

Abilene Independent School District
Holland Medical
2023-2024 Campus Improvement Plan



Public Presentation Date: July 10, 2023

Mission Statement

District: AISD will equip learners to make a positive impact in their world through relevant, innovative, and challenging learning experiences.

Campus: Preparing healthcare professionals today for the medical workplace tomorrow.

Vision

District: Equipped Learners. Brighter Futures.

Campus: 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

District:

CONNECT

- Each child, staff member and parent needs positive personal connections within the district.
- Respect, care and having high expectations for each student is the foundation for learning.

LEAD

- Initiative, innovation, and a strong work-ethic are important life skills for students and staff.
- Developing partnerships throughout the Abilene community builds connections for future leaders to give back to the community.

SUCCEED

- Intellectual, emotional, and physical safety are crucial components to a successful school environment.
- Critical thinking, collaboration and problem solving are essential for deep learning.

Campus: 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

Revised/Approved: October 24, 2023

Demographics

Demographics Summary

135 students are enrolled at Holland from Cooper (38%), Abilene High (60%) and ATEMS (2%). The enrollment diversity reflects the district student populations. Campus attendance is higher at Holland than traditional campuses due to the program requirements for clinicals and certifications in programs of study. All seniors complete a state recognized industry based certificate and CNA juniors also receive a state industry based certificate. 19 juniors are enrolled in dual credit at Holland. The teaching staff are 50% white and 50% Hispanic.

Demographics Strengths

Students have over 90% passing rates for first administration of Industry Based Certification tests. Student commitment to their programs of study is strong and grades for classes at Holland or home campuses average 80 or higher. Holland has a high CCMR rate contributing to home campus accountability.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Fees for Holland certification requirements and course mandates can be cost prohibitive for some students. **Root Cause:** Enrollment in courses requires additional shots, background checks, drug screening and course certification tests that students must pay for.

Student Learning

Student Learning Summary

For 2023-24 99 students will take a industry based certification test. 26 students will take DHS and earn CPR and First Aide certifications. DHS is a pre-requisite course for a senior IBC course and therefore, DHS students take an IBC test their senior year. Holland has an 5% or less attrition rate for each year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Fees for Holland certification requirements and course mandates can be cost prohibitive for some students. **Root Cause:** Enrollment in courses requires additional shots, background checks, drug screening and course certification tests that students must pay for.

Problem Statement 2: CNA program is growing and needs expansion for CNA students (industry target area) and we need expansion to support growth for students into senior level LVN/nursing programming toward career or college placement. **Root Cause:** LVN programming is a college program and cannot be realized with current staff.

School Processes & Programs

School Processes & Programs Summary

Holland is 1 to 1 with Chromebooks and has an exemplary skills lab. Students are scheduled 2, 3, or 4 periods of an 8 period day. Students take a double block certification course and may also take courses to support their programs of study including: Anatomy and Physiology, Microbiology, Medical Terminology, Dual Credit ENGL 1301, 1302, Biol with Lab or dual credit Medical Terminology. Students are encourage to enroll in HOSA and 2023-24 HOSA enrollment is over 50% of the population. The campus is supported with a registered nurse program director, campus administrator and secretary.

School Processes & Programs Strengths

Holland has a robust HOSA program and student community service projects are offered several times a month. In addition, Holland students also participate in home campus extra-curricular activities. Holland courses are taught by RNs or healthcare instructors who have significant experience in the fields they are teaching.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: CNA program is growing and needs expansion for CNA students (industry target area) and we need expansion to support growth for students into senior level LVN/nursing programming toward career or college placement. **Root Cause:** LVN programming is a college program and cannot be realized with current staff.

Problem Statement 2: At our fall 2023 advisory board meeting, Hendrick Health System representatives asked for nursing to be a priority. **Root Cause:** The community and Hendricks has a nursing shortage.

Perceptions

Perceptions Summary

Holland is highly regarded in the community. Students and parents indicate they appreciate the quality of instruction and areas of support.

Perceptions Strengths

Students recognize the opportunities to complete CNA, Pharmacy Tech, CMA and RDA certifications while still in high school. Students participate in clinicals, and mock interviews and often receive job offers before graduation.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: At our fall 2023 advisory board meeting, Hendrick Health System representatives asked for nursing to be a priority. **Root Cause:** The community and Hendricks has a nursing shortage.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates

Student Data: Student Groups

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Enrollment trends

Employee Data

- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Goals







Revised/Approved: December 4, 2023

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 1: Holland will establish a partnership with Hendrick MHC to increase student opportunities through the Healthcare Academy.

