		Met Standard		Commended Performance		Met Standard		Commended Performance	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All students	411	98	99	24	440	94	126	29	389	97	208	52
African American	40	95	2	5	33	88	1	3	26	96	8	30
Hispanic	88	96	9	10	113	89	20	18	97	96	30	30
White	276	100	85	31	285	97	102	36	258	98	165	63
Economically Disadvantaged	101	96	11	10	96	86	17	18	84	93	26	29
Special Education	29	76	0	0	41	66	3	7	15	94	4	25
Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*!
At-Risk					191	90	21	11	147	95	44	28

Science, grade 11

	2004-2005				2005-2006				2006-2007			
	Met Standard		Commended Performance		Met Standard		Commended Performance		Met Standard		Commended Performance	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All students	369	88	27	6	442	81	17	4	328	83	43	11
African American	33	80	0	0	32	56	0	0	16	59	1	4
Hispanic	69	76	0	0	113	65	0	0	64	65	2	2
White	260	94	26	9	288	89	17	6	240	92	39	15
Economically Disadvantaged	82	80	0	0	94	65	1	1	57	66	2	2
Special Education	16	44	0	0	42	26	0	0	7	54	1	8
Limited English Proficient	*	*	*	*	*	*	*	*	*	<1%	0	0
At-Risk					191	63	0	0	100	66	2	1

NCCLB TABLES

Reading/Language Arts, grade 09				
	2002-2003		Yearly Improvement Required	2013-2014
	Met Standard			NCLB Goal
	Number	Percent		Percent
All students	492	85	1.5	100
African American	33	73	2.7	100
Hispanic	143	74	2.6	100
White	305	93	0.7	100
Economically Disadvantaged	149	74	2.6	100
Special Education	20	43	5.7	100
Limited English Proficient	1	33	6.7	100
Mathematics, grade 09				
	2002-2003		Yearly Improvement Required	2013-2014
	Met Standard			NCLB Goal
	Number	Percent		Percent
All students	358	63	3.7	100
African American	19	49	5.1	100
Hispanic	76	40	6.0	100
White	252	78	2.2	100
Economically Disadvantaged	84	44	5.6	100
Special Education	8	22	7.8	100
Limited English Proficient	0	0	10.0	100

Reading/Language Arts, grade 10				
	2002-2003		Yearly Improvement Required	2013-2014
	Met Standard			NCLB Goal Percent
	Number	Percent		
All students	258	61	3.9	100
African American	21	47	5.3	100
Hispanic	50	52	4.8	100
White	183	68	3.2	100
Economically Disadvantaged	45	48	5.2	100
Special Education	8	24	7.6	100
Limited English Proficient	0	0	10.0	100
Mathematics, grade 10				
	2002-2003		Yearly Improvement Required	2013-2014
	Met Standard			NCLB Goal Percent
	Number	Percent		
All students	318	75	2.5	100
African American	24	55	4.5	100
Hispanic	68	66	3.4	100
White	221	82	1.8	100
Economically Disadvantaged	61	61	3.9	100
Special Education	15	56	4.4	100
Limited English Proficient	0	0	10.0	100

Reading/Language Arts, grade 11				
	2002-2003		Yearly Improvement Required	2013-2014 NCLB Goal Percent
	Met Standard			
	Number	Percent		
All students	28	60	4.0	100
African American	1	25	7.5	100
Hispanic	3	38	6.2	100
White	24	69	3.1	100
Economically Disadvantaged	2	20	8.0	100
Special Education	2	67	3.3	100
Limited English Proficient	N/T	N/T		100
Mathematics, grade 11				
	2002-2003		Yearly Improvement Required	2013-2014 NCLB Goal Percent
	Met Standard			
	Number	Percent		
All students	162	47	5.3	100
African American	3	14	8.6	100
Hispanic	25	30	7.0	100
White	131	55	4.5	100
Economically Disadvantaged	19	28	7.2	100
Special Education	0	0	10.0	100
Limited English Proficient	1	17	8.3	100

State Compensatory Education Programs:

The Abilene High School uses the following methods to determine need for state compensatory education distribution and spending:

Abilene High School disaggregates information from Texas Education Agency Academic Excellence Indicator System including: Reading, Math, Language Arts, Science, and Social Studies test data. This is viewed at the campus level to determine need. Additional information analyzed includes: campus enrollment, dropout rate of each campus, number of students coded at-risk and the reasons for the coding. All data is disaggregated by: Grade, Gender, Ethnicity, Economic Status, Sub population, At-risk status.

