

# Abilene High School Campus Improvement Plan 2008-2009

## Mission

The mission of the Abilene Independent School District is to provide exceptional educational opportunities in an environment that will produce graduates with the skills necessary to become productive, responsible citizens. Since the first graduating class of 1888, Abilene High School has provided excellence in education for the young people of Abilene. Abilene High School enjoys a proud heritage that began in an old warehouse on the south of town. From those early beginnings to the present time, the facilities and curriculum have changed to meet the needs of the students and the community. Our aim is to provide opportunities for all our students that will prepare them for success and create lifelong learners. The major challenge is to meet the demands of declining enrollment and to continue to provide programs that meet our students' needs.

## Beliefs

- All children can learn, but all children do not learn in the same way.
- All children learn best in a safe, nurturing, and stimulating environment.
- All children learn best when they are active participants in the process.
- All children have immeasurable, inherent worth and thrive on positive recognition.
- All children should have access to excellent educational opportunities.
- The education of all children is the responsibility of the family, school district, and community.

## Profile

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

White 58.4%

Hispanic 33%

African American 10%

Other 2%

Our economically disadvantaged group makes up over 44.5% of our student body. Currently 48.5% of our students are coded at risk. Despite the rise in low socioeconomic and at risk students, our ACT and SAT scores continue to be at or above state and national levels. One AHS student earned National Merit Scholar awards and four AHS student earned commended National Merit finalist status. Since 1995 we have had 35 students recognized as National Merit Scholars.

Abilene High currently has 2280 students in grades 9-12. We offer a wide range of classes from our Advanced Placement classes, Early College program, CATE classes and Med High campus that strive to meet the academic levels of our students.

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

## Consultation Committee

Chairperson:	Terry Bull
Teacher representative:	Carmen Horn
Professional non-teaching representative:	Alicia Reyes
Parent representative:	Phillip Stamper
Community representative:	Kelvin Kelley
Business representative:	Don Morris
AISSD Administration representative:	Cathy Ashby

## **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.

## **NCLB PERFORMANCE GOALS**

- Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.
- Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Performance Goal 5: All students will graduate from high school.

**TAKS Performance Data**

Reading/Language Arts, grade 09												
	2005-2006				2006-2007				2007-2008			
	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	573	86	75	13	571	90	178	28	588	84%	588	27%
African American	52	71	1	2	54	84	7	11	60	65%	60	15%
Hispanic	186	82	13	7	201	83	46	19	223	80%	223	17%
White	327	90	60	18	310	95	122	37	293	91%	293	36%
Economically Disadvantaged	209	78	12	6	214	81	35	13	315	77%	315	16%
Special Education	44	50	0	0	42	69	2	3	90	38%	90	1%
Limited English Proficient	*	*	*	*	*	*	0	0	5	20%	5	0%
At-Risk	241	76	8	3	268	82	29	9	319	74%	319	11%
Female									313	87%	313	29%
Male									275	82%	275	24%

Mathematics, grade 09												
	2005-2006				2006-2007				2007-2008			
	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	556	60	72	13	387	64	79	556	559	63%	559	20%
African American	48	29	2	4	24	44	2	48	56	39%	56	11%
Hispanic	182	45	8	4	122	52	11	182	208	52%	208	14%
White	318	72	60	19	237	75	64	318	284	75%	284	25%
Economically Disadvantaged	192	43	9	5				192	288	51%	288	13%
Special Education					112	48	11		80	11.00%	80	0.00%
Limited English Proficient	31	29	0	0	13	33	0	31	5	20%	5	20%
At-Risk									2	100%	2	0%
Female									291	40%	291	6%
Male									296	64%	296	17%

