

Agenda of Special Meeting

The Board of Trustees Abilene Independent School District

A Special Meeting of the Board of Trustees of Abilene Independent School District will be held Thursday, November 20, 2025, beginning at 5:00 PM in the Valley View Room, One AISD Center 241 Pine Street, Abilene, Texas 79601.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- I. Call to Order
 - A. Board/Superintendent Announcements/Information
- II. Oral Communication from the Public
- III. Business Items Requiring Board Action
 - A. The Board will consider a Resolution Honoring Two Abilene High School Students.
Dr. Jordan Ziemer, Executive Director for Communications
 - B. The Board will consider approval of the Martinez Elementary School Turnaround Plan (TAP).
Mrs. Patti Blue, Associate Superintendent for Curriculum and Instruction
 - C. Annual School Plan (Information Only)
Mr. Jay Ashby, Executive Director for Innovation and Program Development
 - D. The Board will consider approval of K-8 Math Curriculum.
Mrs. Patti Blue, Association Superintendent for Curriculum and Instruction
 - E. The Board will consider approval of a LASO Cycle 4 Grant Application.
Mrs. Patti Blue, Association Superintendent for Curriculum and Instruction
- IV. Adjournment

Abilene Independent School District Board Document - Agenda Item III.A

Meeting Date: 11/20/2025

Meeting Type: Special

Item Type: Voting Item

Future Action Required: No

If Yes, Month: N/A

Subject: The Board will consider a Resolution Honoring Two Abilene High School Students

Background Information: On November 10, Abilene Eagles Landon Vaughan and Abby Bryan sprung into action when they noticed flames inside a house on Regent Drive. Abby called 911 while Landon ran into the house and helped evacuate the family. These two teens' quick and decisive thinking—not to mention their courage and heart for their neighbors, who had small children in the home—couldn't have come at a better time. Shortly after the family was out of the home, the flames spread throughout the house. Abby and Landon are great examples of the Eagle Way, and great citizens of Abilene, Texas.

Attached Supporting Documents: Resolution

Fiscal Implications: No cost.



Administrative Recommendation: The Superintendent recommends that the AISD Board of Trustees recognize these two heroic Abilene High Eagles with a resolution celebrating their good deed and their good citizenship.

Contact Person: John Kuhn

**RESOLUTION OF THE BOARD OF TRUSTEES OF ABILENE ISD
HONORING ABILENE HIGH SCHOOL STUDENTS, ABBY BRYAN AND LANDON
VAUGHN, FOR THEIR HEROIC ACTIONS**

WHEREAS, Abilene High School students, **Abby Bryan** and **Landon Vaughan**, demonstrated extraordinary courage and selflessness when they acted swiftly to save a family from a house fire; and

WHEREAS, upon witnessing the emergency, Abby and Landon immediately took action— alerting the residents, ensuring their safety, and remaining calm under intense pressure—actions which directly prevented potential loss of life; and

WHEREAS, their bravery and quick thinking serve as a shining example of the values of compassion, responsibility, and leadership instilled in the students of Abilene High School and the broader Abilene community; and

WHEREAS, Abby Bryan and Landon Vaughan have brought great pride and honor to their families, their school, and their community through their selfless service to others; and

WHEREAS, acts of heroism such as theirs remind us all of the power of courage, character, and care for one another in times of crisis;

NOW, THEREFORE, BE IT RESOLVED, that the **Abilene Independent School District Board of Trustees** hereby recognizes and honors **Abby Bryan** and **Landon Vaughan** for their heroic actions in saving a family from a house fire, and extends heartfelt gratitude for their bravery and service to others.

BE IT FURTHER RESOLVED, that this Resolution be entered into the official records of the **Abilene Independent School District Board of Trustees**, and that copies be presented to **Abby Bryan** and **Landon Vaughan** as a symbol of the community’s deep appreciation and respect.

Adopted this ___ day of _____, 2025, by the **Abilene Independent School District Board of Trustees**.

Signed,

Angie Wiley, President
Board of Trustees

Cindy Earles, Secretary
Board of Trustees

Abilene Independent School District Board Document -
Consider Approval of Martinez Turnaround Plan (TAP)

Meeting Date: November 20, 2025

Meeting Type: Special

Item Type: Action

Future Action Required: No

If Yes, Month: NA

Subject: Approval of Martinez Turnaround Plan (TAP)

Background Information:

Because of consistent low academic performance, TEA is requiring AISD to write a Turnaround Plan (TAP) for Martinez Elementary.