- Programs offered funded at Abilene High include:
- Counseling
- Tutorials
- Instructional Aides
- Supplemental ESL
- Homebound instruction for pregnant students
- Extended Year Summer Programs for credit recovery
- Credit Recovery and Acceleration Program for students behind grade level

Compensatory Education Data

The following chart will describe the expenditures of the State Compensatory Education Allotment for Abilene High.

Organization	Expenditures	FTEs
Abilene High School	384328.27	10.20

THE ACTIVITIES AND EXPENDITURES FOR COMPENSATORY EDUCATION ARE LOCATED UNDER THE BOARD GOAL: 2

AISD will continue to increase the percentage of students that graduate from high school on time.

Summary of Success for Compensatory Education Programs funded at the District Level.

Ninth Grade Initiative Program	To be completed at the end of the year
Nova Net Credit Recovery Program	To be completed at the end of the year
English SOL	To be completed at the end of the year
TAKS Remediation	To be completed at the end of the year
Compensatory Education Home Bound	To be completed at the end of the year

Objectives and Activities

District goal #1: AISD will provide and maintain internal and external two-way communication that informs and engages all stakeholders throughout the district and community.

Objective #1: AHS will provide timely and pertinent information to all faculty and staff.

Objective #2: AHS will provide timely and pertinent information to the district and the community.

Objective #3: Opportunities will be provided for input from the community, the faculty, and the staff concerning relevant issues.

Objective #4: AHS will provide parents with parenting skills for student success in the 21st century.

- Causal factors:
- Faculty and staff need to know all upcoming events in order to plan effectively.
 - The community is interested and desires to know what is going on at AHS.
 - A greater sense of ownership in the vision of our campus needs to be developed.
 - Parents and the administration need to communicate more effectively and develop ways to help students succeed

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Maintain and update our web internal campus documents including the teacher handbook, the <i>Recharger</i> , and the school calendar	Principal's staff, Instructional Specialist, Business department	Staff time	Annual documents in August and weekly updates throughout the year as needed	On the internal documents web site	Faculty/staff have the information needed to plan	August faculty meeting and early release days.	Completed and will be repeated
Re Obj. :1							
Development and implementation of individual activity web-sites	Band Director & Booster Club, Web Master class teacher, students	Staff time	Throughout year	Site up and running	Faculty/staff, parents, and students will have information needed to plan.		Progressing on schedule
Re Obj. :1							
Maintain and update the AHS public web site	The AHS web master class and instructor, school sponsors and administrators	Staff time	Weekly input and other information as needed	Site up and running	Community has necessary information		Progressing on schedule
Re Obj. :2							
Inform parents/students through handouts, newsletters, announcements, and meetings	Principal, Counselors, Instructional Specialist, SOAR Depart. Chairs	Staff time	As needed	Information collected and distributed	Response to distributed information		Progressing on schedule

Re Obj. :2							
Solicit input from all campus stakeholders through surveys, public and staff meetings, e-mail, and committees	Principal, counselors, department chairs, instructional specialist	Staff time	Academy parent meetings, Curriculum meetings, CCC meeting, Teacher surveys as needed	Meeting Agendas and notes, written suggestions, committee recommendations	Data analysis and application		Progressing as scheduled
Re Obj. :3							
Offer an evening workshop for parents on helping teens succeed in the 21 st century and technology usage	Principal, SAS counselor, guest speaker, technology liasons	About \$500.00	Technology Thursdays beginning Fall through Spring semesters	# of parents attending	Parent response to evaluation of workshop		Progressing as scheduled
Re Obj. 4:							
Provide daily input to faculty/staff and students through the daily e-mails "Eagle News"	Principal, Faculty/staff	Staff time	Daily	Teacher and student response to communication	Teacher response in end of year faculty meeting and/or survey		Progressing as scheduled

District goal #2: AISD will stress continuous improvement in academic achievement; secondary school students will receive the necessary skills to prepare for high school laying a strong foundation of support in ninth grade enabling them to be successful and graduate in four years.