Reading/Language Arts, grade 10												
	2005-2006				2006-2007				2007-2008			
	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	464	77	19	4	429	88	37	8	592	88%	592	14%
African American	38	66	1	3	40	82	1	2	68	74%	68	3%
Hispanic	135	67	0	0	118	82	5	3	205	91%	205	10%
White	282	82	17	6	264	92	30	10	314	88%	314	18%
Economically Disadvantaged									273	81%	273	7%
Special Education	129	60	1	1	126	79	8	5	55	53%	55	2%
Limited English Proficient	28	46	0	0	16	62	1	4	10	60%	10	0%
At-Risk									323	80%	323	5%
Female									315	92%	315	17%
Male									277	82%	277	10%

Mathematics, grade 10												
	2005-2006				2006-2007				2007-2008			
	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	451	64	35	8	299	62	58	12	575	61%	575	13%
African American	38	45	0	0	14	29	1	2	65	29%	65	5%
Hispanic	128	51	4	3	67	48	2	1	198	55%	198	6%
White	276	73	30	11	212	74	53	19	308	71%	308	19%
Economically Disadvantaged	126	42	3	2				263	47%	263	7%	
Special Education					63	41	4	3	50	24%	50	0%
Limited English Proficient	24	17	1	4	8	36	1	5	8	0%	8	0%
At-Risk	5	20	0	0					306	36%	306	2%
Female									305	61%	305	13%
Male									270	60%	270	13%

Social Studies, grade 10												
	2005-2006				2006-2007				2007-2008			
	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	472	86	149	32	421	91	190	41	535	91%	535	36%
African American	42	76	7	17	38	84	9	20	55	80%	55	16%
Hispanic	139	78	23	17	108	85	25	20	189	89%	189	24%
White	281	92	116	41	268	95	153	54	287	94%	287	48%
Economically Disadvantaged	135	74	13	10	114	83	33	24	244	86%	244	23%
Special Education	27	67	1	4	18	78	5	22	27	81%	27	4%
Limited English Proficient	*	*	*	*	4	44	1	11	8	50%	8	0%
At-Risk	204	71	13	6	144	81	34	19	268	85%	268	13%
Female									286	93%	286	33%
Male									249	89%	249	41%

Science, grade 10												
	2005-2006				2006-2007				2007-2008			
	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	467	60	46	10	291	63	51	11	539	67%	539	12%
African American	41	39	2	5	17	37	0	0	59	36%	59	2%
Hispanic	138	42	6	4	56	43	2	2	189	56%	189	7%
White	278	72	37	13	214	76	47	17	287	80%	287	18%
Economically Disadvantaged	136	38	2	1	66	46	4	3	244	55%	244	6%
Special Education	26	27	1	4	9	39	1	4	28	50%	28	7%
Limited English Proficient	*	*	*	*	1	11	0	0	8	0%	8	0%
At-Risk	199	27	1	1	68	38	5	3	273	44%	273	3%
Female									290	64%	290	9%
Male									249	71%	249	16%

Reading/Language Arts, grade 11												
	2005-2006				2006-2007				2007-2008			
	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	415	93	104	25	387	96	104	26	380	95%	380	20%
African American	29	86	4	14	24	83	1	3	34	85%	34	9%
Hispanic	102	85	16	16	100	97	15	15	97	95%	97	8%
White	276	96	79	29	255	97	84	32	239	97%	239	26%
Economically Disadvantaged	86	81	13	15					132	92%	132	9%
Special Education					84	93	8	9	19	84%	19	0%
Limited English Proficient	16	63	0	0	12	86	1	7	8	25%	8	0%
At-Risk	*	<1%	*	*	*	*	*	*	137	88%	137	6%
Female									201	95%	201	25%
Male									179	95%	179	14%

Mathematics, grade 11												
	2005-2006				2006-2007				2007-2008			
	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	416	84	61	15	331	82	72	18	401	88%	401	21%
African American	30	60	1	3	15	56	1	4	43	72%	43	5%
Hispanic	101	73	2	2	73	72	6	6	104	78%	104	5%
White	277	91	55	20	235	89	63	24	245	92%	245	29%
Economically Disadvantaged	81	70	3	4					139	76%	139	7%
Special Education					62	70	6	7	15	67%	15	7%
Limited English Proficient	15	47	0	0	6	46	1	8	10	40%	10	0%
At-Risk	*	*	*	*	*	25	0	0	151	74%	151	2%
Female									220	85%	220	18%
Male									181	88%	181	24%

