

Abilene Independent School District Madison Middle 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

Madison Middle School provides for the educational needs of approximately 961 students in the sixth, seventh and eighth grades. In the fall of 2005, 331 sixth graders, 345 seventh graders and 285 eighth graders were enrolled at Madison Middle School. Each grade level is divided into two academic teams that help give a small school feeling to a large school setting. Each team of students is taught by a cohesive group of academic teachers who share a common planning period.

Madison Middle School has several feeder elementary schools. Most of our students come from Jackson, Ward, Thomas, College Heights and Bowie Elementary Schools.

Becoming a "recognized" campus continues to be one of Madison's priority goals.

Consultation Committee

Chairperson:	Jennifer Raney
Teacher representative:	Tina Wyatt, Jan Lineweaver (06-07), Sonja Smith, Bitty Perkins, Linda Boyd, Stephanie Hammer, Foy Owens, Colleena Shriver, Elaine Chapman, Betsy Mosley (05-06), Dana Curry, Cathy Hennessey, Frank Bunnell (06-07), Martin Conyer
Professional non-teaching representative:	Sherry Gilly, Gustavo Villanueva, Kathy Horner, Kristy Coker, Kren Willis (05-06), Larry Ferrell, Tammy Nall
Parent representative:	Shane Davidson (05), Tammy Mendl (06), Lupe Hernandez (07)
Community representative:	Alex Koons (05), Thurmond Metter (06-08)
Business representative:	Pat Carriker (05-08), Mike Forrester (06)
AISD Administration representative:	Barbara Perkins

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 06

	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	261	93	108	41	272	94	122	45	283	95	177
African American	24	92	9	38	24	92	9	38	22	92	13	54
Hispanic	73	89	19	26	84	90	30	36	90	95	47	49
White	161	96	79	49	161	98	81	50	169	96	117	66
Economically Disadvantaged	100	87	26	26	97	87	31	32	118	91	64	50
Special Education	18	83	3	17	22	91	3	14	16	>99%	5	31
Limited English Proficient	*	*	*	*	86	88	26	30*	<1%		0	0
At-Risk	91	85	19	21	272	94	122	45	88	89	37	37

Mathematics, grade 06

	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	262	78	58	22	269	87	100	37	246	83	105
African American	24	67	4	17	24	71	4	17	17	71	3	13
Hispanic	74	70	8	11	85	86	30	35	74	78	28	29
White	161	83	43	27	157	90	65	41	154	87	73	41
Economically Disadvantaged	105	66	12	11	96	78	31	32	95	73	28	21
Special Education	18	67	1	6	20	85	3	15	12	71	4	24
Limited English Proficient	*	*	*	*	*	*	*	* *	<1%		0	0
At-Risk	87	60	11	13	88	77	15	17	66	65	16	16

Reading/Language Arts, grade 07

	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	231	89	48	21	280	85	68	24	246	92	80
African American	19	79	2	11	25	80	3	12	17	85	3	15
Hispanic	67	82	8	12	78	79	8	10	66	87	18	24
White	141	94	38	27	173	88	56	32	156	95	59	36
Economically Disadvantaged	91	81	8	9	113	79	8	7	75	85	15	17
Special Education	14	71	0	0	27	67	1	4	9	75	2	17
Limited English Proficient	*	*	*	*	*	*	*	*				
At-Risk	60	68	2	3	106	71	7	7	69	84	12	15

Mathematics, grade 07

	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	230	70	26	11	278	71	24	9	215	80	38
African American	19	47	2	11	27	56	2	7	14	67	3	14
Hispanic	67	61	7	10	78	62	3	4	64	80	8	10
White	140	78	17	12	169	78	17	10	132	83	26	16
Economically Disadvantaged	90	56	4	4	112	59	5	4	63	70	7	8
Special Education	11	27	0	0	23	52	1	4	6	46	0	0
Limited English Proficient	*	*	*	*	*	*	*	*	>99%		0	0
At-Risk	59	34	1	2	103	49	3	3	56	64	1	1