Objective #1: Abilene High School will address the special needs and challenges of incoming 9th grade students regarding: student performance, attendance, failure rates, and the over-all transition for success in the high school environment.

Objective #2: A comprehensive Needs Assessment will be conducted and detailed data disaggregation will be used by faculty, staff and students to ensure academic improvement

Objective #3: All students will be prepared and motivated for successful participation on the TAKS test

Objective #4: The Early College program will continue to provide the highest level of academic achievement and post-secondary preparation for our students

Objective # 5: Individualized opportunities will be provided for at-risk students.

Objective # 6: Abilene High will increase the number of students graduating on the Recommended and Distinguished Plans.

Objective # 7: Abilene High will increase the number of students participating on 10th Grade Math TAKS and 10th Grade Reading TAKS tests for AYP.

Objective # 8: Abilene High will improve student achievement in math and science especially targeting subpopulations.

Objective # 9 Abilene High will design and implement a pyramid of intervention to improve the failure rates at each school.

Causal factors: Because of the high percentage of 9th grade retention and in response to current research and the AISD High School Committee recommendation it is obvious that 9th grade has unique problems that require special attention

- Effective planning requires data collection and analysis
- 10th grade scores show a definite lack of motivation
- More special education students must take the TAKS test or TAKS M or TAKS Accommodated
- Post-secondary preparation needs to be made available to all students.
- Abilene High has 1073 students coded at-risk, 597 students failed to perform satisfactorily on one or more TAKS test and 253 have been retained at least once.

Activity	Persons responsible	Resources/ cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Implement additional programs for all 9 th grade students using a 'teaming' concept called the 9 th Grade Academies.	Campus principal Academy principal Academy teachers counselors	Local funds	Summer – design planning August – new implementation and continued previous program Monthly review	Collected data on failure rates, attendance, discipline logs, and parent input each six weeks / semester will be used in review sessions	All first year freshmen students will be enrolled in a 9 th Academy.	Summer 2 day staff development for all teams.	Completed and will be repeated
RE Obj: 1							
Data will be collected to determine performance levels	Principal, Instructional Specialist, Campus Improvement Committee counselors	Local funds Staff time	Each Six Weeks	Data collected	Campus plan	none	Progressing on schedule
RE Obj: 2							
Data will be disaggregated by: -grade -gender -ethnicity -economic level -language -program placement -subject -classroom -item analysis	Principal Instructional Specialist Curriculum Dept. Counselors Department Chairs	Staff time	Each Six Weeks	Data collected Scheduled meetings	Campus plan	Training in data disaggregating and effective use of data will be provided by district personnel	Progressing on schedule
RE Obj: 2							

Data made available to parents and students through parent/student conferences RE Obj: 2	Counselors Instructional Specialist	Staff time	Parent meeting Fall, open house in Fall, throughout the year	Provide information from data through conferences, handouts, and general meetings	Enrollment in TAKS remediation classes	none	Completed and will be repeated
Train special education teachers to help in student success on TAKS Accommodated, TAKS and TAKS M RE Obj: 3	Principal Subject area teachers Instructional Specialist Region 14 Service Center	Staff time	Meetings scheduled throughout the year	Results of the TAKS tests	Both off and on campus sessions		Progressing as schedule
Provide TAKS pre-test in core areas to determine areas that need improvement RE Obj: 3	Instructional Specialist, Core department chairs, core teachers	Staff time local funds to run off pre tests	ELA – November Math, Science, Social Studies – Early Spring	Test scores and data disaggregated	TAKS test scores		Progressing as scheduled
Provide TAKS academy sessions and group/individualized tutorials to assist students at risk in core subjects RE Obj: 3	Core department faculty	Stipend for evening and Saturday sessions if offered and tutorial pay	Done two weeks prior to the actual TAKS tests being given for reviews and throughout the year for tutorials	Sample test items taken and writing samples	TAKS test scores	ELA sessions on grading the open ended questions at Region 14, work with Instructional Specialist	Progressing as scheduled
Provide remedial TAKS summer school classes for non-mastery exit level students RE Obj: 3	Subject area staff Curriculum staff	Summer school pay for teachers	Summer	Use of TAKS data and benchmark testing	Summer TAKS scores	none	Progressing as scheduled
Disaggregate student TAKS data from previous year and develop a campus plan for low performing groups RE Obj:3	Subject area staff, Instructional Specialist, Principal	Staff time	Beginning of fall semester	Student TAKS benchmark tests, on-line diagnostic tools	TAKS results		Progressing as scheduled

