

Abilene Independent School District Bowie Elementary School 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.

Profile

Bowie Elementary is a campus rich in history and tradition. Visitors at Bowie are greeted with a sign over the entrance that announces the school philosophy: "At Bowie, all children are special." Our student population is a microcosm of our city's population, drawing students from all segments of Abilene's socio-economic mix. Bowie is a Title One campus and houses 7 sections each of kindergarten and first grade. There are currently six sections of second , five sections of third grades and of fourth grade, and six sections of fifth grade for a total of 36 sections. Bowie has a Compass Learning lab as well as a computer lab. Reading Recovery, Reading SUCCESS, Literacy and Lightspan services are available on our campus, as well as a modern well-equipped Learning Resource Center. An air-conditioned gym, plus outside fields for physical education are available at Bowie. Bowie also has a new modern handicapped accessible playground. Bowie offers special education classes in math, reading and language, plus inclusion at all grades and a content mastery/tutoring center. Bowie offers Reading intervention classes as well as English as a Second Language and bilingual services for students. Identified gifted students in grades K-2 are instructed in gifted classes on campus and gifted students in grades 3-5 attend ALPS at Reagan Elementary School one day a week. Bowie has two parent coordinators, an Instructional Coordinator and a Curriculum Specialist in addition to a complete staff of campus administrators and Highly Qualified teachers and paraprofessionals. Early morning computer club and music club opportunities are available on a scheduled basis to all children. We also have speech, music and a full range of physical education opportunities.

The current student population of 601 students is comprised of the following sub-groups:

1. American Indian, Asian or Alaskan Native:2% (11 students)
2. African-American:6% (38 students)
3. Hispanic: 44% (260 students)
4. Anglo:48% (282 students)

Eighty one percent of our students are Economically Disadvantaged (480 students), 25% are considered At-Risk (145 students,) 4% are Limited English Proficient (27 students,) 7% are Gifted and Talented (44 students,) and 16% of our students are in Special Education. (96 students).

The average daily attendance for the 2002-2003 school year was 96.6% and our current year's attendance averages exceed 96.6%.

Bowie strives to provide an environment that fosters and creates successful learners. We believe that every child can and will learn. We are dedicated to providing an educational experience that will lay a solid foundation for lifetime learning, and instill in our students the attitudes and habits that will enable them to dream dreams and reach goals. We seek to instill in our students a desire for excellence and a passion for achievement. Our dedicated staff is committed to excellence, and we have strong support from parents, volunteers, the Universities and business partners that all contribute to the successful performance of Bowie students.

Consultation Committee

Chairperson:	Pamelia Paddock
Teacher representative:	Cylinda Heger,(06) Lynda Morton (08) Joe Arizpe (07) Betty Janssen, (06) Darla Smith (07) Jo Ellen Jenkins (08) Helen Mackiewicz, (06) Cynthia Mims (08) Donna Saffel (07) Janice Jacobs,(06) Jennifer Mansker (08) Susan Stuerzenberger (07) Joyce McMillan, (06)Sandra Guerrero (08) Jennifer LaBrie (07) Patty Fincher, (06) Cathy Gillit (07) Randy Overall (08)
Professional non-teaching representative:	Keri Thornburg, Alison Sims, Dawn Bonacci
Parent representative:	Tammera Holland, Teri Payne
Community representative:	Lannett Hickmott
Business representative:	Perry Kay Haley Brown
AISD Administration representative:	Charlie Perkins(06) (08) Jeff Brokovich (07)

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 03												
	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	69	99	28	41	58	>99	26	45	76	>99%	27	36
African American	*	*	*	*	7	>99	1	14	*	>99%	0	0
Hispanic	*	>99	10	34	18	>99	10	56	35	>99%	9	26
White	*	>99	18	49	32	>99	14	44	37	>99%	17	46
Economically Disadvantaged	43	98	15	35	37	>99	14	38	46	>99%	11	24
Special Education	*	>99	2	22	6	>99	2	33	7	>99%	0	0
Limited English Proficient	*	>99	2	25	*	*	*	*	*	>99%	1	50
At-Risk	25	96	7	28	18	>99	4	22	18	>99%	3	17

Mathematics, grade 03												
	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	70	91	24	34	59	92	15	25	72	90	16	20
African American	*	*	*	*	7	>99	1	14	*	>99%	0	0
Hispanic	30	87	10	33	19	84	4	21	36	95	6	16
White	37	95	14	38	32	94	9	28	33	87	9	24
Economically Disadvantaged	44	91	15	34	38	87	8	21	46	92	8	16
Special Education	*	>99	4	36	8	63	2	25	5	56	1	11
Limited English Proficient	8	75	2	25	*	*	*	*	*	50	1	50
At-Risk	27	85	7	26	19	79	2	11	18	86	4	19