Writing, grade 07

	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	219	93	87	40	257	95	100	39	255	97	102
African American	18	89	4	22	24	100	5	21	20	>99%	4	20
Hispanic	65	86	20	31	72	96	19	26	73	97	25	33
White	133	97	61	46	157	94	75	48	153	96	69	43
Economically Disadvantaged	88	89	23	26	107	92	23	21	83	98	30	35
Special Education	15	80	0	0	19	74	1	5	10	>99%	3	30
Limited English Proficient	*	*	*	*	*	*	*	*				
At-Risk	58	78	3	5	98	91	14	14	78	95	14	17

Reading/Language Arts, grade 08

	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	234	89	105	45	241	93	107	44	249	95	111
African American	23	91	7	30	20	95	9	45	24	96	6	24
Hispanic	51	73	12	24	67	88	23	34	60	91	20	30
White	157	94	85	54	151	95	75	50	161	96	83	49
Economically Disadvantaged	77	81	24	31	86	86	21	24	88	94	27	29
Special Education	16	81	3	19	18	83	4	22	24	86	3	11
Limited English Proficient	N/T	N/T	N/T	N/T	*	*	*	*	<1%		0	0
At-Risk	93	78	21	23	86	83	15	17	115	91	30	24

Mathematics, grade 08												
	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	225	64	22	10	238	71	24	10	184	72	23	9
African American	23	48	1	4	20	60	1	5	13	52	2	8
Hispanic	49	45	1	2	66	58	4	6	46	71	1	2
White	150	71	19	13	149	79	19	13	121	75	18	11
Economically Disadvantaged	73	49	0	0	86	50	3	3	57	65	1	1
Special Education	10	20	0	0	12	67	1	8	10	48	0	0
Limited English Proficient	N/T	N/T	N/T	N/T	*	*	*	*	<1%		0	0
At-Risk	85	33	0	0	84	38	0	0	69	57	1	1

Social Studies, grade 08												
	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	238	85	47	20	234	88	98	42	218	92	102	43
African American	24	92	2	8	20	95	6	30	19	90	7	33
Hispanic	50	64	5	10	64	72	19	30	48	84	16	28
White	161	91	39	24	147	95	73	50	147	94	76	49
Economically Disadvantaged	78	77	9	12	82	80	20	24	66	86	21	27
Special Education	26	77	0	0	10	100	5	50	9	82	3	27
Limited English Proficient	N/T	N/T	N/T	N/T	*	*	*	*	<1%		0	0
At-Risk	94	70	3	3	81	70	10	12	91	86	22	21

Science, grade 08												
	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					228	87	49	21	208	85	61
African American					19	74	0	0	15	63	3	13
Hispanic					63	75	5	8	49	82	5	8
White					143	94	43	30	140	89	51	32
Economically Disadvantaged					78	72	8	10	65	78	10	12
Special Education					6	100	2	33	10	67	2	13
Limited English Proficient					*	*	*	*	<1%		0	0
At-Risk					77	69	5	6	85	75	11	10

Reading/Language Arts, grade 06				
	2002-2003			2013-2014
	Met Standard Number	Percent	Yearly Improvement	NCLB Goal Percent
All students	135	99	0.1	100
African American	17	100	0.0	100
Hispanic	12	92	0.8	100
White	103	99	0.1	100
Economically Disadvantaged	23	96	0.4	100
Special Education	4	100	0.0	100
Limited English Proficient	N/T	N/T		100
Mathematics, grade 06				
	2002-2003			2013-2014
	Met Standard Number	Percent	Yearly Improvement	NCLB Goal Percent
All students	116	85	1.5	100
African American	13	87	1.3	100
Hispanic	10	67	3.3	100
White	91	88	1.2	100
Economically Disadvantaged	17	65	3.5	100
Special Education	4	80	2.0	100
Limited English Proficient	N/T	N/T		100
Reading/Language Arts, grade 07				
	2002-2003			2013-2014
	Met Standard Number	Percent	Yearly Improvement	NCLB Goal Percent
All students	166	95	0.5	100
African American	18	95	0.5	100
Hispanic	22	100	0.0	100
White	120	94	0.6	100
Economically Disadvantaged	26	93	0.7	100
Special Education	3	100	0.0	100
Limited English Proficient	0	0	10.0	100