Provide remedial TAKS classes in the core subjects and after school tutorials throughout the year	Subject area staff	Individualized TAKS data Compensatory Education Funds	Every Mon and Thurs through out the year beginning August 07	Daily assessment and pre-tests	TAKS test scores		Completed and will be repeated
RE Obj:3, 5			Daily remedial classes in schedule				
Provide staff development to assist teachers in subject area learning	Principal, Curriculum staff	Staff time	During in-service time October, December, January and March	Access the staff development needs	Enrollment in staff development classes	District and campus will provide on-going instructional sessions throughout the year on the campus	Progressing as scheduled
RE Obj:3							
Provide informational orientations to parents and students about Pre-AP and AP classes through meetings and individual conferences	Principal, Counselors, Pre-AP and AP teachers, the SOAR staff	Staff time Funds provided by SOAR	Spring and Summer Fall enrollment	Attendance at meetings	Enrollment in Pre-AP and AP classes	Provided by SOAR throughout the school progressing as scheduled year and summer	Progressing as scheduled
RE Obj :3							
Provide Nova Net TAKS guided practice in core academic areas	Principal, Dean of Academics, Instructional Specialist	Staff time Compensatory Education funding	Fall 2007	Student involvement	Student involvement	Success with student TAKS scores	Progressing as scheduled
RE Obj:5							
Ninth Grade Success Initiative will provide opportunities for students behind in credits to recover failed courses and accelerate to grade level.	Principal, Counselors, Ninth Success Coordinator	Staff time Compensatory Education Funds	Each semester and summer school	Student progress will be evaluated each 3 weeks.	Number of credits earned.	TBA	Progressing as scheduled
RE Obj:5							
English SOL classes will be provided for students coded ESL.	Principal, Counselors, ESL Teacher	Staff time Compensatory	Each school semester each 6 weeks	Student enrollment and progress will be	TAKS Language Arts scores.	TBA	Progressing as scheduled

RE Obj:5		Education Funds		evaluated each 3 weeks.			
Homebound instruction will be provided for pregnant students unable to attend classes.	Principal, Counselors, CEHI teacher	Staff time Compensatory Education Funds	Fall and Spring	Student progress will be evaluated each 3 weeks.	TAKS results, student retention rates.	TBA	Progressing as scheduled
RE Obj: 6							
Semester conferences will emphasize student Recommended Plan	Counselor, Instructional Specialist, Parent Meetings	Staff time	Fall and Spring Semesters	Recommended Plan roll sheets	Recommended Plan Graduation Rates	TBA	Progressing as scheduled
RE Obj: 7							
Contact all students absent from TAKS tests and require retesting.	Counselor	Staff time, Compensatory Education Funds	Each testing date Fall 07 and Spring 08	Test participation	TAKS participation rates.	TBA	Progressing as scheduled
RE Obj: 8							
Teacher training regarding strategies for improving student achievement will be provided.	Instructional Specialist, Region XIV	Staff time, Region XIV staff	Ongoing through the year each early release date- October, December, February, April	Science and Math six week averages	Science and Math end of year retention rates by sub-population	TBA	Initiated and Progressing as scheduled
RE Obj: 9							
School stakeholders will devise written intervention plan.	Principals, Counselors, Instructional Specialist, Teachers	Staff time	October – November 2007	Staff surveys, school policy evaluations	Semester Campus Failure Rates	TBA	Progressing as scheduled.