Social Studies, grade 11												
	2005-2006				2006-2007				2007-2008			
	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	440	94	126	29	389	97	208	52	366	99%	366	48%
African American	33	88	1	3	26	96	8	30	31	94%	31	26%
Hispanic	113	89	20	18	97	96	30	30	93	100%	93	29%
White	285	97	102	36	258	98	165	63	234	99%	234	58%
Economically Disadvantaged	96	86	17	18	84	93	26	29	120	98%	120	33%
Special Education	41	66	3	7	15	94	4	25	15	100%	15	47%
Limited English Proficient	*	*	*	*	*	*	*	*	7	71%	7	0%
At-Risk	191	90	21	11	147	95	44	28	124	98%	124	28%
Female									197	99%	197	38%
Male									169	99%	169	60%

Science, grade 11												
	2005-2006				2006-2007				2007-2008			
	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	442	81	17	4	328	83	43	11	399	89%	399	10%
African American	32	56	0	0	16	59	1	4	44	70%	44	2%
Hispanic	113	65	0	0	64	65	2	2	109	79%	109	1%
White	288	89	17	6	240	92	39	15	238	94%	238	15%
Economically Disadvantaged	94	65	1	1	57	66	2	2	138	79%	138	5%
Special Education	42	26	0	0	7	54	1	8	14	86%	14	14%
Limited English Proficient	*	*	*	*	*	<1%	0	0	12	50%	12	0%
At-Risk	191	63	0	0	100	66	2	1	148	74%	148	3%
Female									218	83%	218	7%
Male									181	92%	181	12%

Legend N/T- No students \* - Percentages are masked to protect the student's privacy

**NCLB Tables:**

Reading/Language Arts, grade 09				
	2002-2003		Yearly Improvement Required	2013-2014
	Met Standard			NCLB Goal
	Number	Percent	Percent	
All students	492	85	1.4	100
African American	33	73	2.7	100
Hispanic	143	74	1.6	100
White	305	93	1.1	100
Economically Disadvantaged	149	74	2.1	100
Special Education	20	43	4.3	100
Limited English Proficient	1	33	10.0	100

Mathematics, grade 09				
	2002-2003		Yearly Improvement Required	2013-2014
	Met Standard			NCLB Goal
	Number	Percent	Percent	
All students	358	63	3.7	100
African American	19	49	5.1	100
Hispanic	76	40	6.0	100
White	252	78	2.2	100
Economically Disadvantaged	84	44	5.6	100
Special Education	8	22	7.8	100
Limited English Proficient	0	0	10.0	100

Reading/Language Arts, grade 10				
	2002-2003		Yearly Improvement Required	2013-2014 NCLB Goal Percent
	Met Standard			
	Number	Percent		
All students	258	61	3.9	100
African American	21	47	5.3	100
Hispanic	50	52	4.8	100
White	183	68	3.2	100
Economically Disadvantaged	45	48	5.2	100
Special Education	8	24	7.6	100
Limited English Proficient	0	0	10.0	100

Mathematics, grade 10				
	2002-2003		Yearly Improvement Required	2013-2014 NCLB Goal Percent
	Met Standard			
	Number	Percent		
All students	318	75	2.5	100
African American	24	55	4.5	100
Hispanic	68	66	3.4	100
White	221	82	1.8	100
Economically Disadvantaged	61	61	3.9	100
Special Education	15	56	4.4	100
Limited English Proficient	0	0	10.0	100

Reading/Language Arts, grade 11				
	2002-2003		Yearly Improvement Required	2013-2014 NCLB Goal Percent
	Met Standard			
	Number	Percent		
All students	28	60	4.0	100
African American	1	25	7.5	100
Hispanic	3	38	6.2	100
White	24	69	3.1	100
Economically Disadvantaged	2	20	8.0	100
Special Education	2	67	3.3	100
Limited English Proficient	N/T	N/T		100