Reading/Language Arts, grade 04												
	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	89	90	26	29	82	87	18	22	45	82	16	29
African American	*	>99	2	25	*	*	*	*	6	86	2	29
Hispanic	40	90	11	28	36	89	6	17	15	75	3	15
White	40	88	13	33	40	85	11	28	23	85	10	37
Economically Disadvantaged	54	89	14	26	54	81	8	15	25	76	10	30
Special Education	5	60	0	0	9	89	1	11	5	83	2	33
Limited English Proficient	N/T	N/T	N/T	N/T	*	*	*	*	*	<1%	0	0
At-Risk	31	84	6	19	28	79	4	14	13	76	1	6

Mathematics, grade 04												
	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	93	96	42	45	84	89	31	37	52	93	20	36
African American	*	>99	3	33	5	80	1	20	8	89	2	22
Hispanic	43	93	17	40	37	86	12	32	19	95	5	25
White	40	98	22	55	40	93	17	43	24	92	12	46
Economically Disadvantaged	58	97	22	38	56	84	16	29	33	97	12	35
Special Education	*	>99	1	20	11	>99	4	36	7	88	2	25
Limited English Proficient	*	*	*	*	*	*	*	*	*	>99%	0	0
At-Risk	34	91	9	26	30	83	6	20	17	89	2	11

Writing, grade 04												
	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	90	94	14	16	80	96	18	23	52	>99%	16	31
African American	*	>99	1	13	*	*	*	*	7	>99%	2	29
Hispanic	41	98	6	15	35	97	6	17	18	>99%	3	17
White	40	90	7	18	39	95	10	26	26	>99%	10	38
Economically Disadvantaged	55	95	9	16	53	96	10	19	31	>99%	9	29
Special Education	4	75	0	0	8	>99	0	0	*	>99%	0	0
Limited English Proficient	N/T	N/T	N/T	N/T	*	*	*	*	*	>99%	0	0
At-Risk	31	94	4	13	26	92	3	12	16	>99%	2	13

Reading/Language Arts, grade 05												
	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	81	95	20	25	73	>99	25	34	60	>99%	21	35
African American	7	71	1	14	5	>99	1	20	*	>99%	0	0
Hispanic	*	>99	5	15	35	>99	10	29	24	>99%	4	17
White	38	95	14	37	33	>99	14	42	32	>99%	16	50
Economically Disadvantaged	55	93	11	20	44	>99	11	25	35	>99%	9	26
Special Education	*	>99	2	29	*	*	*	*	6	>99%	1	17
Limited English Proficient	N/T	N/T	N/T	N/T	18	>99	2	11				
At-Risk	26	88	4	15	73	>99	25	34	20	>99%	3	15

Mathematics, grade 05												
	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	83	93	35	42	79	>99	43	54	61	>99%	30	49
African American	7	71	1	14	5	>99	2	40	*	>99%	0	0
Hispanic	35	91	17	49	39	>99	17	44	25	>99%	10	40
White	39	97	16	41	35	>99	24	69	32	>99%	20	63
Economically Disadvantaged	56	89	22	39	50	>99	21	42	36	>99%	17	47
Special Education	*	>99	4	40	7	>99	1	14	7	>99%	1	14
Limited English Proficient	N/T	N/T	N/T	N/T	*	*	*	*				
At-Risk	28	93	11	39	22	>99	12	55	20	>99%	7	35

Science, grade 05												
	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	83	80	31	37	72	94	23	32	50	88	28	49
African American	7	43	1	14	*	*	*	*	*	50	0	0
Hispanic	35	74	8	23	35	94	10	29	18	78	5	22
White	39	92	22	56	33	97	12	36	29	97	22	73
Economically Disadvantaged	56	77	18	32	44	93	10	23	27	82	14	42
Special Education	9	89	4	44	*	*	*	*	3	60	2	40
Limited English Proficient	N/T	N/T	N/T	N/T	18	94	5	28				
At-Risk	27	81	7	26	72	94	23	32	15	79	5	26