District goal #5: AISD will establish, maintain, and use state of the art technology within the limits of state and local budget restraints to support academic instruction, management and administrative services, and community outreach.

Objective #1 Parents will have access to students’ daily grades thru the data website.

Objective #2: An on-line attendance program will be used that is accessible to teachers, administrators, and parents

Objective #3: 9th Grade Initiative teachers will incorporate more technology into their academic instruction

- Causal factors:
- Parents want more timely information on students’ progress.
 - Parents want/need current information concerning their student’s daily school attendance
 - The use of technology is mandated by the TEKS

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Letters will be sent to all AHS parents explaining the data website and providing the necessary pin # and teachers will stress to parents/students the value of using the site	Principal’s staff	Mailing costs	September and each grading period	Letters sent	Response from parents		Implemented September and Progressing as scheduled
RE Obj: , 1							
Continuing on-line attendance program with all teachers	Attendance principal, teachers, attendance office, and District technology	Staff time	School wide throughout the year every six weeks	Updates from technology Attendance Principal assessment	Workable program established and expanded	Continued training for teachers and administrator	Progressing as scheduled
RE Obj: ,2							
Teachers will teach and use United Streaming as part of their curriculum	Faculty/staff	Staff time	Fall 2007, Spring 2008, Summer 2007 8	Number of teachers using United Streaming in instruction	Semester report to principal and Comp Ed. Director	District training, ESC XIV training, Atomic Learning Tutorials	Progressing on schedule
RE Obj: ,3							

District goal #6: AISD will have an Early College program that prepares students for success in post-secondary education, the workforce, or military service.

Objective #1: Ensure all teachers teaching a certificate available course are themselves certified in that area.

Objective # 2: AHS will become a Project Lead the Way Certified School

Objective # 3: Educate Counselors and faculty on Career and Technology courses and what they teach.

Causal factors: Students need the best instructors.

AHS needs to be a leader in Career and Technology

Not enough counselors/faculty understand the career and technology courses

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Identify and provide funds for teachers that do not have certifications so they can take the tests required to get certified	Director of Career and Technology, Personnel office, Dept. Chair	Staff time CATE funds	Fall 2007	identify	Certifications received		Progressing as scheduled
RE Obj: 1, 2							
Prepare the Assessment package to allow AHS to become a Certified PLTW School	PLTW teachers and administrators	Cost of hotel and meals for assessors if needed and travel costs. To be determined	Spring 2008	Application package completed	PLTW Certified School status achieved		Implemented and progressing as scheduled
RE Obj: 3							
Provide informational brochures that the counselors can give to prospective students from each of the CTE courses	CTE department	To be determined	Spring 2007	Collect information for brochures	Finished brochures		Progressing as scheduled
RE Obj: 3							

District goal #7: AISD will provide a safe and welcoming environment for all employees, students, and parents.

Objective #1: . All stakeholders will participate in appropriate school activities in a safe environment

- Causal factors:
- o Parents want to be involved with their child's school
 - o Employees and students need to be in a safe environment conducive to learning

Activity	Persons	Resources/	Timeline	Formative	Summative	Staff	Activity
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	responsible	cost		evaluation	evaluation	development	status
Re: Objective 1							
Implementation of Raptor visitor ID program	Principal, secretary	district	Fall 07-school year	Visitor passes	Data collected on visitor information at end of year	Training on program use	Implemented and ongoing
Re: Objective 1							
Construction of Visitor's Center in front of School	Construction managers, principal	District	Spring 08	Blue-Print	Construction Walk-through		Preliminary planning-ongoing

District goal #8: AISD will secure and retain an effective staff that is reflective of and responsive to the district's student body.

