

Abilene Independent School District
Holland Medical
2021-2022 Campus Improvement Plan



Mission Statement

Preparing healthcare professionals today for the medical workplace tomorrow.

Vision

Holland Medical High School in AISD to be recognized as an exceptional medical high school in the State of Texas and as a model CTE program with outstanding partnerships between higher education organization and the Abilene community.

Value Statement

Strategic Initiatives for Holland Medical High School:

1. Seek to provide stability with a commitment to the program long-term in order to best serve students and staff.
2. Strengthen partnerships between classrooms and community to prepare quality healthcare workers.
3. Assess value of existing certification programs while also seeking options for expansion in AISD, HSU, and the medical community of Abilene.
 4. Strengthen relationships with AHS and CHS in order to improve recruiting and communication.
 5. Highlight programs and student accomplishments regularly at the local, regional and state levels.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Holland Medical High School is a health science magnet school that serves students from Abilene High School and Cooper High School who are interested in pursuing a career in the health care field. Holland serves a population, percentage wise, much like AHS and CHS which are the campuses from which the students come to Holland. Students typically spend half of their school day at Holland and the other half at AHS or CHS.

20-21 Enrollment Numbers

11th graders:96

12th graders: 52

Eco disadvantaged: 52%

At-risk: 30%

LEP:

White: 27%

Hispanic/Latino: 55%

Black/African American: 11%

Females: 81%

Males: 19%

First Generation College-Goers:

Demographics Strengths

Notable demographic strengths include:

1. Students of all races and backgrounds are choosing to attend Holland. Student recruitment is successful in that no student "group" seems to feel like attending and being successful at Holland is unattainable.
2. Holland has a very high retention rate through out the year. The vast majority of students who come to Holland stay the entire year.
3. Holland is seeing an increase in students outside the district being interested in attending Holland, which in turn, encourages good students to transfer to AISD.

Student Achievement

Student Achievement Summary

Students attending Holland are enrolled at Abilene High School or Cooper High School, so their STAAR EOC scores count toward AHS and CHS accountability. There is not an easy way to collect the data on Holland students because their scores are reported with AHS and CHS results. The majority of students who attend Holland have already passed their English 1, English 2, Algebra 1, and Biology EOCs.

Health sciences is the largest CTE program in Abilene ISD. Because students attending Holland actually "belong" to AHS or CHS, student success at Holland can help improve in Index 4, Post Secondary Readiness, of the State Accountability System for AHS and CHS. Enrollment in CTE certification courses and enrollment in dual credit courses have an impact on Index 4 ratings. Holland offers students the option to enroll in a coherent sequence of two or more CTE courses as a part of a 4 year plan of study. Following the desired plan allows students to graduate with a Public Services endorsement. AP English 3 is offered at Holland, along with possible enrollment in dual credit courses at Cisco College or Hardin-Simmons University.

Students attending Holland have the opportunity to earn several certifications through the CTE courses offered including Health care Provider CPR, First Aide, National Healthcare Foundations, Certified Nurse Assistant, Certified Clinical Medical Assistant, EKG certification, Registered Dental Assistant, and Pharmacy Technician.

Student Achievement Strengths

Notable student achievement strengths:

1. Students continue to have great success on their certification exams. Only a handful of students will finish the year without earning the main certification offered in the course they are enrolled in. Holland teachers work incredibly hard to ensure students are prepared for their skills and written exams needed for certification.
2. Overall, Holland students are extremely successful on their STAAR EOC exams.
3. The ACT was offered, at no cost to the students, to all 11th and 12th graders.
4. Over half of the students attending Holland choose to take at least one Pre-AP or AP course.
5. Students enrolled in dual credit courses are, overall, having great success despite the challenges they have faced throughout the year.

School Culture and Climate

School Culture and Climate Summary

Holland prides itself on having a positive school culture and climate. Students who attend Holland have the unique opportunity to take advantage of CTE programs at Holland but also participate in extra-curricular activities and organizations at Abilene High and Cooper. Students are encouraged to be involved in different activities and use those experiences to help develop into well-rounded, responsible students. The "small school" atmosphere at Holland allows students the opportunity to build unique, professional relationships with their teachers, and many times the Holland teachers serve as mentors and as a part of students' support systems far beyond high school graduation. Holland is housed at Hardin-Simmons University. The facilities and equipment are huge factors in Holland's success, and the students and teachers take pride in the environment in which they teach and learn on a daily basis.