NCCLB

Reading/Language Arts, grade 03				
	2002-2003			2013-2014
	Met Standard Number	Percent	Yearly Improvement Required	NCLB Goal Percent
All students	68	100	0.0	100
African American	6	100	0.0	100
Hispanic	24	100	0.0	100
White	36	100	0.0	100
Economically Disadvantaged	35	100	0.0	100
Special Education	6	100	0.0	100
Limited English Proficient	N/T	N/T		100
Mathematics, grade 03				
	2002-2003			2013-2014
	Met Standard Number	Percent	Yearly Improvement	NCLB Goal Percent
All students	67	96	0.4	100
African American	5	83	1.7	100
Hispanic	24	100	0.0	100
White	36	95	0.5	100
Economically Disadvantaged	35	95	0.5	100
Special Education	7	88	1.2	100
Limited English Proficient	N/T	N/T		100
Reading/Language Arts, grade 04				
	2002-2003			2013-2014
	Met Standard Number	Percent	Yearly Improvement	NCLB Goal Percent
All students	51	81	1.9	100
African American	3	100	0.0	100
Hispanic	18	82	1.8	100
White	29	83	1.7	100
Economically Disadvantaged	26	74	2.6	100
Special Education	1	100	0.0	100

Mathematics, grade 04				
	2002-2003			2013-2014
	Met Standard Number	Percent	Yearly Improvement	NCLB Goal Percent
All students	66	99	0.1	100
African American	4	100	0.0	100
Hispanic	23	96	0.4	100
White	36	100	0.0	100
Economically Disadvantaged	36	97	0.3	100
Special Education	5	100	0.0	100
Reading/Language Arts, grade 05				
	2002-2003			2013-2014
	Met Standard Number	Percent	Yearly Improvement	NCLB Goal Percent
All students	40	83	1.7	100
African American	3	100	0.0	100
Hispanic	18	78	2.2	100
White	18	86	1.4	100
Economically Disadvantaged	19	76	2.4	100
Special Education	1	33	6.7	100
Limited English Proficient	N/T	N/T		
Mathematics, grade 05				
	2002-2003			2013-2014
	Met Standard Number	Percent	Yearly Improvement	NCLB Goal Percent
All students	47	84	1.6	100
African American	2	50	5.0	100
Hispanic	21	81	1.9	100
White	23	92	0.8	100
Economically Disadvantaged	21	75	2.5	100
Special Education	6	50	5.0	100

State Compensatory Education Programs:

Bowie Elementary uses the following methods to determine need for state compensatory education distribution and spending:

Bowie 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 district level as well as 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 at Bowie include:

- Tutorials
- Supplemental ESL
- Reading and Math Intervention Programs

Compensatory Education Data

The following chart will describe the expenditures of the State Compensatory Education Allotment throughout the Bowie.

Organization	Expenditures	FTEs
Bowie Elem.	46741.84	.30

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

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

English as a Second Language Supplemental:	To be completed at the end of the year
Math and Reading Intervention Program:	To be completed at the end of the year

Title I

Ten components of a school-wide campus:

1. Assess the needs of the entire school.
2. Implement instructional reform strategies.
3. Provide instruction by highly qualified teachers.
4. Participate in high quality, ongoing professional development.
5. Implement strategies to attract high quality, highly qualified teachers to high need schools.
6. Implement strategies to increase parental involvement.
7. Implement plans for assisting preschool children in transition from early childhood programs to elementary school.
8. Include teachers in decisions about using assessment information to impact the instructional program.
9. Implement activities to ensure that all students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely, additional assistance.
10. Coordinate and integrate federal, state, and local services and programs.

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: Bowie will publish all school events on a school calendar which will become part of the district wide calendar

Objective #2: Bowie will communicate with parents and patrons to inform them of all school activities and events.

Causal factors: Good communication with parents and all interested persons will foster support of the mission of our school.

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Bowie will publish a monthly activities and events calendar which will then be sent to the AISD administration for inclusion in a district calendar	Principal	Budgeted funds	Monthly	Statistics of number of parents receiving monthly newsletter calendar	All students will receive a copy of the calendar	None	Progressing on schedule
Re Obj. : 1							
Bowie will post important events on the school marquee	Principal Head custodian	Budgeted funds	Daily	Log of events posted	Participation statistics of attendees at events	None	Progressing on schedule
Re Obj. :2							
Bowie will publish school events in the Abilene Reporter-News Chalkboard column	Teacher volunteer	Budgeted funds	Weekly	Copies of order to publish	Participation statistics of attendees at events	None	Progressing on schedule
Re Obj. :2							
Bowie will hold School wide Planning meetings to include parents in the development of school programs and activities	Parent Coordinators, PAC committee representatives	Budgeted funds	Once per six weeks	Agenda of meeting topics	Participation statistics of attendees at meeting	None	Progressing on schedule
Re Obj. : 2							

<p>Bowie will continue to produce an informative brochure to let parents know the benefits and additions to our campus that Title I has made, and will distribute it to all students parents during the school year</p>	<p>Parent Coordinators</p>	<p>Budgeted funds printing costs approximately \$150.00</p>	<p>Start of school and upon enrollment of new students</p>	<p>Statistics of number of brochures distributed</p>	<p>Title I survey will be more accurate because of informing parents</p>	<p>None</p>	<p>Progressing on schedule</p>
<p>Re Obj. :2</p>							

District goal #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.

