

Abilene Independent School District Madison Middle 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

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:	Linda Boyd, Stephanie Hammer, Foy Owens, Bitty Perkins, Sonja Smith, Tina Wyatt
Professional non-teaching representative:	Kristy Fowler
Parent representative:	Whitney Hill
Community representative:	Dan Olson
Business representative:	Alan Jones
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.

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 06

	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	272	94	122	45	283	95	177	60	243	95%	243
African American	24	92	9	38	22	92	13	54	14	79%	14	50%
Hispanic	84	90	30	36	90	95	47	49	78	92%	78	44%
White	161	98	81	50	169	96	117	66	148	97%	148	58%
Economically Disadvantaged	97	87	31	32	118	91	64	50	138	91%	138	44%
Special Education	22	91	3	14	16	>99%	5	31	26	73%	26	12%
Limited English Proficient	86	88	26	30*	<1%		0	0	NT	NT	NT	NT
At-Risk	272	94	122	45	88	89	37	37	92	89%	92	26%
Female									136	96%	136	57%
Male									107	93%	107	49%

Mathematics, grade 06

	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	269	87	100	37	246	83	105	35	246	82%	246
African American	24	71	4	17	17	71	3	13	13	77%	13	31%
Hispanic	85	86	30	35	74	78	28	29	80	74%	80	25%
White	157	90	65	41	154	87	73	41	150	86%	150	44%
Economically Disadvantaged	96	78	31	32	95	73	28	21	141	76%	141	24%
Special Education	20	85	3	15	12	71	4	24	30	33%	30	3%
Limited English Proficient	*	*	*	*	<1%		0	0	NT	NT	NT	NT
At-Risk	88	77	15	17	66	65	16	16	94	67%	94	13%
Female									137	84%	137	33%
Male									109	79%	109	43%

Reading/Language Arts, grade 07

	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	280	85	68	24	246	92	80	30	300	89%	300
African American	25	80	3	12	17	85	3	15	20	80%	20	35%
Hispanic	78	79	8	10	66	87	18	24	103	85%	103	27%
White	173	88	56	32	156	95	59	36	173	92%	173	44%
Economically Disadvantaged	113	79	8	7	75	85	15	17	161	85%	161	26%
Special Education	27	67	1	4	9	75	2	17	41	54.00%	41	7.00%
Limited English Proficient	*	*	*	*					*	*	*	*
At-Risk	106	71	7	7	69	84	12	15	119	84%	119	18%
Female									138	91%	138	34%
Male									162	88%	162	41%

Mathematics, grade 07

	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	278	71	24	9	215	80	38	14	302	81%	302
African American	27	56	2	7	14	67	3	14	19	68%	19	16%
Hispanic	78	62	3	4	64	80	8	10	104	72%	104	15%
White	169	78	17	10	132	83	26	16	175	87%	175	13%
Economically Disadvantaged	112	59	5	4	63	70	7	8	164	72%	164	9%
Special Education	23	52	1	4	6	46	0	0	41	34%	41	2%
Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*
At-Risk	103	49	3	3	56	64	1	1	119	67%	119	8%
Female									139	76%	139	12%
Male									163	85%	163	17%

Writing, grade 07

	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	257	95	100	39	255	97	102	39	299	94%	299	34%
African American	24	100	5	21	20	>99%	4	20	20	80%	20	30%
Hispanic	72	96	19	26	73	97	25	33	105	97%	105	26%
White	157	94	75	48	153	96	69	43	170	93%	170	38%
Economically Disadvantaged	107	92	23	21	83	98	30	35	161	90%	161	27%
Special Education	19	74	1	5	10	>99%	3	30	39	64%	39	5%
Limited English Proficient	*	*	*	*					*	*	*	*
At-Risk	98	91	14	14	78	95	14	17	119	90%	119	22%
Female									136	96%	136	35%
Male									163	92%	163	33%

Reading/Language Arts, grade 08

	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	241	93	107	44	249	95	111	42	256	95%	256	57%
African American	20	95	9	45	24	96	6	24	19	95%	19	53%
Hispanic	67	88	23	34	60	91	20	30	79	89%	79	48%
White	151	95	75	50	161	96	83	49	153	99%	153	64%
Economically Disadvantaged	86	86	21	24	88	94	27	29	126	93%	126	44%
Special Education	18	83	4	22	24	86	3	11	39	72%	39	23%
Limited English Proficient	*	*	*	*	*	<1%	0	0	NT	NT	NT	NT
At-Risk	86	83	15	17	115	91	30	24	96	91%	96	36%
Female									118	94%	118	54%
Male									138	96%	138	60%