Mathematics, grade 11				
	2002-2003		Yearly Improvement Required	2013-2014 NCLB Goal Percent
	Met Standard			
	Number	Percent		
All students	162	47	5.3	100
African American	3	14	8.6	100
Hispanic	25	30	7.0	100
White	131	55	4.5	100
Economically Disadvantaged	19	28	7.2	100
Special Education	0	0	10.0	100
Limited English Proficient	1	17	8.3	100

## State Compensatory Education Programs:

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

The district disaggregates Information from Texas Education Agency Academic Excellence Indicator System including: Reading, Math, Language Arts, Science, and Social Studies.

These are viewed at the district level as well as the campus level to determine need. Additional data reviewed includes campus enrollment, campus dropout rate and the 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.

Programs offered funded throughout the district include:

Alternative High School Campus	Supplemental ESL
Alternative Middle School Campus	Disciplinary Alternative Campuses
Extended Math Classes	Homebound instruction for pregnant students
Counseling	Extended Year Summer Programs for credit recovery
Tutorials	Reading Intervention Programs
Reading and Math Labs	Skills Development
Instructional Aides	Ninth Grade Success Program (credit recovery/acceleration)

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

## Compensatory Education Data

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

Organization	Expenditures	FTEs
District Allotment	<b>4702893.00</b>	
85%	<b>3997459.00</b>	
Total District Expenditures	<b>4578541.93</b>	
<b>District Level</b>	<b>170693.92</b>	Teacher extra Duty Pay for Summer Programs& itinerate programs
Summer School		

Campuses	Expenditures	FTEs	Campuses	Expenditures	FTEs
Abilene High School	505944.30	11.83	College Hgts. Elem.	1221.59	0.00
Cooper High School	338403.78	9.833	Crockett	48749.03	1.00
Excel High School	779908.98	16.75	Dyess Elem.	48701.94	.900
DAEP 005 RAC	339477.16	6.50	Fannin Elem.	1191.4	0.00
DAEP 006 TOC	457678.37	10.50	Jackson Elem.	42974.76	.800
Clack Middle School	102991.77	4.20	Johnston Elem. (PIC 24)	39633.99	.700
Franklin Middle School	108371.45	2.89	Lee Elem.	26837.17	.500
Jefferson Middle School	Campus Closed		Long Elem.	12815.78	.200
Lincoln Middle School	111492.84	2.45	Reagan Elem.	363.92	.400
Madison Middle School	188102.09	4.00	Taylor Elem.	20619.49	.400
Mann Middle School	147647.51	4.20	Valley View Elem.	Campus Closed	
Project Pass	599956.99	15.75	Woodson	00.00	0.00
Alta Vista Elem.	Campus Closed		Early Hd St.	62356.14	1.00
Austin Elem.	35554.44	.900	Ward Elem.	56024.22	1.20
Bonham Elem. (PIC 24)	58067.28	1.10	Thomas Elem.	83278.46	1.60
PIC 28 Elem. DAEP	80145.85	3.00	Ortiz Elem.	1011.08	0.00
Bowie Elem.	17370.70	.300	Bassetti	39259.65	.800
Total Expenditures				4578541.93	

## Summary of Success

The Summer Extended Year Programs:

School Aged Mothers Program for middle school girls:

Third and Fifth Grade Reading Intervention Program:

DAEP Programs:

Defining Literacy Levels Program:

Over 90% of students attending middle school summer school gained the credits required for promotion  
 90% of the students served returned to school during the year served  
 95% of 3<sup>rd</sup> grade students passed the first administration of the Reading TAKS  
 To be completed

94% of 1<sup>st</sup> grade students participating in the program gained in reading skills and promoted to the next grade

## Objectives and Activities

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

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

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

Objective #3: Increase parental involvement.