Objective #1: Bowie students will score in the Exemplary range on Reading, Math, and Writing areas of the TAKS test

Objective #2: Bowie Elementary will provide Title I services to all students on the entire campus and will achieve 100% parental involvement in the following categories: parent planning, parent education and training, conferences and family home learning activities.

Objective #3: Bowie students will improve performance on TAKS science test and math test.

Objective #4: Bowie faculty and staff will continually look for opportunities to identify and develop our student’s assets.

Objective #5: Bowie will provide specialized services for at-risk students.

- Causal factors:
- Bowie students scored in the Exemplary range in all areas in third grade with scores of 99% in Reading and 90% in math.
 - Fourth grade scored in the Exemplary range in all areas with scores of 90% in Reading, 96% in Math and 93.5% in Writing.
 - Fifth grade scored in the exemplary range in reading and math with scores of 95% in Reading, 91.8% in math. Bowie fifth grades scored 80% in Science.
 - Statistics show that student’s academic performance in school increases when there is extensive parental involvement in all areas of the school program.
 - Bowie has 42 students identified as ESL.

Activity	Persons responsible	Resources/ cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Students will participate in the Renaissance Place Accelerated Reader Program. Students will do independent reading, will receive lessons on summarization during their LRC instruction time, and will take an Accelerated Reader test on the books they have read	AR store manager, AR program manager, LRC specialist, teachers and principal	Reading materials from the LRC, classroom libraries & outside school sources, computers and AR software. Approximately \$3,000 will be provided for incentives prizes from PTA	Weekly	AR point calculations and incentive reward records will be evaluated each six weeks	All students will pass the reading portion of the TAKS test	Book guide evaluation will be presented to the staff. AR orientation will be presented to the staff	Progressing on schedule
RE Obj: 1							

Mad Science programs will be presented to Bowie students and parents prior to two Open Houses scheduled for parent/teacher interaction	Mad Science program representatives, PTA board members, Principal	Prize won to receive Mad Science presentations from Cherrydale Farms organization	September October 2005	Publicity fliers will generate pre-participation sign up form parents and students	Sign in sheets and end of program evaluation sheets filled out by participants	None	Completed
RE Obj:3							
Teachers and parent coordinators will work with parents to: a. sign the school/parent compact b. participate in teacher conferences and ARD committee meetings c. participate in Title I offerings such as Lightspan training, parent center activities, PAC and School wide PAC meetings d. complete Homeless/Migrant surveys and end of year surveys	Principal, Parent Coordinators, teachers and Title I staff members	Title I program information literature/Title I funding	Every six weeks	Parent involvement sign up sheets, copies of surveys completed	Completed parent involvement sheets and parent surveys	N/A	Progressing on schedule
RE Obj: 2							
Fifth Grade students will participate in a Science grant project experimenting with water PH and qualities of water (07)	Fifth Grade Science teachers Principal	HEB Grant Budgeted funds	Monthly	Class sets of evaluation sheets	End of year Science TAKS scores		Completed
RE Obj: 3							
Bowie will develop its own Parent/School compact brochure and will distribute to parents	Parent Coordinators, Principal	Budgeted funds/AISD print shop services	Quarterly	Statistics of brochures sent out to parents and guardians	Statistics of returned signed compacts on file in student folders	N/A	Completed
RE Obj: 2							

Bowie will participate in Distance Learning Activities during the 2006-07 and 07-08 school year.	Technology Specialist Classroom Teachers	Budgeted funds/grant funds	Monthly	Records of Programs and collaboration	End of year log of program S		Progressing on schedule.
RE Obj: 1							
Bowie will participate in Destination Imagination Competition during the 2006-07 and 07-08 School year.	DI sponsor Parents DI team	Budgeted funds, donated items	Practice meets quarterly, final meet in May	Sign in sheets of participants/critique sheets of meets	End of year statistics on meets entered and places won		Progressing on schedule
RE Obj: 2							
Bowie will train students and teachers in Asset Development and will implement a school wide program to identify and develop students' assets	Counselor, Instructional Coordinator, teachers, students	Budgeted funds	Monthly	Each class sets goals and develops a plan to provide asset building activities into the curriculum	End of year evaluation filled out by staff and students	Teacher in-service in August/ongoing training for students	Completed
RE Obj: 4							
Tutors from local universities will work with students needing additional instruction and practice to master the TEKS	Classroom teachers, America Reads coordinator, PDS coordinator, Principal	Budgeted funds	Weekly	Tutors will work with our students all year	All students will pass all portions of the TAKS test	Orientation & training with McMurry University PDS staff. Ethics orientation with students	Progressing on schedule
RE Obj: 1 (Title I component # 9)							
Sharon Wells math curriculum will be utilized in grades 3-5 (06) Sharon Wells math curriculum will be utilized in grade 2 (07)	Instructional coordinator, classroom teachers, AISD Sharon Wells trainer, Principal	Sharon Wells curriculum materials/ budgeted funds	Weekly	Benchmark testing/TAKS results	Benchmark testing/TAKS results	Orientation and training each six weeks with Sharon wells trainers	Progressing on schedule
RE Obj: 1c							