School Culture and Climate Strengths

Notable school culture and climate strengths:

1. There are very few to no discipline issues at Holland. Student expectations are high. Even students who might have typically been discipline issues in the past are able to change their behavior once they are given the chance to attend Holland. We like to give all students the opportunity to come to Holland and hope it is what might make a difference in the student's behavior and motivation in high school.
2. We have an active HOSA (Health Occupation Students of America) organization where students are able to build relationships with like-minded classmates and peers, compete in numerous health science events, serve in leadership positions, and provide community service in various areas.
3. Parents take pride in the fact that their children attend Holland and support Holland teachers and administrations. There is always a good turnout at parents meetings and events.
4. Students have access to social and academic support, college counselors, tutorials, and mentors within their area of interest.
5. Holland is a safe place for students and learning is maximized because there are very few discipline issues.
6. Positive partnerships with Hendrick Medical Center, nursing homes, pharmacies, doctors' offices and dental offices are motivators for Holland students and make them feel like they are a part of something important. They are allowed to see what a future in various careers is really like, and use those experiences to better themselves as future health care providers.
7. Every year students and parents look forward to the Holland Awards assembly where students are recognized for their accomplishments.
8. Considerable effort is made to have partnering colleges, Cisco College and Hardin-Simmons University, involved in Holland activities.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The teachers at Holland are all highly qualified, and the health science teachers all uphold their certifications and licenses earned in various health science areas. The five health science teachers have experience in other career areas which puts Holland students at a huge advantage in their learning experiences. All of the teachers have positive relationships with one another and are always willing to step in and help each other. It is not uncommon to see them team teaching or switching classes for the day to ensure students are getting the most up-to-date instruction and training in all areas. They know each other's strengths and abilities and are always willing to learn from one another. All of the teachers at Holland are willing to take on leadership roles and take ownership in their courses and programs.

Staff Quality, Recruitment, and Retention Strengths

Notable staff quality, recruitment, and retention strengths:

1. 100% of teachers are highly qualified. These health science teachers all have and maintain their certifications and licenses earned prior to becoming a teacher.
2. Two of the health science teachers are still practicing registered nurses.
3. Teachers are provided ample opportunities for professional development in their teaching area. 100% of teachers have participated in professional development in their teaching area in the past year.
4. Teachers are effective in preparing students for certification exams, but they also strive to provide students with a solid foundation as they prepare to graduate and enter post-secondary programs.
5. Our staff is small (six teachers, one principal, and one secretary). This allows the Holland teachers to work together to help students who are struggling. Holland teachers and staff meet once a week throughout the year with an agenda of items to discuss. There is also time for teachers to voice concerns, praises, and questions. All of the teachers have strong, positive relationships with one another.
6. The teacher turnover rate at Holland is very low.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Holland Medical High School teachers have common planning and meeting time. This time for collaboration and connection ensures our students have a staff that is focused on the academic, social and emotional needs of Holland students. One area of focus is making sure all students have access to the curriculum that will allow them to be successful on the certification exams and in the area of AP English 3. Connections to district level curriculum teams and teachers at AHS and CHS are vital to the teachers at Holland.

Curriculum, Instruction, and Assessment Strengths

Notable curriculum, instruction, and assessment strengths:

1. Increased dual credit offering through Cisco College and Hardin-Simmons Univeristy.
2. Ongoing collaboration with HSU and Cisco College English instructors and professors to align curriculum to better prepare students to enter dual credit courses as juniors and seniors.
3. Increased rigor and expectations to promote a college-going culture.
4. Developed partnership with Texas Tech Health Science to develop and implement Telemediciene Technology.

Parent and Community Engagement

Parent and Community Engagement Summary

Holland's success depends on positive relationships with families and community partners. As a health science campus, we rely heavily on facilities in Abilene to help train and prepare students.