Activity	Persons responsible	Resources/ cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Update district internal web documents including teacher handbook, Recharger, and school calendar.	Principal's staff, Instructional Specialist.	Staff Time	Every week and six weeks for appropriate document	Completed documents on the internal documents web site	Faculty/staff provided information	New teacher orientation	Progressing on schedule
<b>Re: Re: Obj. #1, 2</b>							
Update and maintain AHS public website	Principal's staff, webmaster	Staff time, website software	Every week and six weeks for appropriate document	Site edited and available for public and staff	Faculty/staff provided information	Webmaster training and new teacher orientation	Progressing on schedule
<b>Re: Re: Obj. #1,</b>							
AHS teacher web-pages will be developed	Principal's staff, webmaster, teachers	Staff time	January 2009	Teacher webpages developed	Community use of webpages	Teacher training	Progressing on schedule
<b>Re: Obj. #2</b>							
Inform parents/students through handouts, newsletters, announcements, and meetings	Principals, counselors, Instructional Specialist, SOAR, teachers	Staff time, printed materials	Beginning and end of each semester, each three and six weeks.	Information collected and distributed	Response to distributed information, collection of pertinent data.	Beginning of school year training.	Progressing on schedule
<b>Re: Obj. #2, 3</b>							
Increase parent contact through phone system and school email.	Attendance office, teachers, principals, staff.	Staff time, automated callout system	Each Six weeks, every day at 5 p.m.	Parent response	Increased student attendance and parent communication	Faculty training	Progressing on schedule
<b>Re: Obj. #3</b>							

**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: Increase AYP Participation & Performance on 10th grade Math & Reading TAKS tests.

Objective #2: Close the performance gap between White students and African American/Hispanic/Economically Disadvantaged students in the core subject areas, especially in math and science

Objective #3: Increase the number of students on the Recommended and Distinguished Plans.

Objective #4: Decrease failure rates and special education referrals.

Objective #5 : Decrease the number of ninth grade failures and increase the number of on-time graduates.

Objective #6: Increase the opportunities for students to receive tutoring before and after school.

Objective #7: Dropout prevention

Objective #8: Student Attendance – either improve or maintain high student attendance rates.

Objective #9: Address the need for students to make informed curriculum choices to be prepared for success beyond high school.

Objective#10 Provide information on higher education admissions, financial aid opportunities, Texas grant Program

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Monitor & increase attendance for reading & math administration of TAKS <b>Re: Re: Obj. #1</b>	Administration and counselors	Staff time	March 3-6 and April 28-May 1	Testing attendance	AYP report	Campus faculty meetings	Progressing as scheduled
Partner with community support group to mentor low performing students <b>Re: Obj. #2</b>	Administrators and Community volunteers	Staff time	October to May	Student and community member feedback	Low Performing student TAKS scores	Community partnership meetings	Progressing on schedule
Monitor math grades & provide additional tutoring/pull out program help <b>Re: Obj. #2</b>	Teachers and administrators	Staff time, tutorial pay	End of each six weeks	Six weeks failure list	Math credit earned by semester	Department and individual meetings with teachers	Progressing as scheduled
Institute a target test program for math & science to evaluate student mastery of scope and sequence <b>Re: Re: Obj. #2,</b>	Math and Science Curriculum Specialists, Instructional Specialists and	Campus and administrative budget, staff time	Sept 29, Nov 3, Dec 15, Feb 9, March 23	Target Test results	TAKS scores for math and science	Math and Science Curriculum mapping meetings	Progressing as scheduled

Enroll students with recommended plan 9 <sup>th</sup> grade to continue toward graduation	teachers						
Re: <b>Obj. #3,</b>							
Follow district failure procedures	Administrators and teachers	Staff time	At the end of each six weeks	Six weeks failure reports	Semester credit earned per student	Faculty meeting	Progressing as scheduled
Re: <b>Obj. #4</b>							