Six Traits Writing "Write Traits" will be utilized in all grades	Instructional coordinator, classroom teachers, curriculum specialist, principal	Write Traits curriculum and materials/ budgeted funds	Weekly	Benchmark testing/TAKS writing results	Benchmark testing/TAKS writing results	Orientation and training with Kaye Price-Hawkins	Completed
RE Obj: 1							
All fourth grade students will be involved in a Family Math and Science evening. Students will demonstrate different scientific and math principles to small groups of students and parents, and all will have a hands on opportunity to do the activities at each station	Fourth grade teachers and students	Science experiment materials such as tangrams, balls, cups and manipulatives	January	Sign in sheets for participation in the activity	Students will develop an interest & enthusiasm for science. Students & parents will share a positive learning experience Parent evaluation	Training in the science initiative for lead teacher	Completed
RE Obj. 3 (Title I components # 2, 6 and 9)							
Primary grades will use Saxon Phonics to improve their reading skills	First and second grade teachers	Saxon Phonics materials	Weekly	Benchmark testing/ TPRI/ six weeks assessments	Texas Primary Reading Inventory results	TPRI training	Progressing on schedule
RE Obj. 1 . (Title I Components # 2 and 9)							
Second, third, fourth and fifth grade teachers will use Box It, Bag It, Target and /or Calendar math bulletin board activity programs to introduce, review and practice TEKS objectives. (06) Teachers will use Otter Creek math materials (07)	Classroom teachers	Math materials and components	Daily	Six Weeks grades in Math	All students in grades 3,4 and 5 will pass the TAKS math test	Orientation and training each six weeks with Instructional Coordinator	Progressing on schedule
Re Obj. 1 (Title I components # 2 and #9)							

Bowie will participate in School wide Program planning meetings as well as district wide program planning meetings to assess the needs of the entire school and to keep pace with district programs	Title I staff and principal, teacher representatives	Staff time/ budgeted funds	Periodically throughout school year TBA	Sign in sheets/evaluation sheets	Title I components will be fully implemented by staff and documented by supportive evidences such as participation records	Training for staff by Title I staff members which will be ongoing throughout the year	Progressing on schedule
Re Obj. 1 (Title I components # 1 and 4)							
Bowie Elementary will continue to provide and expand a leveled reader literacy library so students will have access to independent readers on their level to improve reading skills and comprehension	Reading Recovery teachers, Reading SUCCESS teacher, classroom teachers	Budgeted funds	Addition of Rookie Readers at a cost of approx. \$500.00	Inventory sheets	Sign in sheets to document student use of facility/ AR testing to document reader's comprehension and frequency of use of books	Literacy library staff will train teachers and provide an orientation to use of facility	Progressing on schedule
(Title I component #2)							
Class size reduction teachers will be included in grades K-5 (07) and grades K, 2-5 (08) to create smaller teacher to student ratios	Principal, Title I staff	Teacher salaries/ classroom additions	2005-06 school year	Six weeks assessments to determine progress in reading and math as well as in all subjects	All students will pass the reading portion of TAKS	N/A	Progressing on schedule
RE Obj 2 (Title I component 3)							
Kindergarten will host a pre-registration for children that come from Early Childhood campuses to visit Bowie	Kindergarten teachers, principal	Staff time/transportation/publicity	May 2006, May 2007, May 2008	Sign in list of children participating	Registration packets completed	N/A	Progressing on schedule
RE Obj. 2 (Title I component # 7)							