Parent and Community Engagement Strengths

Notable family and community involvement strengths:

1. Advisory and campus based committees are given opportunities to give feedback and suggestions.
2. Students and their families have access to support services provided by the school district and local organizations.
3. Holland has a positive partnership with Cisco College, Hardin-Simmons University and Texas Tech Health Sciences.
4. Holland students participate in clinical observations and rotations at numerous places in Abilene including Hendrick Medical Center, various nursing homes, doctors and dental offices, pharmacies, veterinarian offices, and the Abilene Zoo.
5. Weekly announcements are sent to parent email addresses and remind.
6. Holland provides many opportunities for families to come to Holland including Open House, various informational meetings throughout the year, program orientations, and Phlebotomy stick nights.
7. Holland students volunteer for various community service projects including Heart Walk, , Buddy Walk, Meek Blood Drives, Alzheimer Walk, Alzheimer event at the Paramount Theater, Mission Thanksgiving, Operation Christmas, Abilene State Supportive Living Center Christmas Lane and the Abilene Christmas Lights Parade.
8. Teachers have increased the use of Remind 101 to better keep students and parents informed.

School Context and Organization

School Context and Organization Summary

Holland serves students from Abilene High and Cooper for half of the school day which makes the organization of Holland unique. This creates both positive opportunities and challenges. Holland strives to serve students at all academic levels and from all backgrounds. While many students who attend Holland will go to college, others will go straight into the workforce after graduation. Our goal is to equip all students attending Holland with a marketable certification they can use immediately after successfully earning the certification program. Dual credit and Pre-AP/AP courses are available to students who plan to pursue a college degree. Communication between Holland, AHS, CHS, and district level administration is critical in Holland operating effectively and efficiently.

School Context and Organization Strengths

Notable school context and organization strengths:

1. Teachers have regular/flexible tutoring times and are willing to work with students based on their needs.
2. Multiple certification opportunities are offered.
3. Parents and students are positive about the rigor of the health science programs.
4. Teachers play a vital role in day to day decision making.
5. Low teacher to student ratio in most classes.
6. Teachers have high expectations for all students attending Holland no matter their background.
7. Staff meetings are held once a week.
8. Operate on a modified block schedule to maximize student clinical time in health science classes. This schedule also allows students to more easily take dual credit courses.
9. Variety of health science CTE programs are offered.

Technology

Technology Summary

Holland has a 1:1 student to computer ratio. All classrooms have chromebook carts and laptop carts. Students needing to check out technology have the ability to do so. Teachers utilize Promethean boards for instructional purposes, and each teacher has a google classroom.

Technology Strengths

Notable technology strengths:

1. 1:1 student to computer ratio.
2. Promethean boards in all classrooms.
3. Students use laptops or chromebooks on almost a daily basis in most of their classes at Holland.
4. Hardin-Simmons and AISD are quick to correct technology problems.
5. New textbooks have many on-line resources and tools teachers are learning to use and becoming more comfortable with.
6. All teachers utilize google classrooms to deliver instruction and assignments.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals

Student Data: Assessments

- State and federally required assessment information
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress

Employee Data

- Campus department and/or faculty meeting discussions and data

Goals

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 1: 95% passing rate for program certification exams.

Evaluation Data Sources: Certification Exams

Strategy 1 Details	Reviews			
<p>Strategy 1: Analyze classroom data from pre/post skills assessments to adjust and monitor instruction. Assessments on weekly or bi-weekly basis.</p> <p>Strategy's Expected Result/Impact: Increase opportunities for re-teaching of skills needed for success on certification exams</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 1: Increase participation in the student-led Health Occupation Students of America (HOSA) organization, and encourage members to increase their involvement in community service opportunities and leadership conferences and opportunities.

Evaluation Data Sources: Percentage of Holland students who are members of HOSA and percentage of those students actively involved in HOSA increase by 5%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase intentional communication between teachers and students to ensure students are aware of opportunities for involvement and feel welcomed when they participate in the various activities.</p> <p>Strategy's Expected Result/Impact: increase service hours completed by students, sign in sheets, service logs, campus announcements, staff meeting agendas</p> <p>Staff Responsible for Monitoring: Teachers, HOSA officers, Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement HOSA preparation during the school day and pair students with teachers as advisors so that teachers have greater oversight in HOSA competitions.</p> <p>Strategy's Expected Result/Impact: school calendar/schedules, meeting agendas</p> <p>Staff Responsible for Monitoring: Principal, HOSA officers, teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 2: Continued student training in ethical/legal responsibilities pertaining to professions in the area of healthcare.

