

# Abilene Independent School District Madison Middle School Improvement Plan 2009 -2010

## 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, Bitty Perkins, Kern Rasco, Gordon Stokes, Mandy Welch, Tina Wyatt
Professional non-teaching representative:	Kristy Fowler, Sherry Gilly, Cody Sandifer
Parent representative:	Whitney Hill, Tammy Christall
Community representative:	Dan Olson
Business representative:	Alan Jones
AISD Administration representative:	Barbara Perkins

## District Goals

1. AISD will demonstrate continuous improvement in academic achievement and eliminate achievement gaps.
2. AISD will prepare all students for success in college and workforce readiness.
3. AISD will provide facilities that are designed to meet today's standards and programs in a safe environment that is conducive to learning.
4. AISD will secure and retain an effective staff that is reflective of and responsive to the district's student body.

## District Initiatives

- AISD will focus on broadened communication with students, staff, media, and the community by identifying and developing best practices in communication tools and partnerships in place for improving academic achievement.
- AISD will maintain an open financial process that preserves the financial integrity of the school district.
- AISD will supply the resources needed within the limits of state and local budget restraints to accomplish the mission and goals of the district.
- AISD will continue to develop and maintain a five, ten, fifteen, and twenty year maintenance and facility plan that supports instructional programs of the school district.
- AISD will provide access to modern technology throughout the district and will integrate technology into the curriculum, instruction, and staff development creating a solid foundation for continuous growth.
- AISD will continue to provide professional growth activities that meet the needs of a diverse student population.

## 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.
- Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- 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												
	2006-2007				2007-2008				2008-2009			
	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	283	95	177	60	243	95%	243	54%	269	93%	269	47%
African American	22	92	13	54	14	79%	14	50%	20	>99%	20	35%
Hispanic	90	95	47	49	78	92%	78	44%	79	85%	79	28%
White	169	96	117	66	148	97%	148	58%	166	95%	166	57%
Economically Disadvantaged	118	91	64	50	138	91%	138	44%	147	88%	147	40%
Special Education	16	>99%	5	31	26	73%	26	12%	24	0%	1	13%
Limited English Proficient	*	<1%	0	0	NT	NT	NT	NT	*	*	*	*
At-Risk	88	89	37	37	92	89%	92	26%	76	83%	76	16%
Female					136	96%	136	57%	135	93%	135	45%
Male					107	93%	107	49%	134	92%	134	49%

Mathematics, grade 06												
	2006-2007				2007-2008				2008-2009			
	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	246	83	105	35	246	82%	246	37%	265	76%	265	34%
African American	17	71	3	13	13	77%	13	31%	20	71%	20	5%
Hispanic	74	78	28	29	80	74%	80	25%	77	72%	77	25%
White	154	87	73	41	150	86%	150	44%	164	79%	164	41%
Economically Disadvantaged	95	73	28	21	141	76%	141	24%	145	73%	145	30%
Special Education	12	71	4	24	30	33%	30	3%	19	62%	0	47%
Limited English Proficient	*	<1%	0	0	NT	NT	NT	NT	*	*	*	*
At-Risk	66	65	16	16	94	67%	94	13%	74	65%	74	15%
Female					137	84%	137	33%	132	76%	132	32%
Male					109	79%	109	43%	133	76%	133	35%

Reading/Language Arts, grade 07												
	2006-2007				2007-2008				2008-2009			
	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	246	92	80	30	300	89%	300	38%	256	87%	256	30%
African American	17	85	3	15	20	80%	20	35%	17	82%	17	24%
Hispanic	66	87	18	24	103	85%	103	27%	79	84%	79	25%
White	156	95	59	36	173	92%	173	44%	154	89%	154	33%
Economically Disadvantaged	75	85	15	17	161	85%	161	26%	145	81%	145	26%
Special Education	9	75	2	17	41	54.00%	41	7.00%	28	46%	0.1071	11%
Limited English Proficient					*	*	*	*	NT	NT	NT	NT
At-Risk	69	84	12	15	119	84%	119	18%	100	74%	100	14%
Female					138	91%	138	34%	142	92%	142	35%
Male					162	88%	162	41%	114	82%	114	25%