Mathematics, grade 07				
	2002-2003			2013-2014
	Met Standard Number	Percent	Yearly Improvement	NCLB Goal Percent
All students	157	85	1.5	100
African American	15	75	2.5	100
Hispanic	18	78	2.2	100
White	118	87	1.3	100
Economically Disadvantaged	23	74	2.6	100
Special Education	6	55	4.5	100
Limited English Proficient	0	0	10.0	100
Reading/Language Arts, grade 08				
	2002-2003			2013-2014
	Met Standard Number	Percent	Yearly Improvement	NCLB Goal Percent
All students	187	97	0.3	100
African American	12	80	2.0	100
Hispanic	19	100	0.0	100
White	151	98	0.2	100
Economically Disadvantaged	21	95	0.5	100
Special Education	9	90	1.0	100
Limited English Proficient	1	100	0.0	100
Mathematics, grade 08				
	2002-2003			2013-2014
	Met Standard Number	Percent	Yearly Improvement	NCLB Goal Percent
All students	159	83	1.7	100
African American	11	79	2.1	100
Hispanic	11	61	3.9	100
White	133	86	1.4	100
Economically Disadvantaged	19	86	1.4	100
Special Education	5	56	4.4	100
Limited English Proficient	0	0	0.0	100

State Compensatory Education Programs:

Madison Middle School uses the following methods to determine need for state compensatory education distribution and spending:

Madison 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 Madison include:
- Extended Math Classes
- Reading Labs
- Instructional Aides
- Skills Development Classes

Compensatory Education Data

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

Organization	Expenditures	FTEs
Madison Middle School	94539.19	2.375

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.

Reading Improvement:	To be completed at the end of the year
Math Lab:	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: Madison parents will have access to student academic information

Objective #2: Madison parents will be informed about classroom procedures, classroom and campus activities, and campus-wide initiatives

Causal factors: o Madison Middle School identified "building parent partnerships" as an area for targeted improvement this year

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Offer classes to our parents and community that deal with 1) accessing Frontrunner, 2) Internet Safety and 3) Atomic Learning	Technology Liaisons, Principal	Staff Time	Offered three times throughout the spring semester	Parent participation and feedback	End of the Year Parent Surveys	Dr. Sandra Konczak and Mr. Mike Richins	Progressing on schedule
Re: Objective 1							
Use the Parent Portal to keep parents & teachers informed of student academic progress	Teachers campus administrators Integration Specialist	Staff time	Daily	Parent feedback	Access numbers at the end of the year	Cary Owens Sandra Konczak at start of the school year	Completed and will be repeated
Re Obj.: 1; Title I:							
Send the Madison Newsletter home each month	PTA member	Free printing by local business	Monthly	Parent feedback	End of the Year Parent Surveys	NA	Completed and will be repeated
Re Obj.: 2							
Provide Each teacher with his/her own Web Page that can be reached via the district website	Classroom teachers, instructional specialist, and technology support personnel	District budget	Every Six Weeks	Parent and teacher feedback	End of the Year Parent Surveys	Several sessions prior to August 16, 2005	Progressing on schedule
Re Obj.: 2							
Conduct an Open House	Madison faculty and staff & PTA executive board	Staff time	September 15, 2005 9/06 9/07	Parent and teacher feedback	End of the Year Parent Surveys	NA	Completed and will be repeated
Re Obj.: 2							

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: The number of recorded zeros will decrease by 50%

Objective #2: The number of six-weeks and end of the year failures will decrease by 50%

Objective #3: Madison Middle School will achieve "Recognized" status as a result of Spring 2008 TAKS and SDAA results

Objective #4: Madison will provide intervention programs for at-risk students

Objective #5: Madison will design and implement a pyramid of intervention to improve the failure rates.

Objective #6: Madison will improve student achievement in math and science especially targeting subpopulations.