Evaluation Data Sources: Evaluation of the relationship between Holland and community partners and the partners' experiences with Holland students training in their facilities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will continue to imbed in their lessons ethical and moral expectations of students in order to attend clinical rotations. Holland teachers and staff will continually model the behavior expected of students when dealing with others.</p> <p>Strategy's Expected Result/Impact: continued partnerships with healthcare facilities in Abilene, increased partnerships, surveys from community partners.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Secretary</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Build partnerships with local business and organizations.

Performance Objective 1: Increase the number of industry-recognized licenses/certifications for students.

Evaluation Data Sources: Number of certifications earned.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a plan to implement and work towards a national certification for Tele-Medicine technician with Texas Tech University Health Science center.</p> <p>Strategy's Expected Result/Impact: campus visits, meeting notes, research materials, student interest</p> <p>Staff Responsible for Monitoring: Principal, Assoc Sup of C&I, Director of CTE, CTE teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
	0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue ongoing evaluation of current CTE campus programs.</p> <p>Strategy's Expected Result/Impact: program participation, number of certifications earned in each CTE course, % of students being successful on certification exams, master schedule, student surveys</p> <p>Staff Responsible for Monitoring: Principal, Director of CTE, teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
	0%			
Strategy 3 Details	Reviews			
<p>Strategy 3: Collaborate with Hardin-Simmons University to create courses in the field of Speech and Language Pathology and provide a pathway for students to earn/complete course work that can be transferred with the intention of earning a SLP certification.</p> <p>Strategy's Expected Result/Impact: meeting notes/agendas; campus visits</p> <p>Staff Responsible for Monitoring: Principal, teachers, Director of CTE, Assoc Superintendent of C&I</p>	Formative			Summative
	Oct	Jan	Apr	June
	5%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Build partnerships with local business and organizations.

Performance Objective 2: Increase enrollment in dual credit courses.

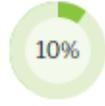
Evaluation Data Sources: Number of students enrolled and successful in dual credit courses at HSU and Cisco College.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide ongoing guidance to students regarding admission requirements, required assessments, course options. Strategy's Expected Result/Impact: Campus guidance calendar, lesson plans, college readiness assessments schedule, student applications to Cisco or HSU Staff Responsible for Monitoring: Principal, teachers, counselors</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Build partnerships with local business and organizations.

Performance Objective 3: Students will have access to opportunities and resources that promote post-secondary education and training. 100% of students will take at least one grade appropriate college-readiness assessment (PSAT, TSI, ACT, SAT).

Evaluation Data Sources: Assessment data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be made aware of and encouraged to participate in testing opportunities. All juniors will take the ACT. Guidance will be given to seniors as to which test they should take, and assistance will be available to help with signing up and paying for the exams.</p> <p>Strategy's Expected Result/Impact: Assessment score reports</p> <p>Staff Responsible for Monitoring: Principal, Director of Accountability, CTO, COOL Counselors</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide counseling and guidance services that promote career awareness and encourage students to pursue education and training in high school and beyond.</p> <p>Strategy's Expected Result/Impact: Student enrollment in CTE programs, parent meeting sign-in sheets, Bootcamp attendance</p> <p>Staff Responsible for Monitoring: Principal, counselors, teachers, COOL counselors</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Begin tracking the successes of former students and determine what level of education they are pursuing through social media, emailed surveys, and mail outs. Create a "Wall of Fame" to recognize former Holland students for their accomplishments.</p> <p>Strategy's Expected Result/Impact: survey data/feedback</p> <p>Staff Responsible for Monitoring: Principal, teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Tell the AISD stories of inspiration, success and opportunity to the community, parents, and staff.

Performance Objective 1: Increase the use of technology to communicate with parents and students to keep them informed of campus activities/expectations.

Evaluation Data Sources: Number of resources used to communicate with students and parents.

Strategy 1 Details	Reviews			
<p>Strategy 1: Email parents weekly announcements, regular use of Remind 101 by teachers and administrators, use social media resources, keep the campus website up-to-date</p> <p>Strategy's Expected Result/Impact: log of times, weekly, technology is used to communicate with students, and parents</p> <p>Staff Responsible for Monitoring: Principal, teachers, campus secretary</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Tell the AISD stories of inspiration, success and opportunity to the community, parents, and staff.