Evaluation Data Sources: Healthcare Academy participation logs.







Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Students will enroll in the Healthcare Academy and participate in the scheduled offerings. Strategy's Expected Result/Impact: Increased employment in areas of certifications and post high school college support through Healthcare Academy student contracts. Staff Responsible for Monitoring: Dean and secretary. TEA Priorities: Connect high school to career and college	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 2: Holland will expand partnership with dual credit partners.







High Priority
Evaluation Data Sources: Dual credit classes completed.

Strategy 1 Details	Reviews			
Strategy 1: Form partnership with Cisco College and McMurry for dual credit. Strategy's Expected Result/Impact: Students will earn dual credit. Staff Responsible for Monitoring: Dean and Director of CTE Title I: 2.5 - TEA Priorities: Connect high school to career and college Problem Statements: Demographics 1 - Student Achievement 1	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 1: Create additional opportunities for AISD students to explore and experience Holland Medical HS through tours, HOSA events or medical camps.


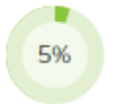




Evaluation Data Sources: Number of 4th grade tours of Holland, Number of 8th grade tours, 9th or 10th grade parent nights.

Strategy 1 Details		Reviews			
Strategy 1: Schedule dates and times for visits from elementary, middle and high schools for visits. Strategy's Expected Result/Impact: Students who experience Holland may be more likely to want to explore healthcare. Staff Responsible for Monitoring: Dean of students		Formative			Summative
		Oct	Jan	Apr	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Student passing rates on industry based certifications exams at 95% or higher. Higher passing rates lead to students offered job opportunities.







Evaluation Data Sources: Passing rate on certification exams. % of students offered jobs at job fair in spring.

Strategy 1 Details	Reviews			
Strategy 1: Schedule job fair with industry partners in May for opportunities for students who have passed exams. Strategy's Expected Result/Impact: Students who have passed their certification exams will be ready for employment in early May. Staff Responsible for Monitoring: Program teachers, Dean of Students.	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 2: Create opportunities for students to engage and explore local nursing, healthcare, businesses and programs that support and encourage student healthcare professionals.







Evaluation Data Sources: Field trips to Cisco, TTUHSC, HSU, cadaver lab and Hendrick hospital. Invite in Junior Achievement and BB/BS for student programing.

Strategy 1 Details	Reviews			
Strategy 1: Contact universities (Cisco, TTUS, HSU) for fall dates for tours of medical programs. Strategy's Expected Result/Impact: Students who tour facilities will have a greater understanding of healthcare opportunities. Staff Responsible for Monitoring: Dean of students; teachers	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

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: Utilize remind, website, social media, and weekly announcements - 1x per week posts and weekly announcement available on remind.

Strategy 1 Details		Reviews			
Strategy 1: Update social media, website and post to sites and Remind Strategy's Expected Result/Impact: Weekly posting will provide consistent communication Staff Responsible for Monitoring: Social Media Teacher; Dean of Students.		Formative			Summative
		Oct	Jan	Apr	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

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 technology monitoring platforms.

Strategy 1 Details	Reviews			
Strategy 1: Technology Liaison will present information for teachers at each faculty meeting following the tech liaison updates. Strategy's Expected Result/Impact: Teachers will have access to resources and handouts for technology issues. Staff Responsible for Monitoring: Technology Liaison	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

Performance Objective 3: Celebrate with community partners to recognize all students earning certifications and year long achievement.







Evaluation Data Sources: End of year Holland Celebration with presentation of certifications and outstanding student achievements to include job opportunities, scholarships, etc.

Strategy 1 Details	Reviews			
Strategy 1: Schedule end of year Holland Celebration banquet with direct emphasis on certification and job achievements. Strategy's Expected Result/Impact: Invite community partners and families to celebration as a highlight for student achievements both academic and professional. Staff Responsible for Monitoring: teachers; dean of students	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

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			
Strategy 1: Recruit new teachers from healthcare fields that offer variety to the Holland program. Strategy's Expected Result/Impact: As staff changes, support new hires with current teachers as they seek certification to have a diverse teaching staff. Staff Responsible for Monitoring: Dean of students TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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
District-level Professional	Lucille Fullen	Director of CTE
Non-classroom Professional	Kristy Borton	Campus Secretary
Parent	Leianne McMillan	Parent

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 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; <u>and</u> 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 <u>and</u> have their education interrupted during the previous or current regular school year.

Region 14 Non-Project PFS Action Plan

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.	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.
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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