Mathematics, grade 08

	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	238	71	24	10	184	72	23	9	259	83%	259	14%
African American	20	60	1	5	13	52	2	8	19	68%	19	5%
Hispanic	66	58	4	6	46	71	1	2	78	77%	78	8%
White	149	79	19	13	121	75	18	11	157	87%	157	18%
Economically Disadvantaged	86	50	3	3	57	65	1	1	129	74%	129	11%
Special Education	12	67	1	8	10	48	0	0	41	37%	41	5%
Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*
At-Risk	84	38	0	0	69	57	1	1	98	66%	98	2%
Female									116	76%	116	9%
Male									143	88%	143	17%

Social Studies, grade 08

	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	234	88	98	42	218	92	102	43	228	95%	228	39%
African American	20	95	6	30	19	90	7	33	18	83%	18	28%
Hispanic	64	72	19	30	48	84	16	28	60	97%	60	25%
White	147	95	73	50	147	94	76	49	145	95%	145	47%
Economically Disadvantaged	82	80	20	24	66	86	21	27	103	90%	103	34%
Special Education	10	100	5	50	9	82	3	27	14	100%	14	21%
Limited English Proficient	*	*	*	*	*	<1%	0	0	NT	NT	NT	NT
At-Risk	81	70	10	12	91	86	22	21	74	89%	74	16%
Female									102	95%	102	34%
Male									126	94%	126	44%

Science, grade 08

	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	228	87	49	21	208	85	61	25	236	87%	236	38%
African American	19	74	0	0	15	63	3	13	18	78%	18	44%
Hispanic	63	75	5	8	49	82	5	8	64	83%	64	17%
White	143	94	43	30	140	89	51	32	149	91%	149	46%
Economically Disadvantaged	78	72	8	10	65	78	10	12	111	78%	111	30%
Special Education	6	100	2	33	10	67	2	13	19	63%	19	16%
Limited English Proficient	*	*	*	*	<1%		0	0	NT	NT	NT	NT
At-Risk	77	69	5	6	85	75	11	10	81	70%	81	16%
Female									102	88%	102	31%
Male									134	87%	134	43%

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: Parents will take an active role in their child's academic progress by utilizing the Frontrunner grading program.

Objective #2: Parents will be made aware of failing/grades and contributing factors.

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Parents will be invited to after school workshops and individual lessons on how to utilize Frontrunner.	Principal, Technology liaisons	Staff time	September 2, 2008 – June 3, 2009	Attendance sheets	Failure rate	N/A	Progressing on schedule
Re: Obj. #1							
A letter will be mailed to each the parents of each Madison student outlining how to use Frontrunner and giving the student's ID and Pin.	Administration building personnel, campus secretaries	Copy cost, Mailing costs, Staff time	September 16, 2008		Frontrunner usage	N/A	Completed
Re: Obj. #1							
Teachers will make every effort to reach parents of students with failing and near failing grades by phone, note, or e-mail.	Classroom teachers	Staff time	Monthly	Phone logs	Failure Rate	N/A	Progressing on schedule
Re: Obj. #2							
Teachers will utilize WebPages to provide information about their class expectations, grading policies, and curriculum.	Technology liaisons, Teachers, and Campus administrators	Staff time, district budget	Staff development, November 11, 2008	Individual WebPages	Parent feedback on end of the year survey	Technology liaisons, November 11, 2008	Progressing on schedule
Re: Obj. #1 ,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: 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: Increase the opportunities for students to receive tutoring before and after school.

Objective #3: Decrease failure rates and special education referrals.

Objective #4: Student Attendance – either improve or maintain high student attendance rates.

Objective #5: Address the need for students to make informed curriculum choices to be prepared for success beyond high school.

Objective #6: 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
Students who fail to turn in assignments will be assigned to ZAP (Zeroes are Not Permitted) during lunch time. During ZAP students will work on assignments while they eat their lunch.	Staff members assigned to scheduling ZAP Staff members assigned to working with students at ZAP Cafeteria manager Principal	Staff time	Every 6 weeks	Comparison of six weeks numbers of students assigned to ZAP	failure rate in comparison with last year's failure rate	N/A	Progressing on schedule
Re: Obj. #1, 3							
Teachers will offer at least three days of individual tutoring before school, after school, or during lunch. Times will be posted in classrooms and students will be reminded of the opportunity.	Teachers Morning hallway monitors Morning cafeteria monitors	Staff time	Every 6 weeks	Student sign-in sheets	Failure rate in comparison with last year's failure rate	N/A	Progressing on schedule
Re: Obj. #2							