Performance Objective 2: Technology liaison will provide regular, ongoing professional development in areas related to technology use by teachers and students to ensure technology resources are being used to their full potential.

Evaluation Data Sources: Increased use of resources to include Google Classroom and Turn It In.

Strategy 1 Details	Reviews			
<p>Strategy 1: Technology liaison will regularly survey the teachers on their professional development needs regarding technology use to better serve students and increase student engagement. Scheduled trainings, to include times during Thursday staff meetings, will allow the liaison and the instructional technology staff time to train the staff.</p> <p>Strategy's Expected Result/Impact: teacher lesson plans, campus technology training calendar, teacher surveys</p> <p>Staff Responsible for Monitoring: Technology Liaison, Principal, Instructional Technology staff, CTO</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Meet or exceed all federal and state mandates.

Performance Objective 1: Teachers from various health science backgrounds will be recruited as there are positions available at Holland, and those new teachers will be supported by a mentor as they are working toward earning a teaching certification.

Evaluation Data Sources: The overall diversity of the Holland staffs' background and past experiences.

Strategy 1 Details	Reviews			
<p>Strategy 1: New teachers will be mentored by an experienced teacher. While health science teachers entering the teaching profession are well versed in their health science background, they will be supported by their peers in classroom management, lesson planning, use of technology, etc. Team teaching will be utilized when appropriate.</p> <p>Strategy's Expected Result/Impact: teacher retention, meeting notes, mentoring plan, professional development plans</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Director of Professional Development</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: As additional supervision is needed for clinical rotations and skills practice, healthcare professionals with unique experiences and backgrounds will be recruited to maximize student learning and connections to real-world knowledge and experiences.</p> <p>Strategy's Expected Result/Impact: applications and resumes, contact lists, temporary worker requests, time sheets</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Director of CTE, Personnel Office</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Jennifer Seekins	Dean of Students
Community Representative	Clare Nickel	Volunteer for Holland
Classroom Teacher	Trey Roggee	English Teacher
Classroom Teacher	Kim Turnbull	Health Science Teacher
Community Representative	Cameron Onks	TTUHSC
District-level Professional	Lucille Fullen	Director of CTE
Non-classroom Professional	Kristy Borton	Campus Secretary
Parent	Elise Bruntmeyer	Parent
Business Representative	Valerie Miller	Patty Hanks Shelton School of Nursing

Addendums

Bullying Prevention, Policy, and Plan

BULLYING PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying may occur when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and a school district's board of trustees or the board's designee determines that the behavior:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or a abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

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 ensure 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 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 and online training. Special presentations may be offered 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.

