

# Abilene Independent School District Bowie Elementary School 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.

## Profile

Bowie Elementary is a campus rich in history and tradition. Visitors at Bowie are greeted with a sign over the entrance that announces the school philosophy: "At Bowie, all children are special." Our student population is a microcosm of our city's population, drawing students from all segments of Abilene's socio-economic mix. Bowie is a Title One campus and houses six sections each of kindergarten and first grade. There are currently four sections of second grade, five sections of third grade, four sections of fourth grade, and five sections of fifth grade for a total of 30 sections. Bowie has a Compass Learning lab as well as a computer lab. Reading SUCCESS, Literacy and Lightspan services are available on our campus, as well as a modern well-equipped Learning Resource Center. An air-conditioned gym, plus outside fields for physical education are available at Bowie. Bowie also has a new modern handicapped accessible playground. Bowie offers special education classes in math, reading and language, plus inclusion at all grades and content mastery/tutoring opportunities. Bowie offers Reading intervention classes as well as English as a Second Language and bilingual services for students. Identified gifted students in grades K-1 are instructed in gifted classes on campus and gifted students in grades 2-5 attend ALPS at Reagan Elementary School one day a week. Bowie has one parent coordinators and an Instructional Coordinator in addition to a complete staff of campus administrators and Highly Qualified teachers and paraprofessionals. Early morning computer club is available on a weekly basis to all students, and our 4<sup>th</sup> grade students have the opportunity to attend drama club once a week after school. We also have speech, music and a full range of physical education opportunities.

The current student population of 574 students is comprised of the following sub-groups:

1. American Indian, Asian or Alaskan Native: 2% (6 students)
2. African-American: 6% ( 44 students)
3. Hispanic: 43% (244 students)
4. Anglo: 49% (280 students)

Seventy five percent of our students are Economically Disadvantaged (430 students), 35% are considered At-Risk (205 students,) 5% are Limited English Proficient (32 students,) 6% are Gifted and Talented (35 students,) and 10% of our students are in Special Education. (59 students).

The average daily attendance for the 2007 - 2008 school year was 96% and our current year's attendance averages exceed 96.3%.

Bowie strives to provide an environment that fosters and creates successful learners. We believe that every child can and will learn. We are dedicated to providing an educational experience that will lay a solid foundation for lifetime learning, and instill in our students the attitudes and habits that will enable them to dream dreams and reach goals. We seek to instill in our students a desire for excellence and a passion for

achievement. Our dedicated staff is committed to excellence, and we have strong support from parents, volunteers, the Universities and business partners that all contribute to the successful performance of Bowie students.

**Consultation Committee**

Chairperson:	Tina Jones, principal
Teacher representative:	Brenda Stremmel, Pauline Burke, Sylvia Brown, Melissa Couch' Jennifer LaBrie, Robin Harrison, Shirley Conner
Professional non-teaching representative:	Keri Thornburg, Alison Sims
Parent representative:	Angela Valentine
Community representative:	Dori Oiler
Business representative:	Dr. Marian Kirk
AI SD Administration representative:	Jeff Brokovich

**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 03												
	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	58	>99	26	45	76	>99%	27	36	102	96%	102
African American	7	>99	1	14	*	>99%	0	0	*	*	*	*
Hispanic	18	>99	10	56	35	>99%	9	26	47	98%	47	32%
White	32	>99	14	44	37	>99%	17	46	49	96%	49	45%
Economically Disadvantaged	37	>99	14	38	46	>99%	11	24	77	96%	77	34%
Special Education	6	>99	2	33	7	>99%	0	0	6	67%	6	17%
Limited English Proficient	*	*	*	*	*	>99%	1	50	*	*	*	*
At-Risk	18	>99	4	22	18	>99%	3	17	32	94%	32	25%
Female									49	98%	49	39%
Male									53	96%	53	40%

Mathematics, grade 03												
	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	59	92	15	25	72	90	16	20	101	89%	101
African American	7	>99	1	14	*	>99%	0	0	*	*	*	*
Hispanic	19	84	4	21	36	95	6	16	48	83%	48	13%
White	32	94	9	28	33	87	9	24	47	98%	47	21%
Economically Disadvantaged	38	87	8	21	46	92	8	16	76	87%	76	12%
Special Education	8	63	2	25	5	56	1	11	6	>99%	6	0%
Limited English Proficient	*	*	*	*	*	50	1	50	5	60%	5	20%
At-Risk	19	79	2	11	18	86	4	19	30	80%	30	20%
Female									47	94%	47	21%
Male									54	85%	54	13%