Attached Supporting Documents:

None

Fiscal Implications:

In another item on this month's agenda, we are asking you to approve us applying for a School Action Fund (SAF) grant that would help us implement the ACE model at Martinez. There will be some other costs associated with providing the needed support to turnaround Martinez Elementary's academic performance. These expenses could include but are not limited to:

- Hiring additional teachers to reduce class sizes
- Intervention Staff and Teachers
- Instructional Coach to Specifically to Support Bilingual Program
- Extra Counseling Support
- After School Programs
- Behavioral Support
- Administrative Support to Allow Principal planning for ACE model implementation in 26-27

These additional expenditures have been discussed in Cabinet. As we work with Leslye Roberts, recently named Martinez Principal, to build the ACE program and design other supports, we will prioritize spending for Martinez.

Administrative Recommendation:

Approve the Turnaround Plan (TAP) as presented.

Contact Person:

Patti Blue, Associate Superintendent for Curriculum and Instruction



Board of Trustees Meeting

November 20, 2025



Martinez Elementary Turnaround Plan (TAP)

Patti Blue

Associate Superintendent for Curriculum and Instruction



Abilene ISD North Star Goal

By the end of the
2028-2029 school year,
75% of students in Abilene ISD
will be in A or B seats.



BUILDING BRIGHTER FUTURES

The program is intended to ensure that every AISD student has access to **exceptional academic experiences** and the **best possible learning resources** through a **thoughtful evaluation of academic programming**, enhancement of the operational efficiency of our district, and a commitment to the equitable allocation of resources and facilities that best meet student and family needs.

BUILDING BRIGHTER FUTURES

Elementary Specialty Campuses

- Offer a focus on a specific theme, program, or educational approach
- Offer unique opportunities
- Offer resources that differentiate from traditional campuses

What is a Turnaround Plan (TAP)?

- A Texas public school campus must develop a turnaround plan if it receives an unacceptable performance rating for two consecutive year.
 - Campuses with F Ratings
 - Campuses with 3 consecutive D ratings
 - Campuses in the bottom 5% of the state
- Remember: The release of 2023 and 2024 ratings was delayed due to pending lawsuits. When 2023 and 2024 ratings were released in 2025, it accelerated the State and Federal identification of campuses in need of school improvement.

What led to a TAP assignment for Martinez?

STATE RATINGS	2022 Rating	2023 Rating	2024 Rating	2025 Rating
Martinez	C(73)	D(63)	D(69)	D(63)
Ortiz	C(72)	F(48)	D(65)	F(59)

Reminder: TEA required AISD to move the Ortiz ratings to Martinez.

What are elementary campus ratings based on ?

100% reliant on STAAR scores

- Student Performance

- Each student “Did Not Meet”, “Approaches”, “Meets”, or “Masters”
- Higher performance of student results in more points
 - Example: Approaches = 1 point; Meets = 2; Masters = 3

- Student Growth

- Each student is expected to improve their performance from last year’s STAAR
- On our elementary campuses we look at:
 - 3rd grade RLA compared to 4th grade RLA
 - 4th grade RLA compared to 5th grade RLA
 - 3rd grade Math compared to 4th grade Math
 - 4th grade Math compared to 5th grade Math
 - Example: Did a 4th grade student improve their math score over what they made as a 3rd grader.
 - There are different levels of growth that are awarded different point values



How was the TAP developed?

Parent meetings were held where the STAAR data was discussed and parents were given the opportunity to ask questions:

- September 16: 5:00 pm, 5:30 pm, and 6:00 pm
- September 17: 8:30 am
- September 18: 5:00 pm, 5:30 pm, and *6:00 pm
 - (*This meeting was conducted in Spanish.)

Surveys were emailed to:

- Staff and Teachers
 - 35 responded
- Parents in both English and Spanish
 - 67 responded in English
 - 24 responded in Spanish
 - 91 total responses



How was the TAP developed?

- Extensive Technical Assistance conversations were held between AISD Administrators, multiple TEA Staff members, MAYA Consultants (SGS Support), and Steady State staff members (ACE Support).
 - Conversations were also held to gather input from AISD's Executive Director for Elementary Education, Executive Director for Special Education, Director of Bilingual, Elementary Content Specialist, Instructional Coaches, and ESL Coaches providing support to Martinez.
 - TEA Campus Support Specialist, Monette Coleman, visited Martinez campus and participated in classroom walkthroughs.
- Region 14 ESC staff provided professional development as well as participated in classroom walkthroughs.