Teacher – Recruitment and Retention Plan		
GOAL: Maintain the percentage of certified core academic subject area teachers in the district at 100%.		
Objective 1	Maintain the percentage of core academic subject area classes taught by certified teachers on each campus to meet 100%	
Objective 2	Maintain the percentage of core academic subject area classes taught by certified teachers on high poverty campuses to meet 100%	
Strategies/Activities	Person(s) Responsible	Benchmark/Evaluation
Ensure that teachers are hired and assigned to teach in areas in which they are certified.	Executive Director of Human Resources, Campus Principals	100% of teachers will be assigned to teach in areas in which they are certified as evidenced by state SBEC records.
Reassign teachers who are not certified to teach in areas in which they are fully certified.	Executive Director of Human Resources, Campus Principals	100% of teachers will be assigned to teach in areas in which they are certified as evidenced by state SBEC records.
Replace unexpected teacher vacancies with certified staff.	Executive Director of Human Resources, Campus Principals	100% of teachers will be assigned to teach in areas in which they are certified as evidenced by state SBEC records.
Objective 3	Increase the percentage of teachers receiving high-quality professional development on each campus.	
Strategies/Activities	Person(s) Responsible	Benchmark/Evaluation
Each campus works with the District to provide on-going professional development based on performance data and teacher input.	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 I campuses will continue annual training of teachers in Literacy Success, Balanced Literacy, Reasoning Mind, the Importance of Parental Involvement and other areas supportive of increased academic achievement for all students.	Exec. Dir. Of Federal Programs, Title I, 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-certified teachers	
Strategies/Activities	Person(s) Responsible	Benchmark/Evaluation
Analyze certified teacher data between high-poverty and low-poverty campuses.	Exec. Director of Federal Programs, Director of Personnel	Data analysis documentation on file showing certified teacher gap between high-poverty and low-poverty campuses.
Assign certified teachers in equal proportions to all campuses, including low-income and minority areas.	Exec. Dir. Of Federal Programs, Title I, Campus Principals	Documentation on file showing certified 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.	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 5	Attract and retain certified teachers	
Strategies/Activities	Person(s) Responsible	Benchmark/Evaluation
Participate in job fairs at ESC and local universities.	Executive Director of Human Resources, Director of Personnel	Increased number of certified applicants for positions.
Continue above base/differential pay to attract certified personnel and to retain those already on staff.	Superintendent, Assoc. Superintendent for Personnel	Review of personnel files and teacher turn-over rate.
Objective 6	Assist teachers not currently certified to meet the certified requirements in a timely manner	
Strategies/Activities	Person(s) Responsible	Benchmark/Evaluation
Encourage teachers to take the required certification test(s) in order to become certified in their teaching assignment or reassign to areas in which they are fully certified.	Executive Director of Human Resources, Campus Principals	SBEC teaching certificate or service record indicating reassignment.
Objective 7	Ensure Title I certified paraprofessional requirements are met	
Strategies/Activities	Person(s) Responsible	Benchmark/Evaluation
Analyze data from paraprofessionals' files to ensure all instructional aides are certified.	Executive Director of Human Resources, Personnel Specialist	Documentation on file showing certification status
Require any instructional aides not considered certified to complete a local training and assessment prior to being hired to a Title I campus.	Executive Director of Human Resources, 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 teacher/educator, 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 "Student Safety Plan" 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.
 - i. If a parent or guardian refuses to seek help, law enforcement or Child Protective Services will be contacted.
 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.
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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 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 staff of Probation Officers.
 - A good relationship with Child Protective Services, MHMR (Mental Health Mental Retardation), Harmony Family Services, Abilene Behavioral Health, etc.
 - Providing 7 School Resource Officers. They assist law enforcement, especially at the secondary schools. They teach students how to avoid criminal activity, how to deal with conflict, how to resolve problems, and how to face peer pressures.
 - 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) generally 30 days or less) (long term Disciplinary Alternative Education Program) (DAEP)
 - Suspension (short term up to 3 days) where the student stays at home under parent supervision

- Jefferson 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:
 - Director of RAC / OC / ERAC
 - 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, as a last resort, 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.
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2016-17 Region 14 Priority for Service (PFS) Action Plan for Migrant Students

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110, §1304 (d)]

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet both of the following criteria:

Criteria for 2016-17	
Grades 3-12, Ungraded (UG) or Out of School (OS)	Students who failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent or were not enrolled in a Texas school during the state assessment testing period for their grade level; and have their education interrupted during the previous or current regular school year.
Grades K-2	Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level and have their education interrupted during the previous or current regular school year.

Region 14 Non-Project PFS Action Plan

<p>Goal(s): To ensure that identified Priority for Service (PFS) migrant students in Region 14 Migrant SSA districts receive interventions in order to succeed in school.</p>	<p>Objective(s): Region 14 MEP SSA districts will identify Migrant students and youth who require priority access to MEP services and develop a plan for serving those PFS students.</p>
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Required Activities	Timeline	Person(s) Responsible	Documentation
Identification & Recruitment	As needed throughout the school year	District/ESC 14 Migrant Recruiter	Family surveys will be distributed to all district families upon enrollment. Family surveys that indicate that a family has moved in the past 3 years and/or has worked in agriculture or fishing will be processed by the district or ESC 14 Recruiter. The current school year and the previous school year's family surveys are to be kept on file in each campus office at a central location.
New Generation System (NGS) and PEIMS	As needed throughout the school year	District/ESC 14 NGS Data Entry Specialist and District PEIMS Coordinator	Upon entry of migrant student eligibility, the NGS Data Entry Specialist will collaborate with the District PEIMS Coordinator to ensure that PEIMS data submission has been completed for the Migrant student(s) in the district.
PFS Action Plan	Before the first day of school	ESC 14 Migrant Consultant, District Migrant Coordinator	A clearly identified section for the Migrant Education Program is part of the District Improvement Plan (DIP) and is kept at the administration office and at each campus office. The DIP addresses the needs of Migrant students and how services will be provided to PFS students and all Migrant students.
PFS Reports	By the end of each month	ESC 14 NGS Data Entry Specialist	Monthly Migrant PFS student reports will be scheduled for run and kept on file in a central location with the District Migrant Coordinator, the administration office, and at each campus office in order to target services appropriately to Migrant PFS students for improved academic performance.
Provide a list of Migrant Priority for Service (PFS) students to principal(s), appropriate campus staff, and parents	By the end of each month	District Migrant Coordinator, ESC 14 NGS Data Entry Specialist	NGS PFS reports and Migrant Individualized Education Plans will be kept on file and used to document the needs of each PFS student. PFS Reporting Forms will be shared with the ESC 14 NGS Data Entry Specialist to ensure that documentation is entered into NGS in a timely manner.