**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:

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Re: <b>Obj. #1</b>							

**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: Maintain current and establish new partnerships with community organizations

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Continue partnership with Abilene Job Force <b>Re: Obj. #1</b>	Principal and staff	Staff time	May 09	Abilene Job Force committee meetings	Student participation in job force career day		Progressing on schedule
Expand partnership with local universities <b>Re: Obj. #1</b>	Administration, Principal, Teachers	Staff time	August 2008	Increased classes offered for early college program	Student enrollment in early college classes		Progressing on schedule
Continue collaboration with Upward Bound, Abilene Education Foundation and ACU Talent Scout Program <b>Re: Obj. #1</b>	Principal staff, counselors, AEF staff, Upward bound staff	Staff time	September 2008	AEF, Upward Bound, Talent Search communication	Student participation in programs		Progressing on schedule

<b>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.</b>							
Objective #1:		All instructional classrooms will have projectors					
Objective #2:		All instructional staff will participate in 6 hours of Alternate Staff Development in technology					
Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Campus instructional classrooms will have projectors mounted to ceilings. <b>Re: Obj. #1</b>	Instructional Specialist, Campus Principal	Campus budget	October 2008 and May 2009	Campus technology plan	Classroom use by both teacher and student of projector	Teacher training on websites, applications and curriculum components	Progressing on schedule

Math Instructors will receive and train for using Promethean Boards	Instructional Specialist, Campus Principal	Campus Budget, administrative budget	August 2008	Walk-throughs, class observations	Increased student achievement on TAKS and semester averages	Teacher training	Completed
<b>Obj.#2</b>							
Provide district and campus staff development for teachers on instructional uses for technology	Technology liaisons, teachers, LRC specialist, Instructional Specialist, Principals	staff time, program software	Each Tuesday and Thursday during the school year and in June and July	Sign in Sheets and teacher surveys	Classroom Observations	On technology software and hardware options	Progressing on schedule
<b>Re: Obj. #1.</b>							

<b>District goal #6: AISD will have an Early College program that prepares students for success in post-secondary education, the workforce, or military service.</b>							
Objective #1: All stakeholders will have multiple opportunities for participation information.							
Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Campus counselors, university representatives and administrators will hold informational meetings.	University personnel, counselors, administrators	Staff time	Each August and May	Feedback from students and university personnel	Enrollees in early college classes	Counselor staff meetings	Progressing on schedule
<b>Re: Obj. #1,</b>							

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

Objective #1: Implement a visitor protocol including Raptor program for security.

o

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Information Center establishment with Raptor visitor program	Principal, staff	Staff time	August 2008	Visitor feedback, staff observations	Number of security alerts during year through Raptor	Staff training	Progressing on schedule
<b>Re: Obj. #1</b>							
Develop and maintain a campus security plan	Principal, staff	Staff time	August 2008	Implementing our written security plan	Campus Safety and Security Audit	Staff training	Progressing on schedule
<b>Re: Obj. #1</b>							

**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: . AHS will implement school wide accountability and classroom effectiveness programming.

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Instructional staff will be trained on PDAS instrument as appropriate to assignment.	Principals and teachers	Staff Time	October 15, 2008 and before May 15 <sup>th</sup>	Sign in Sheets	Teacher PDAS evaluations	Faculty meeting on PDAS and best instructional practices	Progressing on schedule
<b>Re: Obj. #1</b>							
Working with instructional staff on reduction of failure rate	Principal, staff and teachers	Staff Time	End of each grading period	Reviewing failure rate at the end of grading periods	Teacher conferences with teachers with 20% or higher failure rates.	Meeting with faculty identified by failure rates	Progressing on schedule
<b>Re: Obj. #1</b>							

## Dating Violence

AISD strives to ensure that all of its students and employees are free from bullying, sexual harassment, dating violence, and sexual violence. The District has adopted policies to insure every effort will be made to protect the due process rights of all victims and all alleged perpetrators.