Mathematics, grade 07												
	2006-2007				2007-2008				2008-2009			
	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	215	80	38	14	302	81%	302	14%	254	71%	254	11%
African American	14	67	3	14	19	68%	19	16%	16	64%	16	0%
Hispanic	64	80	8	10	104	72%	104	15%	78	67%	78	9%
White	132	83	26	16	175	87%	175	13%	154	73%	154	13%
Economically Disadvantaged	63	70	7	8	164	72%	164	9%	140	66%	140	9%
Special Education	6	46	0	0	41	34%	41	2%	26	47%	0	27%
Limited English Proficient	*	*	*	*	*	*	*	*	NT	NT	NT	NT
At-Risk	56	64	1	1	119	67%	119	8%	98	61%	98	5%
Female					139	76%	139	12%	140	71%	140	11%
Male					163	85%	163	17%	114	71%	114	12%

Writing, grade 07												
	2006-2007				2007-2008				2008-2009			
	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	255	97	102	39	299	94%	299	34%	252	92%	252	41%
African American	20	>99%	4	20	20	80%	20	30%	15	93%	15	47%
Hispanic	73	97	25	33	105	97%	105	26%	78	94%	78	37%
White	153	96	69	43	170	93%	170	38%	153	92%	153	42%
Economically Disadvantaged	83	98	30	35	161	90%	161	27%	144	89%	144	30%
Special Education	10	>99%	3	30	39	64%	39	5%	24	58%	0.0417	58%
Limited English Proficient					*	*	*	*	NT	NT	NT	NT
At-Risk	78	95	14	17	119	90%	119	22%	99	87%	99	16%
Female					136	96%	136	35%	141	95%	141	49%
Male					163	92%	163	33%	111	89%	111	32%

Reading/Language Arts, grade 08												
	2006-2007				2007-2008				2008-2009			
	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	249	95	111	42	256	95%	256	57%	267	95%	267	48%
African American	24	96	6	24	19	95%	19	53%	11	>99%	11	45%
Hispanic	60	91	20	30	79	89%	79	48%	92	86%	92	35%
White	161	96	83	49	153	99%	153	64%	159	>99%	159	56%
Economically Disadvantaged	88	94	27	29	126	93%	126	44%	136	92%	136	35%
Special Education	24	86	3	11	39	72%	39	23%	9	>99%	100%	22%
Limited English Proficient	*	<1%	0	0	NT	NT	NT	NT	NT	NT	NT	NT
At-Risk	115	91	30	24	96	91%	96	36%	93	87%	93	25%
Female					118	94%	118	54%	126	93%	126	37%
Male					138	96%	138	60%	141	96%	141	57%

Mathematics, grade 08												
	2006-2007				2007-2008				2008-2009			
	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	184	72	23	9	259	83%	259	14%	288	88%	288	14%
African American	13	52	2	8	19	68%	19	5%	14	79%	14	29%
Hispanic	46	71	1	2	78	77%	78	8%	99	80%	99	13%
White	121	75	18	11	157	87%	157	18%	170	92%	170	12%
Economically Disadvantaged	57	65	1	1	129	74%	129	11%	147	82%	147	7%
Special Education	10	48	0	0	41	37%	41	5%	25	56%	0.56	0%
Limited English Proficient	*	*	*	*	*	*	*	*	NT	NT	NT	NT
At-Risk	69	57	1	1	98	66%	98	2%	107	74%	107	7%
Female					116	76%	116	9%	137	81%	137	10%
Male					143	88%	143	17%	151	93%	151	17%

Social Studies, grade 08												
	2006-2007				2007-2008				2008-2009			
	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	218	92	102	43	228	95%	228	39%	267	95%	267	48%
African American	19	90	7	33	18	83%	18	28%	11	>99%	11	45%
Hispanic	48	84	16	28	60	97%	60	25%	92	86%	92	35%
White	147	94	76	49	145	95%	145	47%	159	100%	159	56%
Economically Disadvantaged	66	86	21	27	103	90%	103	34%	136	92%	136	35%
Special Education	9	82	3	27	14	100%	14	21%	9	>99%	1	22%
Limited English Proficient	*	<1%	0	0	NT	NT	NT	NT	NT	NT	NT	NT
At-Risk	91	86	22	21	74	89%	74	16%	93	87%	93	25%
Female					102	95%	102	34%	126	93%	126	37%
Male					126	94%	126	44%	141	96%	141	57%