How was the TAP developed?

The goal of every conversation was to develop a plan that accelerated the improvement of student academic performance at Martinez Elementary.

The product of these conversations:

Implementing the ACE model as soon as possible provides the best opportunity to quickly improve the State and Federal Rating of Martinez - which means student achievement has improved.



What is the ACE Model?

“The **Accelerating Campus Excellence (ACE)** model’s holistic approach creates a robust framework for turning around underperforming schools by centering on these five pillars: effective leadership, instructional excellence, extended learning opportunities, wraparound services, and strong community partnerships.”

From Center for School Actions



ACE Model Overview

Overview of Core Components of Campus Turnaround Plan (Sec. 39A.105)

Accelerated Campus Excellence Turnaround Plan Requirements:

1. Principal Assignment

- Principal with a history of improving student academic growth.
- Principal has final authority over personnel decisions.

2. Teacher Effectiveness

- At least 60% of classroom teachers must have demonstrated instructional effectiveness.
- For returning teachers:
 - Impact on student growth based on a local value-added model.
 - Classroom observation evaluations.
- For new teachers:
 - Evidence indicating they would rank in the top half of district teachers based on previous performance.

3. Employment and Compensation

- Incentives: Significant incentives for high-performing principals and teachers.
- Commitment: Three-year commitment to continue incentives.

4. Best Practices Implementation

- Data-Driven Instruction: Practices based on data.
- Teacher Observation and Feedback: Systematic observation and feedback mechanisms.
- Positive Student Culture: Creating a positive culture for students.
- Family and Community Engagement: Partnerships with parents and community groups.
- Extended Learning: Opportunities beyond regular school hours, including service or workforce learning.
- Student Services: Services before or after school to improve performance, such as tutoring, extracurricular activities, counseling, and providing meals (breakfast, lunch, and dinner).

5. Third-Party Assistance

- Involvement of an approved third-party provider in the development and implementation of the plan.



Benefits of the Model

“Implementing the Accelerating Campus Excellence (ACE) model offers an overarching benefit of significantly elevating the quality of instruction, campus climate and culture, and overall school performance. The model’s holistic approach **not only boosts academic achievement but also prepares students to thrive in all aspects of their lives**, creating a lasting positive impact on the communities they belong to.”

- Highest-Performing Teachers with Highest-Need Students
- More Learning Time
- Student and Family Engagement

From “ACE Playbook” located on the Center for School Actions Webpage



Possible Funding Available for Planning & Implementation

School Action Fund (SAF) Grant

Restart Action:

Provides an opportunity for a school system to address chronic performance and a need for new staff that results in rapidly improving outcomes for students through an intentional focus on highly effective talent, new rigorous academic programming, and culture systems that focus on positive school culture.

Why Restart a Struggling Campus?

- Deliver a **comprehensive change** to a school's climate and outcomes, while maintaining a neighborhood school, by transforming chronically underperforming campuses into high-performing learning environments.
- Empower a strong leader to transform the school by including a **rigorous teacher application process**, to ensure the best teachers serve students.
- Offer students and teachers resources and support in a model that has a **strong track record of success** in Texas schools.

Possible Funding Available for Sustaining Model

Resource Campus Designation Eligibility

- 3 ratings of D, F, NR/NR1365* within the last 10 years
- TIP required to obtain and maintain the designation
- ACE turnaround plan implementation
- Teacher Incentive Allotment (TIA)– 50% of teachers in foundation curriculum must have a designation
- Additional Days School Year (ADSY)– if elementary or middle school;
- Family Engagement Plan
- Positive Behavior Plan
- Plan to Implement High-Quality Instructional Materials (HQIM)
- Staffing Requirements:
 - All campus teachers of record in foundation curriculum must have 2 years teaching experience
 - Principals and teachers must apply or reapply
 - 1 counselor per 300 students & 1 certified mental health professional
- Annual fidelity of implementation data submission



AISD Administrator Recommendation

Approve the Martinez Turnaround Plan
as presented.



Questions?

Abilene Independent School District Board Document - Agenda Item III

Meeting Date: November 20, 2025

Meeting Type: Special

Item Type: Presentation Future Action Required: Yes

Subject: Annual School Plan Presentation

Background Information: The Annual School Plan presentation provides an overview of how Abilene ISD campuses are using data from the Quality Schools Analysis to identify priorities and drive continuous improvement. Each campus has developed a focused plan aligned to district goals, addressing key areas such as instruction, culture, and operations. This presentation summarizes progress toward districtwide alignment under the System of Great Schools framework and outlines next steps for future implementation.