- Causal factors:
- Madison Middle School achieved the status of "Acceptable" as a result of Spring 2007 TAKS and SDAA
 - The overall end of course failure rate for Madison Middle School at the end of the 2004-2005 school year was almost 8%. Teachers attribute the majority of these failures to poor study skills, lack of motivation, and failure to turn in work
 - Madison has 363 students coded at-risk of which 219 failed a portion of the TAKS test and 197 have been retained at least one time

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
CIS Coordinator will attend team meetings in order to collect the names of new students for the program. Students will be recommended by team members to address academic, emotional, and/or physical needs.	Team leaders, CIS Coordinator, principal	Staff time, CIS Coordinator time	Team Meetings – Tuesdays, through May 30	Minutes from team meeting	Comparison first and sixth weeks Frontrunner grade sheets	NA	Progressing on schedule
Re: Objective 4							
Utilize On Track	Tutoring teacher, principal, and instructional specialist	\$800 (budgeted tutoring funds)	Tuesdays and Thursdays, October 4, 2005 – December 15, 2005	Rosters of attendance	Comparison first and third six weeks Frontrunner grade sheets	Information presented in team meetings	Completed and will be repeated
RE Obj: 1							

Before and after school tutoring	Teachers, principal, and instructional specialist	\$4,200 (budgeted tutoring funds)	September 6, 2005 – May 26, 2006	Rosters of attendance	Failure percentage in comparison to the 2004-2005 failure percentage	NA	Completed and will be repeated
RE Obj: 2							
Time in Math Lab (for students who failed to master Spring 2005 TAKS) has been increased to a double blocked class with one teacher in consecutive classes	Principal, instructional specialists, counselors, and math teachers	Compensatory Education Budget	August 16, 2005 – May 26, 2006	Rosters of attendance	1) Spring 2006 TAKS and SDAA scores 2) End of year passing percentage for students compared to 2004-2005 end of year passing percentages	Staff development is being provided by campus instructional specialist and Region XIV	Completed and will be repeated
RE Obj: 3, 4							
Addition of SIMS (Success in Middle School) and Skills Development Courses	Principal, instructional specialist, counselors, teachers	District budget	August 16, 2005 – May 26, 2006 Every Six Weeks	Rosters of attendance	Six weeks and semester grade reports	Provided by Instructional specialist worked with two teachers implementing program	Completed and will be repeated
RE Obj: 2							
Madison faculty will promote the use of the district's "Homework Hotline" for math help	Classroom teachers, principal	District budget	Second – sixth six weeks grading periods	District call logs	1) Six weeks and semester grade reports 2) End of the Year Parent Surveys	NA	Completed and will be repeated
RE Obj: 2							

Time in Reading Lab (for students who failed to master Spring 2005 TAKS) will be provided as a reading intervention	Principal, instructional specialists, counselors, and reading lab teachers	Compensatory Education Budget	August 16, 2005 - May 26, 2006	Rosters of attendance	1) Spring 2006 TAKS and SDAA scores 2) End of year passing percentage for Reading lab students in comparison to 2004-2005 end of year passing percentages		Completed and will be repeated
RE Obj: 4							
Skills Development Classes will be provided for at-risk students needing supplemental help in all subjects and organizational skills	Principal, instructional specialists, counselors, and skills teachers	Compensatory Education Budget	August 16, 2005 - May 26, 2006	Rosters of attendance	1) Spring 2006 TAKS and SDAA scores 2) End of year passing percentage for Math lab students in comparison to 2004-2005 end of year passing percentages Retention rate	Staff development is being provided by campus instructional specialist and Region XIV	Completed and will be repeated
RE Obj: 4							
Implement TAKS Plans in the core academic areas	Campus Principal Instructional Specialist Department Chairs/Team Leaders Teachers	Staff Time Instructional materials requested	August 2005 - May 2006	Plans developed Reviewed by Exe.Dir. of Sec. Ed	Improved student performance	Curriculum Updates August - September 2005	Completed and will be repeated
RE Obj: 3							
During Team time, teachers will collaboratively develop a list of students who need to attend On Track. Kathy Tidmore will then call parents to line up an On Track session.	Team Leaders Teachers Secretary	Staff Time Stamps Letters / envelopes	November 2006 - May 2007	Failure Rate	Failure Rate	None needed	Completed and will be repeated

Re: Obj: 5							
A master list will be built showing student TAKS results, subpopulation information and 9 week Benchmark tests. Teams will review this list after each Benchmark in order to target intervention for specific students.	Administrative Intern Principal Team Leaders Teachers Instructional Specialist	Staff Time Triand Information Edusoft Information	August 2006 – May 2007	Intervention Plans Comparison of Benchmark Results	TAKS scores	None needed	Completed
Re: Obj: 6							