Science, grade 08													
	2006-2007				2007-2008				2008-2009				
	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	208	85	61	25	236	87%	236	38%	271	90%	271	42%	
African American	15	63	3	13	18	78%	18	44%	12	92%	12	58%	
Hispanic	49	82	5	8	64	83%	64	17%	93	78%	93	27%	
White	140	89	51	32	149	91%	149	46%	161	96%	161	50%	
Economically Disadvantaged	65	78	10	12	111	78%	111	30%	138	86%	138	32%	
Special Education	10	67	2	13	19	63%	19	16%	8	63%	0	63%	
Limited English Proficient	*	<1%	0	0	NT	NT	NT	NT	*	*	*	*	
At-Risk	85	75	11	10	81	70%	81	16%	94	77%	94	28%	
Female					102	88%	102	31%	127	87%	127	29%	
Male					134	87%	134	43%	144	92%	144	54%	

### 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	163,031.32	3.61

THE ACTIVITIES AND EXPENDITURES FOR COMPENSATORY EDUCATION ARE LOCATED UNDER THE BOARD GOAL: 1

## Objectives and Activities

### District goal #1: AISD will demonstrate continuous improvement in academic achievement and eliminate achievement gaps.

Initiative #1: AISD will focus on broadened communication with students, staff, media, and the community by identifying and developing best practices in communication tools and partnerships in place for improving academic achievement.

Initiative #5: AISD will provide access to modern technology throughout the district and will integrate technology into the curriculum, instruction, and staff development creating a solid foundation for continuous growth.

Initiative #6: AISD will continue to provide professional growth activities that meet the needs of a diverse student population.

Objective #1: Madison Middle School faculty and staff will work to increase our passing rate by providing academic support, monitoring progress throughout the year, encouraging student participation in extra-curricular activities, making focused attempts to meet the needs of individual students, and address identified campus issues.

Activity	Persons responsible	Resources/ cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
At-risk students who are repeating a grade level or become in danger of failing for the year at some point in the current school year will be assigned a period of Skills Development in their daily schedule. Re: Obj. #1	Counselors, Instructional Specialists, Teachers assigned each class period	Staff time	August 2009 June 2010	Progress reports, report cards, passing rate	End of year passing rate for students enrolled in a period of Skills Development	Early Release Day activities, October 7, 2009	Progressing on schedule
Tutoring will be provided each morning in the cafeteria from 7:00am to 8:00 am Re: Obj. #1	Math teacher, principal	Staff time, tutoring funds provided by district	September 2009 June 2010	Tutoring sign-in sheets	Total number of students contacts	NA	Progressing on schedule
Anti-Bullying activities will be planned for each grade level to address the problem of bullying on campus. Rod Pruitt from	Region XIV Consultant, Principal, Assistant Principals, Team	\$400 from campus budget	Friday, September 18, 2009, three assemblies	Campus calendar	Feedback from students on Kids Against Bullying Surveys in English class	Staff Meeting, Spring 2009	Assemblies completed, working with survey feedback is

Region XIV will present a workshop on Anti-Bullying for each grade level.	Leaders and Counselors				following assemblies		progressing on schedule
Re: Obj. #1							
Anti-Bullying activities will be planned for each grade level to address the problem of bullying on campus. A KAB (Kids Against Bullying) Committee will be elected in each grade level. Committee meetings will be held once a month to discuss progress, areas in need of improvement and plan activities based on student feedback.	Sixth grade team leaders, assistant principal	Staff time	September 2009 June 2010	Campus calendar of scheduled meetings	Minutes taken from each of the meetings	Staff Meeting, Spring 2009	Progressing on schedule
Re: Obj. #1							
Madison Middle School has chosen Fine Arts as its Area of Emphasis. Madison will offer advanced theater classes, pre-ap art, and dance classes to encourage students to explore activities that might otherwise not be available to them.	Art teacher, theater teacher, dance teachers, counselors, principal	District budget of \$25 and \$30 an hour for dance teachers, staff time, teachers' salaries	September 2009 June 2010	Campus schedule of classes	Student surveys, teacher surveys	Number of students interested in taking similar courses at the next level in the following school year, .	Thriving on schedule
Offer 7 Reading Improvement classes during the day to provide accelerated instruction for At-Risk students who did not meet expectations on TAKS.	Reading Improvement Teacher, Counselor, Instructional Specialist	Compensatory Education	August 2009 June 2010	Class rolls, attendance records	Spring 2010 TAKS results	TALA Training, TMSFA Training	Progressing on schedule