Objective #1: . Utilize personnel to build student resources

- Causal factors:
- o Low socio-economic subgroup is growing
 - o Student needs should be reflected in school structure and classroom instruction

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Create CIS and AEF college counselor positions	Principal	AEF grant and district funds	August 07 and ongoing	Student referrals to CIS and Cool Counselor	Student feedback and participation data	Faculty training	Progressing on schedule
Re: Objective 1							
Staff development	Principal, Instructional Specialist	District	August 15 and ongoing	Student data, faculty questionnaire	End of year data, student feedback	Ruby Payne training, faculty meetings, content area training	Progressing on schedule
Re: Objective 1							

Suicide Prevention

- 1.The following updated intervention plan is to be implemented on each campus in the Abilene Independent School District:
 - a. When a student threatens or attempts suicide, the counselor, nurse, principal, or associate principal who first learns of the threat or attempt will talk with the student immediately. At this time, the staff member involved will obtain a "no harm" agreement from the student.
 - b. With the student's knowledge, the school official will telephone a parent or guardian and request that he or she come to school at once. When the parent or guardian arrives, he or she is to be informed that the student is in crisis and needs to receive

counseling services from a qualified mental health practitioner. At this time, the parent should be given the names of qualified professionals in the community who can provide these services.

- c. In the event that the parent cannot afford these services, he or she should be informed that the Abilene ISD has a contractual relationship with a number of mental health service providers who can provide these services. The district will pay for as many as five counseling sessions with one of these professionals to assist the student through the current crisis. In order to receive counseling at district expense, the parent or guardian must give written permission for the district's Guidance & Counseling office to arrange for the student to be seen immediately by one of the professionals under contract with Abilene ISD. At this time the parent is to be given information about the relationship between the Abilene ISD and the mental health service providers that are under contract as part of this intervention plan. In addition, the parent must be given the names of other professionals in the community who can provide the same service. (Form 04.0449 should be used to obtain written consent. Send one copy to the Director of Guidance and Counseling and keep one form for your files.)
 - d. With the written permission of the parent or guardian, a school staff member will call the Director of Guidance & Counseling, who will immediately schedule a counseling session with a professional counselor that will include the student and parent or guardian.
 - e. If school personnel have difficulty contacting a parent or guardian, the school staff member that is working with the student will arrange to have someone remain with the student until a parent or guardian can be contacted.
 - f. If a parent or guardian is reached and does not give his or her permission for counseling, a school staff member will have the parent or guardian sign the Abilene Independent School District Notification of Emergency Conference.
 - g. The school staff member that is working with the student will notify other personnel such as the student's counselor, grade level associate principal, nurse, and principal of the action taken.
 - h. If the student is seen by one of the contracted professionals, the professional will complete the Suicidal Intervention Follow-Up Form and will return it to the Director of Guidance & Counseling. Upon receipt, the Guidance Office will send a copy to the student's school counselor.
2. It is the principal's responsibility to see that all staff members who are responsible for implementing this plan are thoroughly familiar with it.

Violence Prevention and Conflict Management

- AISD has the goal of providing every student a safe environment conducive to learning.
- Priorities include prevention, intervention, and enforcement.
- Ways these goals are reached include:
 - A good relationship with Juvenile Police Department (Larry Frymire and the Juvenile Officers). AISD keeps open communication with law enforcement. School officials are notified when students are arrested off school property for felony, drug or weapon related offenses and in turn, campus administrators and appropriate personnel are notified.
 - A good relationship with Taylor County Juvenile Department (Mike Lindsay and his staff of Probation Officers).
 - A good relationship with Child Protective Services, MHMR (Mental Health Mental Retardation), Harmony Family Services, etc.
 - Providing 6 SRO's (School Resource Officers). They assist law enforcement, especially at the secondary schools. This is not done as much for security as for education. They teach students how to avoid criminal activity, how to deal with conflict, how to resolve problems, and how to face peer pressures. The SRO's are:

Officer Mike McAuliffe - AHS	Officer David Spraberry - CHS
Officer Bernie Kastner - Madison MS	Officer Tony Jenkins - Mann MS
Officer Jim Walker - Travis, Woodson Center & SAC	Officer Donnie Brown - Clack MS