Reading/Language Arts, grade 04												
	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	82	87	18	22	45	82	16	29	77	86%	77	19%
African American	*	*	*	*	6	86	2	29	*	*	*	*
Hispanic	36	89	6	17	15	75	3	15	36	81%	36	14%
White	40	85	11	28	23	85	10	37	35	97%	35	26%
Economically Disadvantaged	54	81	8	15	25	76	10	30	53	81%	53	11%
Special Education	9	89	1	11	5	83	2	33	8	50%	8	13%
Limited English Proficient	*	*	*	*	*	<1%	0	0	*	*	*	*
At-Risk	28	79	4	14	13	76	1	6	19	74%	19	11%
Female									41	88%	41	22%
Male									36	83%	36	17%

Mathematics, grade 04												
	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	78	90%	78	36%
All students	84	89	31	37	52	93	20	36	*	*	*	*
African American	5	80	1	20	8	89	2	22	37	86%	37	22%
Hispanic	37	86	12	32	19	95	5	25	35	94%	35	51%
White	40	93	17	43	24	92	12	46	54	89%	54	28%
Economically Disadvantaged	56	84	16	29	33	97	12	35	9	56%	9	22%
Special Education	11	>99	4	36	7	88	2	25	*	*	*	*
Limited English Proficient	*	*	*	*	*	>99%	0	0	20	85%	20	25%
At-Risk	30	83	6	20	17	89	2	11	41	90%	41	41%
Female									37	89%	37	30%
Male									78	90%	78	36%

Writing, grade 04												
	2005-2006				2006-2007				2007-2008			
	Met Standard		Commended		Met Standard		Commended		Met Standard		Commended	
			Performance				Performance				Performance	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All students	80	96	18	23	52	>99%	16	31	74	96%	74	31%
African American	*	*	*	*	7	>99%	2	29	*	*	*	*
Hispanic	35	97	6	17	18	>99%	3	17	35	94%	35	23%
White	39	95	10	26	26	>99%	10	38	33	97%	33	42%
Economically Disadvantaged	53	96	10	19	31	>99%	9	29	50	96%	50	28%
Special Education	8	>99	0	0	*	>99%	0	0	6	83%	6	0%
Limited English Proficient	*	*	*	*	*	>99%	0	0	*	*	*	*
At-Risk	26	92	3	12	16	>99%	2	13	19	95%	19	5%
Female									39	97%	39	36%
Male									35	94%	35	26%

Reading/Language Arts, grade 05												
	2005-2006				2006-2007				2007-2008			
	Met Standard		Commended		Met Standard		Commended		Met Standard		Commended	
			Performance				Performance				Performance	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All students	73	>99	25	34	60	>99%	21	35	68	99%	68	28%
African American	5	>99	1	20	*	>99%	0	0	7	>99%	7	14%
Hispanic	35	>99	10	29	24	>99%	4	17	30	97%	30	23%
White	33	>99	14	42	32	>99%	16	50	29	>99%	29	34%
Economically Disadvantaged	44	>99	11	25	35	>99%	9	26	47	98%	47	28%
Special Education	*	*	*	*	6	>99%	1	17	7	>99%	7	14%
Limited English Proficient	18	>99	2	11					*	>99%	*	0%
At-Risk	73	>99	25	34	20	>99%	3	15	23	96%	23	4%
Female									31	97%	31	23%
Male									37	>99%	37	32%

Mathematics, grade 05												
	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	79	>99	43	54	61	>99%	30	49	69	94%	69	36%
African American	5	>99	2	40	*	>99%	0	0	7	>99%	7	14%
Hispanic	39	>99	17	44	25	>99%	10	40	31	87%	31	26%
White	35	>99	24	69	32	>99%	20	63	29	>99%	29	52%
Economically Disadvantaged	50	>99	21	42	36	>99%	17	47	48	92%	48	29%
Special Education	7	>99	1	14	7	>99%	1	14	7	71%	7	14%
Limited English Proficient	*	*	*	*					*	*	*	*
At-Risk	22	>99	12	55	20	>99%	7	35	23	91%	23	17%
Female									32	97%	32	28%
Male									37	92%	37	43%

Science, grade 05												
	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	72	94	23	32	50	88	28	49	65	83%	65	35%
African American	*	*	*	*	*	50	0	0	7	57%	7	29%
Hispanic	35	94	10	29	18	78	5	22	28	79%	28	18%
White	33	97	12	36	29	97	22	73	28	93%	28	54%
Economically Disadvantaged	44	93	10	23	27	82	14	42	43	77%	43	28%
Special Education	*	*	*	*	3	60	2	40	*	*	*	*
Limited English Proficient	18	94	5	28					*	*	*	*
At-Risk	72	94	23	32	15	79	5	26	21	71%	21	19%
Female									31	74%	31	19%
Male									34	91%	34	50%