Re: Obj. #1							
Assign At-Risk students who are repeating a grade level or who are currently in danger of failing to one period of Skills Development. During Skills Development, the teacher will work with the student on individual assignments, six weeks' averages, TAKS practice and motivational issues.	Teachers, Counselors, Instructional Specialist	Partial funding District budget and Compensatory Education	August 2009 June 2010	August 24, 2009 – June 2, 2010	Spring 2010 TAKS results, promotion averages	Campus training sessions	Progressing on schedule
Re: Obj. #1							
Provide Sixth Grade Math Comp class for At- Risk students who as fifth graders failed the first administration of the Math 2009 TAKS Test.	Teacher, Teacher's Aide, Counselor, Instructional Specialist	Partial funding District budget and Compensatory Education	December 2009 June 2010	August 24, 2009 – June 2, 2010	Spring 2010 TAKS results, promotion averages	Campus training sessions	Progressing on schedule
Re: Obj. #1							
Provide 7th and 8 <sup>th</sup> grade Math Lab classes for At-Risk students who failed the 2009 Math TAKS.	Teachers, Teacher's Aides, Counselor, Instructional Specialist	Partial funding District budget and Compensatory Education	December 2009 June 2010	August 24, 2009 – June 2, 2010	Spring 2010 TAKS results, promotion averages	Campus training sessions	Progressing on schedule
Re: Obj. #1,,							

**District goal #2: AISD will prepare all students for success in college and workforce readiness.**

Initiative: 5 AISD will provide access to modern technology throughout the district and will integrate technology into the curriculum, instruction, and staff development creating a solid foundation for continuous growth.

Initiative #6: The district will continue to provide professional growth activities that meet the needs of a diverse student population.

Objective #1: Madison Middle School staff will strive to provide more hands-on opportunities and a more focused attempt to address the Technology TEKS.

Objective #2: Madison Middle School staff will look for opportunities to introduce real world experiences for our students in an attempt to broaden their knowledge of workforce opportunities.

Activity	Persons responsible	Resources/cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Technology TEKS will be addressed in 7 <sup>th</sup> grade Texas History classes.	Texas History teacher, Instructional Specialist	District cost of computer lab, staff time, teacher salary	August 2009 June 2010	Teacher lesson plans and developed units of study	End of year test of Technology TEKS	On-going	Progressing on schedule
Re: Obj. # 1							
Selected eighth grade students will participate in Meet in the Middle, a program pairing regular education students with special needs students for Special Olympic training, reading buddy activities, and other special events.	Resource teacher, resource paraprofessional, principal	Staff time, student activity funds	October 2009 June 2010	List of selected students, teacher lesson plans, meeting agendas	End of the year feedback from both regular and special needs students	On-going	Progressing on schedule
Re: Obj. # 2							
Eighth grade students in Career Connections will participate in Job-Alike activities by shadowing a staff member during their Career Connection period on specific days during the year.	Career Connection teacher, staff members chosen by students	Staff time and student time	September 25, 2009 and three other dates TBA	Staff member evaluations of student performance	Student evaluations of Job-Alike experiences	NA	Progressing on schedule

Re: Obj. # 2							
A small number of highly At-Risk students will go on off-campus field trips to visit a variety of businesses during their work day. Students will be eligible to go when their grades and classroom effort has reached individual goals set for each student.	Sixth grade counselor, Communities in Schools staff member	Staff time, student activity funds for off campus lunches when needed, counselor's personal gas money!	Monthly	Number of students who get to participate in trips.	Number of students in this program who promote to the next grade level at the end of the school year.	NA	One field trip complete. Progressing on schedule.
Re: Obj. # 2							
Team Leadership Council for eighth grade girls will host activities addressing a wide range of topics. Topics will relate to job skills, etiquette, personal success and goal setting.	Female assistant principal, teachers, counselor, community volunteers	Staff time, student activity funds raised from concession stand sales	September 2009 June 2009	Sign in sheets, Number of students participating in activities	Student, teacher, and parent feedback in end of year surveys	Planning meeting in August of 2009	Progressing on schedule
Re: Obj. # 2							
Boys to Men for eighth grade boys will host activities addressing a wide range of topics. Topics will relate to job skills, manners, personal success, and goal-setting.	Male assistant principal, teachers, counselor, community volunteers	Staff time, Grant money from Abilene Educational Foundation and student activity funds raised from concession stand sales.	September 2009 June 2009	Sign in sheets, number of students participating in activities	Student, teacher, and parent feedback in end of year surveys	Planning meeting in September 2009	Progressing on schedule
Re: Obj. # 2							

**District goal #3: AISD will provide facilities that are designed meet today's standards and programs in a safe environment that is conducive to learning.**

Initiative: #5: AISD will continue to develop and maintain a five, ten, fifteen, and twenty year maintenance and facility plan that supports instructional programs of the school district.