Reading Recovery and Reading SUCCESS teachers will test the first grade students and share the results of the testing with the first grade teachers on planning reading instruction for their classes based on testing information	Reading Recovery teachers, Reading Success teacher, principal	Staff time	Testing period during fall	Testing documentation of those tested and the baseline level of their reading	Post testing data	Reading teachers will attend periodic training	Progressing on schedule
RE Obj. 2							
All students will be instructed in the Compass Lab weekly on reading, math and writing skills	Compass lab manager, classroom teachers	Staff and student time	Students will work in the lab weekly throughout the year	Schedule and sign-in documentation of student use of lab	All students will master the proficient or advanced levels of academic achievement testing	Training on use of Compass lab	Progressing on schedule
RE Obj. 2 (Title I components #2 and #9)							
Bowie will provide a wide range of library resources including Bluebonnet, Mockingbird & Renaissance Place books to support students' needs including bilingual and multicultural needs of the campus	Librarian, principal, classroom teachers	Budgeted funds, PTA FUNDS	Monthly	Log in records of student's use	Summary of student's use of materials	Orientation for students and teachers to train in use of search/data use of LRC collection	Progressing on schedule
Re Obj. 1, 2							
Reading Recovery teachers will work with first and second grade students in literacy groups to improve reading skills (07) Reading success teachers will work with first and second grade students in literacy groups to improve reading skills (08)	Reading Recovery teachers	Staff Time	Students will work in groups 30 minutes daily throughout the school year	Baseline scores of assessment given by teachers	TPRI Scores at end of year	On going training for Reading Recovery staff (07) and for Reading Success staff (08)	Progressing on schedule
Re.: Obj. 2 (Title I Components #2)							

Bowie parents will be invited to the Parent Center in the Title I office to make educational materials for their children	Parent Coordinators Title I staff	Staff Time	Periodically throughout school year	Sign in sheets of participants and parent evaluations	Parent evaluations	Parent coordinators will train at parent center prior to sessions	Progressing on schedule
Re.:Obj. 2							
Bowie will provide opportunities for 4 th grade students to participate in Frisbee golf tournament to emphasis map reading skills, distances, judging and to develop lifetime skills	PE staff Classroom teachers	Staff and Student Time	Skills taught in class time/ tournament to be held in spring semester	Score sheets for teams/ statistics for players	Final tally of teams success	None	Completed and dropped
Re.: Obj. 4							
Bowie will host a Turkey Trot track event for all students	PE staff Class room teachers Parent Volunteers	Staff and student time Student activity fund will purchase prizes for winners	Skills taught in class time/ track meet to be held in November	Score sheets for individual runners	Final tally of individual times	None	Progressing on schedule
Re.: Obj. 4							
Bowie will provide an opportunity for 5 th grade students to design original games and then to teach those games and necessary skills to younger students	PE staff 5 th grade students Classroom teachers	Staff and student time	Skills taught in class time TBA	Student developed game plans	Final student evaluation of successful completion of lesson	None	Progressing on Schedule
Re.: Obj. 4							
Bowie will sponsor and host "Cats Around the Track"- a walk, jog or run program for exercise and enjoyment for students and staff	PE staff, students and Bowie staff members	Staff and Student time	Weekly	Participants will keep individual logs of mileage covered	Final tally of total miles run	None	Progressing on Schedule
Re.: Obj. 4							

Bowie will host a "Walk at School is Fun" program where students and staff members learn and participate in lifetime exercise	Students, Staff and PTA	Staff and student time	Weekly	Participants will keep statistics on goals accomplished	Final tally of participants activity	None	Completed and dropped
Re.: Obj. 4							
Bowie will provide 4 th and 5 th grade students opportunities to participate in a 24 Tournament	4 th and 5 th grade teachers	Staff and student time	April, May 2006, 2007, 2008	Participants will keep records of competition winners	Statistics of final scores	None	Progressing on schedule
RE.: Obj. 1,2 and 4							
English as a Second Language intervention will be provided for students coded ESL	Director of ESL ESL teacher	Staff time Compensatory Education Funds	Weekly	Students will be monitored daily	TAKS scores		Progressing on schedule
RE Obj:5							
Provide reading and math intervention for students at-risk of failing TAKS	Principal Pull out Teachers	Staff time Compensatory Education and ARI/AMI funds	Daily Beginning in January	Student progress will be measured with bench marks	Improved TAKS performance		Progressing on schedule
RE Obj:4							
Bowie will participate in the Chik-Fil-A Value Education Program "Core Essentials" and in the Jim Lord "Bully Alert" program	Counselor Classroom teachers	Staff and student time	Weekly	Student progress will be measured by tracking office referrals	Reduction in referrals		Progressing on schedule
RE Obj:4							

District goal #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.

Objective #1:

Objective #2:

Causal factor:

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
RE Obj: 1, 2							

District goal #4: AISD will seek partnerships with businesses, educational institutions, and civic organizations to strengthen the quality of education and support for our schools.

Objective #1: Bowie Elementary will work with adopters and community agencies to provide meaningful incentives and activities to encourage good attendance, improvement of grades and good citizenship.

Causal factors: Students in a Title I school can benefit greatly from positive interaction with community representatives who serve as role models to at-risk and disadvantaged students.