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: Expanded curriculum and incentive programs will positively effect student achievement at Madison Middle School
 Causal factors: o Expanding the opportunities for student success through improved curriculum with the support of student incentives will increase student achievement

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
A Student Leadership Team will be organized that will specifically address the needs of girls in middle school.	Asst. Principal sponsors	Meal costs donated by district sponsors (i.e. Chick Filet)	November 1, 2007 – May 1, 2007	Attendance rosters	End of the year staff and student evaluations	NA	Progressing on schedule
Re: Obj: 1							
Communities in School will provide after school tutoring and activities for students identified as being in need of support by Madison staff and parents	CIS director and staff	None to school	August 16, 2005 – May 26, 2006	Attendance rosters	End of the year parent and staff evaluations	NA	Completed and will be repeated
RE Obj: 1							
ACU Talent Search provides monthly activities for students meeting their identification requirements	ACU Talent Search personnel	None to school	Each child identified for the program will work with Talent Search personnel once a month for the 2005-2006 school year	Attendance rosters and student feedback	End of the year student evaluations	NA	Completed and will be repeated
RE Obj: 1							
Build stronger relationships with Adopt-a-School sponsors	Principals and staff	None to school	2005-2006 school year	To be determined with each adopter	To be determined with each adopter	NA	Completed
RE Obj: 1, 2							

A Boy and Girl of the Month will be chosen by the Madison Faculty Students will be recognized by the Breakfast Optimist Club and The Women's Club	Madison staff, principal	None to school	Monthly throughout 2005-2006 school year	Roster of recipients	1) End of the year parent surveys 2) Student feedback	NA	Completed and will be repeated
RE Obj: 1							
Present and Accounted For	Madison staff, adopters, and district personnel in charge of program	\$3,000 each semester	August 16, 2005 – May 26, 2006 Semester end	Number of students qualifying for drawings at the end of each semester	End of the year campus attendance percentage	NA	Completed and will be repeated
RE Obj: 1							
Math Counts	Texas Society of Professional Engineers and Madison Middle School math department	Entrance fee of \$150	February 2006	Number of students participating in program	Teacher evaluation	NA	Completed
RE Obj: 1							

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: Madison Middle School faculty and staff will encourage parents to be aware of academic progress throughout the six weeks periods

Causal factors: ○ With the ability to monitor grades throughout the six weeks, it is the hope of Madison staff that parents will promote study skills and provide help at home for academic growth

Activity	Persons responsible	Resources/ cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Implementation of twelve new LCD projectors	Instructional Specialist Asst. Principal	Textbook adoption supplement	May 2008	Math Vertical Teaming notes	End of the year evaluation by teachers / Lesson Plans	Region XIV	Progressing on schedule
RE: Obj: 1							
Integration of Distance Learning Cart into classroom curriculum	LRC Specialist: LRC aide classroom teachers	District budget	Monthly	Team Meeting Discussion	End of the year teacher evaluation	Region XIV, District	Progressing on schedule
RE: Obj: 1							
Promethean Boards will be purchased, installed, and utilized in six math classrooms	District technology personnel, maintenance, teachers, instructional specialist	\$11,484 / Campus Budget	May 1, 2008	Boards delivered and installed	Lesson plans incorporating boards	Provided by Region XIV	Progressing on Schedule
Re: Obj: 1							
Madison Middle School teachers will use the Frontrunner grade book program provided by the school district which will allow parents to monitor student academic progress	District technology support personnel, classroom teachers, and instructional specialist	District budget	Six weeks	Number of contacts to Frontrunner information which can be provided by district technology department	1) End of the year parent surveys 2) Comparison of portal contacts by six weeks	Provided by district technology personnel	Completed and will be repeated
RE Obj: 1							

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: Madison Middle School will provide curriculum that explores a wide variety of career fields

Causal factors: ○ As students prepare to go to high school, it is critical that they begin to consider career possibilities and areas of study