Activity	Persons responsible	Resources/ cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
All visitors to the building will report to the front office where they will be checked through the V-Soft System.	Three secretaries, principal, assistant principals, SRO	District purchased for each campus, staff time	August 2009 June 2, 2010	Number of V-Soft nametags issued	Number of V-Soft issued / number of "hits" for the year	V-Soft training	Progressing on schedule
Madison's Disaster Plan will be updated with new employee information and new dates	Counselor, principal	Staff time	August 1, 2009 August 24, 2009	Disaster Plan will be shared with teams leaders and faculty throughout the year.	Teacher feedback	Faculty meetings, Team leader meetings	Progressing on schedule

**District goal #4: AISD will secure and retain an effective staff that is reflective of and responsive to the district's student body.**

Objective #1: Madison Middle School will conduct all interviews and make all hiring decisions by a committee of administrators, representatives in the appropriate department and team leaders of the grade(s) of the open position.

Activity	Persons responsible	Resources/ cost	Timeline	Formative evaluation	Summative evaluation	Staff development	Activity status
Interviews and hiring decisions for campus openings will be held by and made with a committee of individuals.	Principal, instructional specialist, department representatives, and team leaders	Staff time	August 2009 June 2010	Interview sheets turned into the district Personnel Department following interviews	Interview sheets turned into the district Personnel Department following interviews	NA	On-going
RE: Obj.#1							

The following materials are included in the campus plan as directed by state requirements.

## 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: Maintain the percentage of highly qualified core academic subject area teachers in the district at 100%.**

Objective 1	Maintain the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100%		
Objective 2	Maintain the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100%		
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 2009	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 2009	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.	2009-2010 (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 2009 – March 2010	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 2009 – May 2010	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 2009	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 2009	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 2010	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.
<b>Objective 6</b>	<b>Attract and retain highly qualified teachers</b>		
Strategies/Activities	Timeline	Person(s) Responsible	Benchmark/Evaluation
Participate in job fairs at ESC and local universities.	March-May 2010	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, 2010	Superintendent Assoc. Superintendent for Personnel	Review of personnel files and teacher turn-over rate.
<b>Objective 7</b>	<b>Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner</b>		
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 2010	Assoc. Superintendent for Personnel Campus Principals	SBEC teaching certificate or service record indicating reassignment.
<b>Objective 8</b>	<b>Ensure Title 1 Highly Qualified paraprofessional requirements are met</b>		
Strategies/Activities	Timeline	Person(s) Responsible	Benchmark/Evaluation
Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	July-August 2010	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 2010	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 Willson 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, Acadia 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 Cody Josselet – Clack MS	Officer Adam Lopez - Craig MS
Officer Bernie Kastner - Madison MS, Woodson Center for Excellence	Officer Jason Aulerich - Mann MS
Sgt. 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 De Hoyos, Director of RAC / TOC (Travis campus)
  - Donna Gangadeen at Bonham ERAC
  - Becka Selllers at Lee 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.

### Disciplinary Education Data

The following demographics apply to students assigned to a disciplinary education program in the 2008-2009 school year.

Description	Student Count	Attendance Rate	Dropout Rate	Recidivism Rate	Graduation Rate	Over Representation	Pre and Post Assessments
All students	686	88.74	5.24	41.25	95		In Progress
American Indian students	1	100	0	0			In Progress
Asian students	5	95.84	0	20	100		In Progress
African American students	179	90.26	3.91	45.81	84.61	11.77	In Progress
Hispanic students	288	87.02	6.59	43.4	100	6.33	In Progress
White students	213	89.87	4.69	35.21	100		In Progress
Economic disadvantaged students	579	88	5.87	42.31	92	25.08	In Progress
Special Ed students	232	88.48	6.89	41.81	100	18.63	In Progress
LEP students	12	86.61	8.33	25	100		In Progress