- The process of prevention, intervention, and enforcement begins with the teacher: The teacher, possibly in coordination with the counselor, has a variety of classroom management techniques available for use (including: special curriculum, warnings, counseling, contracts, isolation, detention, work detail, etc). They also use outside agencies when appropriate that might include: MHMR, Harmony Family Services, Juvenile Probation, YMCA ISP (Intensive Supervision Program), etc. After the teacher exhausts all options available at the classroom level, the teacher might use the following:
- Office referrals are official documents that could result in anything from a warning to expulsion from school. Some possible dispositions include:
 - In School Suspension (short term (ISS) up to 3 days) where a student is isolated on the campus but out of the classroom
 - Reassignment Center (elementary (ERAC) or secondary (RAC) with an intermediate term between 5 and 20 days) where a student is isolated away from their campus
 - Suspension (short term up to 3 days) where the student stays at home under parent supervision
 - Behavior Management Program at Bonham Elementary for elementary students
 - Travis Opportunity Center (TOC) for secondary students (long term Disciplinary Alternative Education Program) (DAEP). This is a program for severe persistent misbehavior and felony offenses on or off campus
 - Expulsion to Taylor County Learning Center (long term loss of school attendance privileges)
- Some instrumental personnel involved in these programs include:
 - Mac Hurley, Martin DeHoyos, Principal of RAC/TOC (Travis campus)
 - Donna Gangadeen at Bonham ERAC
 - Jean Dotson at Bonham behavior class
- A student is not allowed on any AISD campus or at any school activity while in DAEP placement or while expelled.
- If a student is out of control and is beyond ordinary measures, school personnel might use physical restraint if the student is a threat to himself or others or refuses a lawful directive.
- If an illegal weapon is involved, the police are called immediately and charges are filed. According to the Gun-Free Schools Act and the Texas Education Code, the possession of a firearm on or within 300 feet of school property is a felony and is grounds for a one-year expulsion.

Some instrumental personnel involved in these programs include:

- Larry Coe, Director of RAC / TOC (Travis campus)
- Donna Gangadeen at Bonham ERAC
- Becka Sellars at Lee behavior class

Dyslexia

Dyslexia is a neurological based, often hereditary disorder which interferes with acquisition and processing of language. It varies in the degree of severity, and its primary characteristic is difficulty with phonological processing in reading, writing, and spelling. These difficulties occur in spite of adequate intelligence, conventional instruction, and cultural opportunity.

Abilene ISD follows TEA guidelines for identifying dyslexia students.

- Phase 1 - data gathering
- Phase 2 - remedial program/s (AISD uses several intervention programs.)
- Phase 3 - further testing and if needed service in a recognized multi-sensory program (Hermann Method)

- Phase 4 - referral to special education if needed (The new Student Support Teams on each campus combine steps three and four and determine what testing should be initiated.)

All students are screened in grade two. Teachers serving students in phase 1 or 2 in the regular classroom receive information and training in strategies that may help the students. There are two full-time employees and one part-time person in special programs certified in the Hermann Method. Additionally several special education people are certified. In November of 2000 one teacher from each campus will also become certified.

Pregnancy Related Services

The Abilene ISD provides several services under this program:

- Counseling services
- School health services
- Transportation for the student and/or the student's children
- Child care

Instruction related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training. The district also provides Compensatory Education Home Instruction (CEHI) during any required confinement during the prenatal period and during the postpartum period.

All documentation required under the law (7-1 through 7-9) is on file.

Abilene Independent School District
Highly Qualified Teacher Plan
Recruitment and Retention Plan
Reviewed 05-21-2007

GOAL: Increase the percentage of highly qualified core academic subject area teachers on each campus to be 100% highly qualified by the end of the 2007-08 school year and maintain District staffing at 100% highly qualified.