Activity	Persons responsible	Resources/ cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Integration of Distance Learning Cart into classroom curriculum	LRC Specialist LRC aide classroom teachers	District budget	Monthly	Team Meeting Discussion	End of the year teacher evaluation	Region XIV, District	Progressing on schedule
RE: Obj: 1							
Students from McMurry University will serve as mentors working with 6 th and 7 th grade students. The primary focus of the meeting times will be the transition from elementary to middle school and education goal setting.	Dr. Sandra Konzak, Dr. Martin Dawson (McMurry University), Justin Radcliffe, David Perry	Staff time	October 1, 2007 May 1, 2008	Attendance roster	1) McMurry students will create a document for parents entitled: "What Middle School Students Wish Their Parents Knew" 2) College student, middle school student, and teacher end-of-the-year evaluations	Dr. Dawson will provide training for his students during their class time.	Progressing on schedule
RE: Obj: 1							
Career Connections will be a required class at Madison Middle School for eighth grade students	Curriculum and Instruction Department, counselors, teachers, and instructional specialist	District budget	August 16, 2005 May 26, 2006	Attendance roster	To be done by C & I Department	Provided by instructional specialist	Completed and will be repeated
RE Obj: 1							

Technology Education will be offered to seventh and eighth grade students as an elective	Tech Ed teacher, instructional specialist, and counselors	District budget and Tech Ed Club funds	August 16, 2005 May 26, 2006	Attendance roster	Six weeks and semester grades	Provided by Region XIV	Completed and will be repeated
RE Obj: 1							
Our Technology Education teacher sponsors a Robotics Club for interested students. Ten are selected from applications each semester	Tech Ed teacher	Tech Ed Club funds and campus budget (minimal cost that varies from year to year)	Second, third, fifth, and sixth six weeks periods	Number of applicants and participation levels of the ten chosen	End of course evaluations by teacher and students	Provided by Region XIV	Completed and will be repeated
RE Obj:							

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

Objective #1: Madison staff will provide a safe, secure and welcoming environment for all students.

- Causal factors:
- Physical arrangement of campus requires security arrangements
 - Parental involvement is vital to the education of students

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Madison staff will introduce Conflict Resolution this year through a AEF grant. Students will learn about and practice peer mediation for selected conflict issues.	Jennifer Yates, Asst. Principals	\$999 / Provided by Abilene Education Foundation	January 08 May 08	Minutes from peer meetings	End of the year evaluation by staff and students	Provided by Jennifer Yates	Progressing on schedule
RE: Obj: 1							
Madison will implement the use of the Raptor identification program for all visitors to the campus in order to screen for anyone identified as a sexual predator.	Secretaries, assistant principals, principal, teachers	District purchased the program / Campus will purchase the name tags	Monthly	Number of id stickers issued	Number of id stickers issued vs. number of predators identified	Provided by district personnel	Progressing on schedule
RE: Obj: 1							
New students will be invited to a new student orientation with Mr. Villanueva and Mrs. Horner within the first few weeks of being a student at Madison. New students will meet together to go over policies and to address any concerns or questions.	Assistant Principals	Staff Time	2007/2008		Attendance Rosters	NA	Progressing on schedule
RE: Obj: 1							

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
- Jean Dotson at Bonham 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.

Comprehensive Analysis Process (CAP)

Abilene ISD has implemented actions that address the Office of Special Education Programs ordered Corrective Action Plan for the State of Texas. The following items continue to be addressed by the District:

- Implement district pre-referral guidelines.
A systematic process, including a tracking system, for pre-referral or intervention assistance has been established to identify and utilize a variety of support services prior to referral to special education services. The system will be used on all campuses to insure consistency in providing educational services in the least restrictive environment which effectively reduce the percentage of students in a self contained instructional arrangement.
- Provide training for all staff.
Districtwide staff development has been implemented to increase awareness of the referral process, the provision of supplementary aids and services, placement options, consideration of general education setting prior to placement decisions, assessment and

intervention strategies and other areas identified during the evaluation process. Provide principals with the needed information regarding Special Education changes or concerns or targeted risk points. Provide diagnostic staff with ongoing training.

- Encourage a collaborative approach.
Parent, general education and special education teaming and communication are encouraged to improve all students' learning. Campuses implement strategies to meet the need of staff and parents served.

Incorporate the final action plan into the district/campus improvement plans.

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.
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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.

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