Definition: Dating violence is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship. Dating violence is a pattern of coercive behavior that one partner exerts over the other person for the purpose of establishing and maintaining power and control.

A Notice of Parent and Students Rights: Bullying, Sexual Harassment, Dating Violence and Sexual Violence is included in the Student Code of Conduct. Complaint Forms are available in the school's main office.

Complaints are documented and investigated in accordance with AISD policy and guidelines. Any staff member who observes an incident that involves physical or sexual assault or threats will report the incident immediately to the principal. Any staff member who learns of an incident or threat may submit a Complaint Form on behalf of the victim.

Administrators and faculty members receive annual awareness training during in-service days in August.

Students grades 7-12 also receive age-appropriate dating and sexual violence education in Health classes, Sexuality Education classes, and special presentations by community organizations listed below:

- Serenity House- IMPACT
- United Way- AIM for Success
- Regional Crime Victim Crisis Center – STAR

## Dyslexia

Dyslexia is a neurological disorder manifested by a difficulty in learning to read, write, or spell despite conventional instruction, adequate intelligence, and socio-cultural opportunity. It varies in the degree of severity and its primary characteristic is difficulty with phonological processing.

Abilene ISD follows Texas Education Agency (TEA) guidelines for identifying dyslexia students. These guidelines are mandated by the Texas Education Code (TEC) and require testing students for dyslexia and providing instruction for students with dyslexia. In addition, AISD provides ongoing training for educators regarding dyslexia.

AISD in compliance with TEC has developed procedures for:

- Data Gathering
- Formal Assessment
- Identification of students
- Providing instruction

Dyslexia students are provided a multisensory reading approach that includes the instructional components mandated in Texas Administrative Code (TAC). These services are provided on the student's home campus by a trained teacher.

## Highly Qualified Teacher Plan -- Recruitment and Retention Plan (Reviewed 09-18-2008)

**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 2008-09		
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 2008-09		
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 2008	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 2008	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.	2008-2009 (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 2008-09.		
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 2008 – March 2009	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 2008 – May 2009	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 2008-09			
Strategies/Activities	Timeline	Person(s) Responsible	Benchmark/Evaluation
Analyze highly qualified teacher data between high-poverty and low-poverty campuses.	August 2008	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 2008	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 2009	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 2009	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, 2008	Superintendent Assoc. Superintendent for Personnel	Review of personnel files and teacher turn-over 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 2009	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 2008	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 2008	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.

## 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.

## 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 student testing 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 District Testing Coordinator and keep one form for your files.)
  - d. With the written permission of the parent or guardian, a school staff member will call the District Testing Coordinator, 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 District Testing Coordinator. Upon receipt, the testing 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 (Brad Wilson 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, Acada etc.
  - Providing 7 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 Jim Walker - CHS
Officer Donnie Brown – Clack MS	Officer Adam Lopez - Craig MS
Officer Bernie Kastner - Madison MS, Woodson Center for Excellence	Officer Jason Aulerich - Mann MS
Officer – James Young - Travis	
- 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 5 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) (long term Disciplinary Alternative Education Program) (DAEP)
  - 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:
  - Martin DeHoyos, Principal of RAC/TOC (Travis campus)
  - Donna Gangadeen at Bonham ERAC
  - Jean Dotson at Bonham behavior class
- A student is not allowed on any AISD campus or at any school activity while in DAEP placement or while expelled.

- If a student is out of control and is beyond ordinary measures, school personnel might use physical restraint if the student is a threat to himself or others or refuses a lawful directive.
- If an illegal weapon is involved, the police are called immediately and charges are filed. According to the Gun-Free Schools Act and the Texas Education Code, the possession of a firearm on or within 300 feet of school property is a felony and is grounds for a one-year expulsion.

Some instrumental personnel involved in these programs include:

- Martin De Hoyos, Director of RAC / TOC (Travis campus)
- Donna Gangadeen at Bonham ERAC
- Becka Selllers at Lee behavior class