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Representatives from Bowie 5 th grade will participate in a Leadership training seminar at McMurry University	Counselor, McMurry staff, Servant Leadership class at McM	Student and staff time	Spring semester TBA	Log-in sheets of participants	Participants will complete an evaluation	None	Progressing on schedule
RE Obj: 1, 2							
Selected Bowie students will participate in a PALS partnership with students from Cooper High School	PALS class students from CHS, Bowie Counselor, 5 th	Student and staff time	Monthly	Log-in of participants/calendar of events	End of Year evaluation by students involved	None	Progressing on schedule

RE Obj: 1, 2	grade students						
Bowie will partner with Abilene Teacher's Federal Credit Union to participate in the Present and Accounted For attendance campaign	ATFCU representative, Principal, classroom teachers, attendance officer, Parent Coordinators	Donation from ATFCU	Every six weeks	Attendance records each six weeks	Final attendance data showing improvement	None	Progressing on schedule
RE Obj: 1, 2							
Bowie will partner with Big Brothers/Big Sisters to provide lunch buddies for students	"BIGS" volunteers from community, counselor, students	Staff and student time	Monthly	Sign in of BIGS volunteers	Final data compilation showing volunteer hours donated by BIGS	None	Progressing on schedule
RE Obj: 1, 2							
Bowie will partner with Altrusa International, Inc. to have a Reading Rodeo for all grades, Book Distribution for all grades and distribution of free dictionaries for 3 rd graders.	Altrusans, Bowie staff, community volunteers	Staff and student time	Periodically throughout the year	Altrusans, community volunteers/ record of books purchased and distributed	Final Record of volunteer hours	None	Progressing on schedule
RE Obj: 1, 2							
Bowie supported United Way campaign and participated in a fund raising effort for disaster relief with the Red Cross and the Abilene Community Food Bank	Students, Staff, Principal	Donation from students and staff	October 2005	Collection of over \$629.37 for Red Cross and donation of 178 pounds of groceries to Food bank.	Final compilation of donations	None	Completed
RE Obj: 1, 2							

Bowie and Skinny's partnered to support the Just Say No club activities and goals (07) Bowie and 7-11 will partner to support the Just Say No Club activities and goals (08)	Skinny's representatives (07), 7-11 Representatives (08) Principal, Counselor	Donation from adopter	Monthly	Minutes and sign in records for Just Say No meetings	Final data collection of meeting minutes	None	Progressing on schedule
RE Obj: 1, 2							
Bowie and Mr. Gatti's will partner to support our Citizens of the month by providing a pizza buffet each six weeks for the good citizens	Mr. Gatti's Counselor Classroom teachers	Donation from adopter	Monthly	Sign in records for participants	Final records of participants	None	Progressing on schedule
RE Obj: 1, 2							
Bowie and Gymnastics Sports Center will partner to provide Activities for A's for students who receive A's on their report cards	Gymnastic Sports Center staff, PE teachers, classroom teachers	Donation from adopter	Every six weeks	Sign in records for participants, grade summaries from teachers	Final records of participants	None	Progressing on schedule
RE Obj: 1, 2							

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: Bowie Elementary will provide opportunities for students to utilize technology as a tool for learning and improving basic learning skills

Causal factors:
 ○ Bowie has a large number of disadvantaged students enrolled who do not have access to computers or technology at home. Bowie is committed to providing access to technology to develop our student’s technology skills and knowledge throughout their elementary school experience.

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Bowie will provide opportunities for all students in grades 1-5 to participate in early morning computer club in the computer lab	Computer lab manager, principal and teachers	Budgeted funds, equipment and software available in labs	Weekly	Sign in sheets to document participation	Proficiency demonstrations at the end of the year/computer lab grades	None	Progressing as scheduled
RE Obj: , 1							
Bowie will provide all students use of Renaissance Place and will provide the capability to take AR tests in every classroom	Principal, Technology specialist, Classroom teachers and computer lab managers	Budgeted Funds, Title I funds, equipment and software	Weekly	TAKS test scores/ teacher assessments	TAKS test scores and teacher assessments	None	Progressing as scheduled
RE Obj: , 1							
Title One programs which focus on technology such as Compass lab and Lightspan will be available to all students grades k-1-2-3	Principal, Technology specialist, Classroom teachers and computer lab managers	Budgeted Funds, Title I funds, equipment and software	Weekly	TAKS test scores/ teacher assessments	TAKS test scores and teacher assessments	None	Progressing as scheduled
RE Obj: , 1							
Bowie will provide all students access to the use of a mobile Alpha Smart Cart to allow students to compose and edit written work	Technology specialist, classroom teachers	Budgeted funds	Monthly	Sign out sheet for use of cart by classes	Final records of use tallied	None	Progressing as scheduled
RE Obj: , 1							