Review the academic status of each PFS student after each six-week grade reporting period. In consultation with the campus administrator(s), counselor(s), and classroom teacher(s), a migrant individualized education plan will be developed for each PFS student not meeting or at risk of not meeting all academic standards	At the end of each six weeks grading period	District Migrant Coordinator, ESC 14 NGS Data Entry Specialist	Progress reports, six-weeks report cards, Migrant Individualized Education Plan (MIEP) with date of consultation and signature of participants will be kept on file. Copies will be sent to the ESC 14 NGS Data Entry Specialist for data entry into NGS in a timely manner.
Include services/strategies/ interventions by non-migrant funded programs in each PFS student's MIEP (List federal, state and local programs servicing Priority for Service students)	Updated as needed or per six weeks	District Migrant Coordinator, ESC 14 NGS Data Entry Specialist	MIEP (Migrant Individualized Education Plan), PFS Reporting Forms will be sent to the ESC 14 NGS Data Entry Specialist for data entry into NGS in a timely manner.
Ensure Migrant students receive priority access to instructional services, as well as social workers and community social services/agencies	As needed throughout the school year	District Migrant Coordinator, ESC 14 NGS Data Entry Specialist	Phone logs kept at district; PFS Reporting Forms will be sent to the ESC 14 NGS Data Entry Specialist for data entry into NGS in a timely manner.
Focus services on PFS students according to MIEPs	As needed throughout the school year	Migrant Coordinator, Counselor, Principal, Teachers	Monthly service log/time & effort reflecting services and time spent with PFS students; PFS Reporting Forms will be sent to the ESC 14 NGS Data Entry Specialist for data entry into NGS in a timely manner.
Conduct home visits or community visits to update parents on the academic progress of their children	As needed, minimum once per semester	Migrant Coordinator, ESC 14 Consultant	Phone logs, travel logs, copies of documents shared on home visits; PFS Reporting Forms will be sent to the ESC 14 NGS Data Entry Specialist for data entry into NGS in a timely manner.
Monitor all migrant students' academic achievement with particular focus on Migrant PFS students' progress; disaggregate data to determine and target achievement gaps; utilize data to target service and develop student MIEPs	Ongoing throughout the school year	District and Campus Administrators, Counselors, Teachers, Migrant Coordinator	Data disaggregation & comparisons, MIEPs; PFS Reporting Forms will be sent to the ESC 14 NGS Data Entry Specialist for data entry into NGS in a timely manner.
Conduct two Parent Advisory Council (PAC) meetings per year to consult with parents on the effectiveness and improvement of the educational setting for their children	Fall and Spring Meetings	District Migrant Coordinator, ESC 14 Migrant Consultant	PAC meeting agenda, sign-in sheets, minutes, handouts,
Address the identified needs of PFS students in the District Improvement Plan	Ongoing throughout the school year	District Migrant Coordinator, District	District Improvement Plan, meeting agenda, notes

		Administrators, Counselors, Teachers	
Out of School Youth (OSY)	Ongoing throughout the school year	District Migrant Coordinator, ESC 14 OSY Recruiters	OSY Student Profile, OSY Student Services Plan, Phone Logs, Home Visits