- Objective 1 - Increase the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100% by end of 2007-08
- Objective 2 - Increase the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100% by end of 2007-08

Strategies/Activities	Timeline	Person(s) Responsible	Benchmark/Evaluation
Ensure that teachers are hired and assigned to teach in areas in which they are highly qualified.	August 2007	Assoc. Superintendent for Personnel Campus Principals	100% of teachers will be assigned to teach in areas in which they are highly qualified as evidenced by highly qualified data and service record.
Reassign teachers who are not highly qualified to teach in areas in which they are fully certified/highly qualified.	August 2007	Assoc. Superintendent for Personnel Campus Principals	100% of teachers will be assigned to teach in areas in which they are highly qualified as evidenced by highly qualified data and service record.
Replace unexpected teacher vacancies with Highly Qualified staff.	2007-2008 (As vacancy issues arise.)	Assoc. Superintendent for Personnel Campus Principals	100% of teachers will be assigned to teach in areas in which they are highly qualified as evidenced by highly qualified data and service record.

Objective 3 - Increase the percentage of teachers receiving high-quality professional development on each campus to meet 100% by end of 2007-08.

Strategies/Activities	Timeline	Person(s) Responsible	Benchmark/Evaluation
Each campus works with the District to provide on-going professional development based on performance data and teacher input.	August 2007 – March 2008	Assoc. Superintendent for Curriculum & Instruction Campus Principals	The District has a plan in place that 100% of campuses ensure that all teachers will receive at least 18 clock hours of professional development annually.
As applicable, Title 1 campuses will continue annual training of teachers in Reading Recovery, Reading Success, Compass Learning Labs, Wireless Generation/mClass Software, Lightspan, and other areas.	August 2007 – May 2008	Exec. Dir. Of Federal Programs Title 1 Campus Principals	Sign-in sheets and Professional development records will be kept on file.

Objective 4 - Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers.

Objective 5 – Increase the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100% by end of 2007-08.

Strategies/Activities	Timeline	Person(s) Responsible	Benchmark/Evaluation
Analyze highly qualified teacher data between high-poverty and low-poverty campuses.	August 2007	Exec. Director of Federal Programs Director of Personnel	Data analysis documentation on file showing highly qualified teacher gap between high-poverty and low-poverty campuses.
Assign highly qualified teachers in equal proportions to all campuses, including low-income and minority areas.	August 2007	Assoc. Superintendent for Personnel Campus Principals	Documentation on file showing highly qualified teacher assignments on high-poverty and low-poverty campuses.
If there is gap between high-poverty and low-poverty schools, review staffing patterns and make staff changes or develop strategies to reduce gap.	January-February 2008	Assoc. Superintendent for Personnel Exec. Director of Federal Programs	(If needed) The implementation of a staffing plan that reduces gap between high-poverty and low-poverty campuses.

Objective 6 - Attract and retain highly qualified teachers.

Strategies/Activities	Timeline	Person(s) Responsible	Benchmark/Evaluation
Participate in job fairs at ESC and local universities.	March-May 2008	Assoc. Superintendent for Personnel Director of Personnel	Increased number of highly qualified applicants for positions.
Continue above base/differential pay to attract highly qualified personnel and to retain those already on staff	September 1, 2007	Superintendent Assoc. Superintendent for Personnel	Review of personnel files and teacher turnover rate.

Objective 7 - Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.

Strategies/Activities	Timeline	Person(s) Responsible	Benchmark/Evaluation
Encourage teachers to take the required certification test(s) in order to become highly qualified in their teaching assignment or reassign to areas in which they are fully certified.	April 2008	Assoc. Superintendent for Personnel Campus Principals	SBEC teaching certificate or service record indicating reassignment.

Objective 8 – Ensure Title 1 Highly Qualified paraprofessional requirements are met.

Strategies/Activities	Timeline	Person(s) Responsible	Benchmark/Evaluation
Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	July-August 2007	Assoc. Superintendent for Personnel Personnel Specialist	Documentation on file showing highly qualified status
Require any instructional aides not considered highly qualified to complete a local training and assessment prior to being hired to a Title 1 campus.	July 2007	Assoc. Superintendent for Personnel Personnel Specialist Exec. Director of Federal Programs	Documentation on file indicating paraprofessionals who have successfully passed the local training and assessment.