Bowie will implement the use of Connected Tech in LRC, Computer Lab and Compass Lab environments to support the curriculum	Principal, LRC specialist, computer lab managers, classroom teachers	Budgeted funds, staff time	Monthly	Connected Tech materials/ records of use	Final TAKS test scores/ logs of use of materials	Training in August and follow up training throughout school year	Progressing as scheduled
RE Obj: 1,2							
Bowie will use the M.I.L.E. cart and CPS lab to provide mobile computer lab services in every classroom	Principal Technology specialist, classroom teachers	Budgeted funds, Title I funds	Monthly	TAKS test scores, TPRI scores	TAKS test scores, TPRI scores	None	Progressing as scheduled
RE: Obj. 1							
Bowie teachers will utilize TRIAND to access student data and information in order to monitor and adjust curriculum to meet student needs	Classroom teachers, principal, instructional coordinator, counselor	Budgeted funds, TRIAND website	Every six weeks	TAKS test scores	TAKS test scores	None	Progressing as scheduled
RE: Obj. 1,2							
Bowie will poll parents and students to determine interest in providing web pages on the school website for each teacher's class to access for pertinent information unique to the class	Classroom teachers, parents, students, technology specialist	Printing costs, distribution time	Spring, 2006	Pre-poll information collected	Post-poll tallies of parents responses	None	Completed and will be repeated
RE: Obj. 1,2							
Fifth grade students will research Science topics, create web pages devoted to Science and will enter product in Thinkquest	Fifth grade students, fifth grade teachers, Technology specialist and computer lab managers	Thinkquest entries, budgeted funds	Monthly	Students will make proposals of what their pages will include and do independent research	Finished web pages online for entry into Thinkquest	On-site training for students conducted by technology specialist	Not addressed and dropped
RE: Obj. 1,2							

Bowie will utilize handheld wireless technology to assist teachers with the administration of the Texas Primary Reading Inventory at grades K-2 and M-Class Math grades K-1	Classroom teachers, instructional coordinator, technology coordinator	Palm pilots purchased with Title I funds Wireless generation software	September 2005 January 2006	Informal reading assessments	Running reading record and final report of all TPRI administrations	Training in use of Palm handheld technology	Progressing as scheduled
RE: Obj. 1,2							
Bowie will utilize the Lexia computerized phonics program to better facilitate student reading performance	Special education teachers, aides and lab staff	\$1,000	Monthly	ARD data which indicates use of program 05-07 RTI/ARD data 07-08	ARD data/ end of year reading assessment	Up-date training of staff ongoing	Progressing as scheduled
RE: Obj. 1,2							
Bowie will utilize online databases such as NetTrekker, for students to access resources to support and encourage reading and to develop research skills and encourage reading	LRC specialist, principal, classroom teachers	Site license fees for database services	Monthly	Log-in records of student use	Final summary of log-in records of student use	None	Progressing as scheduled
RE: Obj. 1,2							
Bowie will equip a classroom with networked computers, the MILE cart a computer projector and a CPS lab with Mimieo XI for a project lab for classes to use	Curriculum Specialist, Principal and classroom teachers	Technology that is already on hand within the building	December 2007 May 2008	Sign in records of teacher/student use	Final summary of log-in records of use	None	Progressing as scheduled
RE: Obj. 1,2							

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:

Causal factors: ○

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
RE Obj:							

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

Objective #1: Bowie staff will ensure that all visitors to the campus are welcomed and provided a visitor’s pass.

Causal factors: ○ Parents, community representatives and other visitors all play an important role in the upbringing and education of our children. We rely on volunteers to help with tutorials and other assistance to teachers.

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Visitors will be welcomed and invited to scan their ID into V-Soft so their visit can be tracked.	School Secretary Office staff	Campus budget	2007-08 school year	Statistics of scanned visitors log	Summary of scanned visitors log	Training for staff in use of V-Soft equipment	Progressing on schedule
Visitors will be provided a special guest table with appointments in the cafeteria for the first 6 weeks	School Principal, Cafeteria staff	Campus budget	First Six Weeks of 2007-08 school year	Use of tables monitored each day by cafeteria staff	Cafeteria records of guests visiting for lunch and breakfast	none	Completed and dropped
A Welcoming Kiosk will be utilized in the main foyer to display pictures of Bowie students involved in school activities	Curriculum specialist, technology liaison, Bowie staff	Campus budget	2007-08	Parent and visitor responses	Final Parent opinionaire responses	None	Progressing on schedule

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: .

Causal factors: ○

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status



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 - Franklin & Mann MS
Officer Jim Walker - Travis, Woodson Center & SAC	Officer Donnie Brown - Lincoln & 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, 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 Selllers at Lee behavior class

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.