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

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

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

## State Compensatory Education Programs:

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

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

Programs offered at Bowie include:

- Tutorials
- Supplemental ESL
- Reading and Math Intervention Programs

## Compensatory Education Data

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

Organization	Expenditures	FTEs
Bowie Elem.	46741.84	.30

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

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

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

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

## Title I

Ten components of a school-wide campus:

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

## Objectives and Activities

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

Objective #1: Bowie will increase parental involvement by informing and involving parents regarding activities at school.

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Teachers will conduct parent conferences with each student's parent	Homeroom teachers	Staff time	May	Parental involvement sign in sheets	Participation statistics of attendees at events	None	Progressing on schedule
<b>Re: Obj. #1</b>							
Bowie will post important events on the school marquee	Principal Head custodian	Staff time	Weekly	Log of events posted	Participation statistics of attendees at events	None	Progressing on schedule
<b>Re: Obj. #1</b>							
Parents are informed of events and activities by sending home informational notifications	All teachers Principal Parent coordinator	Budgeted funds	Monthly	Copies of notifications	Participation statistics of attendees at events	None	Progressing on schedule
<b>Re: Obj. #1</b>							
Parents are invited to activities at school including Open House, Meet the Teacher, PTA programs and other special events	All teachers Principal	Budgeted funds	Monthly	Parental involvement sign in sheets	Participation statistics of attendees at events	None	Progressing on schedule
<b>Re: Obj. #1</b>							
Bowie will hold School-wide Planning meeting sot include parents in the development of school programs and activities	Parent coordinators PAC committee representatives	Staff time	Once per six weeks	Agenda of meeting topics	Participation statistics of attendees at events	None	Progressing on schedule
<b>Re: Obj. #1</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: Bowie will 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 #2: Bowie will decrease failure rates and special educations referrals

Objective #3: Bowie will improve and maintain high student attendance rates

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Benchmark testing will be conducted throughout the school year with the results disaggregated using the Eduphoria AWARE program	Classroom teachers Instructional Coordinator	Staff time	Every 6 weeks	Disaggregated results	Improvement in each subgroup of TAKS test scores	None	Progressing on schedule
<b>Re: Obj. #1</b>							
1 <sup>st</sup> through 5 <sup>th</sup> grade teachers will use Box It, Bag It, Target and / or Calendar math activity programs to introduce, review and practice TEKS objectives	Classroom teachers	Math materials and components	Daily	Six weeks grades in math	All students in grades 3, 4 and 5 will pass the TAKS math test	None	Progressing on schedule
<b>Re: Obj. #1</b>							
Teachers will provide opportunities for hands-on Science activities in the classroom and Science Lab	Classroom teachers	Science materials and components	Every 6 weeks	Six weeks grades in science	All students in grade 5 will pass the TAKS Science test	None	Progressing on schedule
<b>Re: Obj. #1</b>							
Struggling students will attend tutoring sessions with ARI / AMI teacher	ARI / AMI teacher Instructional Coordinator Classroom teacher	Staff time	Weekly	Six weeks grades in related subjects	Students will pass each subject at the end of the year	ARI/AMI training	Progressing on schedule
Identified students will attend Reading SUCCESS classes	Reading Intervention teacher	Title I funding	Daily	Attendance records Reading progress logs	Reading progress logs and DRA results	Reading Success staff development	Progressing on schedule
<b>Re: Obj. #2</b>							

Identify and deliver intervention strategies determined by the RTI committee	Classroom teacher ARI/AMI teacher	Staff time	Weekly	Progress reports Benchmarks	Tier maintenance or growth as determined by the RTI committee	None	Progressing on schedule
<b>Re: Obj. #2</b>							
Students will participate in lessons in the Compass Lab relating to individualized areas of need	Classroom teachers Compass lab manager	Staff time Title I funding	Weekly	Benchmarks	Students will pass each subject at the end of the year	None	Progressing on schedule
<b>Re: Obj. #2</b>							
Bowie will monitor attendance rates and decrease tardies	Parent coordinator Attendance officer	Title I funds	Daily	Roll sheets Attendance records	Improved attendance	None	Progressing on schedule
<b>Re: Obj. #3</b>							
Bowie will participate in the Present and Accounted For attendance campaign through the district	Parent coordinator Principal	Staff time	Each semester	Roll sheets Attendance records	Improved attendance	None	Progressing on schedule
<b>Re: Obj. #3</b>							
Weekly grade level planning meetings will take place in each grade level to plan and discuss. Documentation will be turned in to the principal to review	Principal, instructional Coordinator, classroom teachers	Grade level planning books, staff time	Weekly	Grade level planning sheets	TAKS scores	None	Progressing on schedule
<b>Re: Obj. #1,2</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.**

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

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

Objective #1: Bowie will provide means of involving the community in school activities.