<p>Student absences will be dealt with on a weekly basis. Students will be signed up for Saturday School to make up absences over the 10% allowance.</p> <p>Re: Obj. #4</p>	Principal district Saturday School personnel	Staff time Salary for district personnel	Weekly	Student attendance sheets	Attendance rate	N/A	Progressing on schedule
<p>The counseling office will provide several days of investigating the district's program guide through Power Point presentations, discussions, and filling out a four-year-plan for high school. The Power Point presentation will also provide information on college admissions, financial aid and the Texas Grant Program.</p> <p>Re: Obj. #5, 6</p>	Counselors, Career and Technology teachers	Staff time	May 09	Lesson plans	High school plans	N/A	Progressing on schedule
<p>Teachers will use Eduphoria Aware to disaggregate TAKS and benchmark data by ethnicity and economic indicators to identify and address student weaknesses.</p> <p>Re: Obj. #1, 3</p>	Technology liaisons Teachers	District budget	Every nine weeks	Printed results, Lesson plans	TAKS scores for targeted populations	N/A	Progressing on schedule

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 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: Increase attendance

Activity	Persons responsible	Resources/ cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Present and Accounted For will provide \$100 each six weeks for four \$25 drawings for our students with one or fewer absences during that particular six weeks.	Principal Secretary	Provided by The Mall of Abilene	Wednesday after the end of each six weeks period for the first-fifth six weeks, Wednesday of the last week of school	Lists of winners	Improved attendance	N/A	Progressing on schedule
Re: Obj. #1							
Students will be encouraged to use the live homework help offered by the APL	LRC specialist, principal	Service provided by Abilene Public Library	September 3, 2008 – May 30, 2009	Number of contacts logged in on the website	Feedback from parents on end of the year survey	Information distributed at faculty meetings	Progressing on schedule
Re: Obj. #1							
Senter Realtors and CBS Insurance sponsor the Lone Star Luncheon.	LRC specialists in the four middle schools in AISD	Provided by Senter Realtors and CBS Insurance	May 09	Calendar	Increased participation in Lone Star program	Information distributed at faculty meetings	Progressing on schedule
Re: Obj. #1							
ACU Talent Search works with students on campus	ACU personnel, principal, teachers	Provided by ACU	September 19, 2008 – May 1,	Sign-in sheets	Parent and student input on	Information distributed at	progressing on schedule

with the potential of being the first college graduates in their family.			2009		end of year surveys	faculty meetings	
Re: Obj. #1							
Community in Schools provides academic, emotional, and financial support for students at Madison.	Communities in School personnel, Principal Teachers	Provided by Communities in Schools	December 08 May 09	Student log	Parent and student input on end of year surveys	Enrollment information distributed at faculty meetings	Progressing on schedule
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: Increase the use of technology in presenting classroom curriculum

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Purchase & install Promethean boards in four classrooms.	Principal Secretary	AMI/ARI funds, campus budget	October and November 08	Purchase orders	Installation of promethean boards	Region XIV workshops, Training by Technology Liaisons	Progressing on schedule
Re: Obj. #1							
Offer technology classes for staff on six Tuesdays throughout the year.	Technology liaisons	Staff time	December 08 April 09	sign-in sheets	lesson plans	Technology Department will train technology liaisons	Progressing on schedule
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: CATE objectives will be addressed in the eighth grade curriculum.

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Use Career Discovery classes to explore career and college information.	CATE teachers	Campus and district budget	December 08 June 09	Lesson plans	Unit and end of course exams	Provided by CATE director	Progressing on schedule
Re: Obj. #1							
Career Discovery classes will visit Hardin-Simmons.	CATE teachers, district director	District budget, HSU budget	December 08 June 09	Lesson plans	Written feedback from students	N/A	Completed
Re: Obj. #1							
Host Junior Achievement volunteers in Career Discovery classes.	CATE teachers, Junior Achievement volunteers	Staff and volunteer time	December 08 June 09	Lesson plans	Written feedback from students	N/A	Progressing on schedule
Re: Obj. #1							

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

Objective #1: Madison staff members will closely monitor campus visitors.

Objective #1: Madison staff members will welcome all campus visitors.

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
All staff members will wear picture identification badges. Re: Obj. #1	Principal, Faculty Henington Photography	Campus budget	August 08 June 09	Statistics	100% compliance	N/A	Progressing on schedule
All campus visitors will be greeted promptly and assisted Re: Obj. #2	Principal Office staff	Staff time	Monthly	Observations	Parent feedback in the end of year surveys	N/A	Progressing on schedule
Front office personnel will register all visitors using the V-Soft program. Re: Obj. #1	Secretaries	Campus and district budget	Monthly	Statistics	All visitors will be identified	V-Soft provided training.	Progressing on schedule
Every student will participate in Internet Safety Training Re: Obj. #1	CATE teachers, classroom teachers	Staff and student time	October, 2008	Lesson plans	Parent feedback in the end of year surveys	District provided	Completed
Outside doors will be checked periodically throughout the day to ensure they are locked. Campus gates will be closed. Re: Obj. #1	custodial staff, administrative staff	Staff time	Weekly	Daily walkie call-in to the office	Teacher feedback	N/A	Progressing on schedule

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

Objective #1: .

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

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

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