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Bowie will hold a Reading Rodeo with Altrusa International including various community volunteers	Altrusans, Bowie staff, community volunteers	Staff time	October	Record of volunteers	Final record of volunteer hours	None	completed
<b>Re: Obj. #1</b>							
Bowie will partner with Big Brothers / Big Sisters and Cooper PALS to provide lunch buddies for students	"BIGS" volunteers from community	Staff time	Monthly	Record on volunteers	Final record of volunteer hours donated by "BIGS"	None	Progressing on schedule
<b>Re: Obj. #1</b>	Counselor						
Attend field trips to NCCIL, Fire Station, Mrs. Bairds Bakery, HEB, Tipi Village, Abilene Zoo, and Grace Museum	Teachers	Staff time	Yearly	Lesson plans	Increased knowledge of education opportunities in the community	None	Progressing on schedule
<b>Re: Obj. #1</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.**

Objective #1: Bowie will address ways to infuse technology into the curriculum

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Continue to utilize computer lab and Compass Learning Lab to assess TEKS concepts, prescribe learning activities, and provide tutoring assistance on TEKS	Compass Computer Lab Aide, Dell Computer Lab Aide, K5 teachers	Lab facilities, equipment & software/ Staff time, computer hardware/software provided by district	weekly	Periodic assessment, progress reports, and lesson plans	100% participation of students	Training offered through district and Title I at various times	Progressing on schedule
<b>Re: Obj. #1</b>							
Through the use of web based instructional programs such as "Connected Tech" and "BrainPop", student achievement will be enhanced by integrating technology skills into the core curriculum subjects	Librarian, Computer Lab Aides, K5 Classroom teachers	District funding	Weekly	Student progress reports	100% student participation	Training offered through the district and Title I	Progressing on schedule
<b>Re: Obj. #1</b>							
Accelerated Reader Program as a supplement to the reading curriculum	Classroom Teachers, Librarian, A.R. committee	Computer, Accelerated Reader Software, Incentives/	Daily	Student progress reports	100% student participation	None	Progressing on schedule
<b>Re: Obj. #1</b>							
Integrate Lightspan lessons and activities into the classroom curriculum through use of a mobile Lightspan lab with individual student units, as well as implementation of a TakeHome Program using Lightspan equipment and supplies	K - 3 classroom teachers, Parent Coordinator	Lightspan equipment, software, teacher training/Title I funds for Lightspan equipment	Each 6 weeks	Parent and student participation logs	Summative report of participation logs	Training through Title I	Progressing on schedule
<b>Re: Obj. #1</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.**

Objective #1: Bowie will provide methods of providing career information

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Bowie 5 <sup>th</sup> grade students will participate in HOSA presentations through Holland Medical High School	Counselor	Staff time	November	Lesson plans	Student response activities	none	completed
<b>Re: Obj. #1</b>							

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

Objective #1: Bowie will address efforts to make campuses safe

Objective #2: Bowie will address efforts to be welcoming to parents and community members

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Principal, faculty, and staff will follow a clearly defined and consistent discipline plan in order to create a safe and orderly campus	Principal, faculty & staff	Materials By Dennis Mitchell  District funds, Staff time	Daily	Daily review of discipline referrals, teacher conferences, teacher surveys	Surveys, teacher conduct records, discipline records	Followup training sessions and campus visits held by Dennis Mitchell	Progressing on schedule
<b>RE: Obj 1</b>							
Utilize VSoft technology to track visitors & volunteers	Principal and staff	District funds, staff time	Daily	Computer reports	Safety for all students	Training of office staff	Progressing on schedule
<b>RE: Obj 1, 2</b>							
posted at each school entrance regarding visitors/parents entering the building during the school day. Classes have also been	Principal, faculty and staff, parents	Staff time	Daily	Teachers & Staff monitor activity during the day. Teachers walk students outside and	Safety for all students	Review of procedures during	Progressing on schedule



## 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