Attached Supporting Documents: Annual School Plan

Fiscal Implications: None

Administrative Recommendation: See Business Items Requiring Board Action

Contact Person: Jay Ashby, Executive Director - Innovation & Program Development
jay.ashby@abileneisd.org, ext. 1596



Annual School Plan

Jay Ashby

Executive Director of Innovation and Program Development



Annual School Plan Overview

- Utilizes Quality Schools Analysis data and campus feedback to set priorities and guide improvement
- Highlights focused plan for each campus
- Covers key areas: instruction, culture, and operations
- Summarizes districtwide alignment under the System of Great Schools framework
- Tiers campuses based on need and outlines next steps for continued implementation and improvement

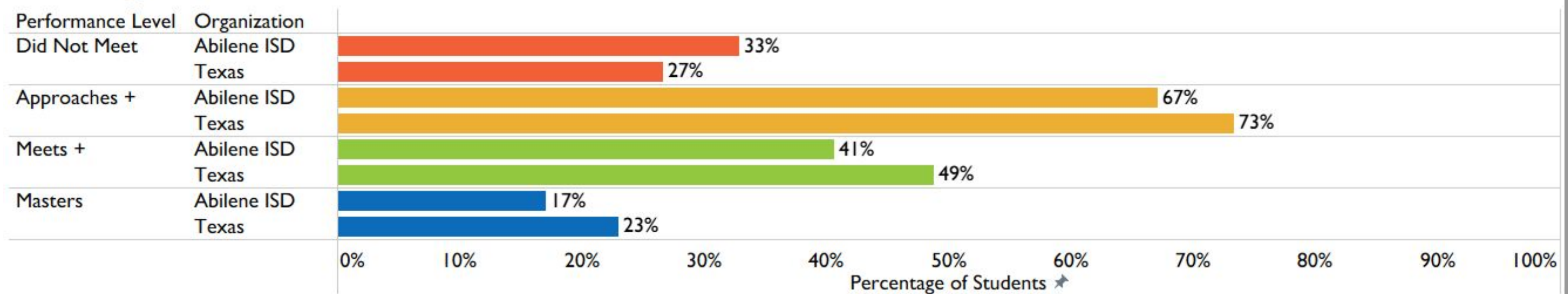


Review of Key QSA Talking Points

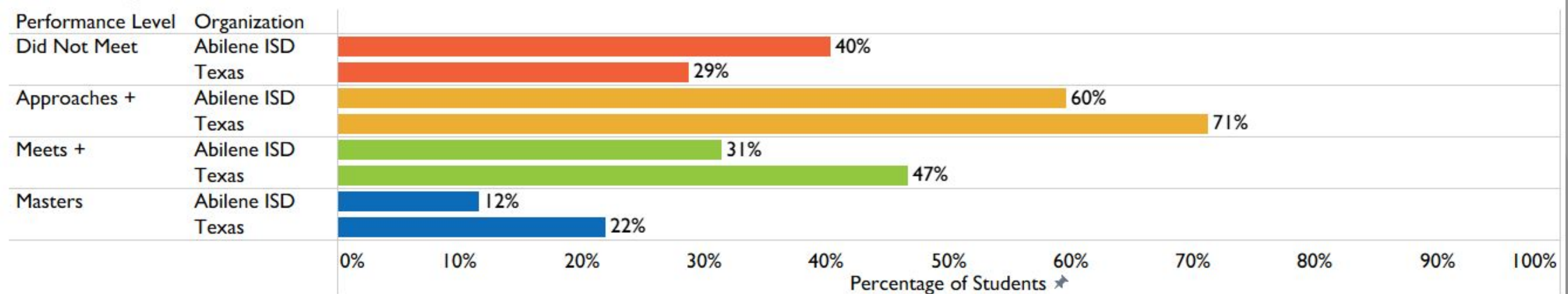
- 13 of 19 campuses have improved ratings since 2022, including 6 new A/B schools.
- While many campus bright spots exist in student performance in STAAR and MAP data, there is opportunity for system-wide improvements.
- STAAR gaps with the state have the most opportunity to improve in K–8, especially middle school.
- Continued focus on improved Tier 1 instruction (first teach) is needed at the middle school level.
- The next few slides are reminders of the data associated with these talking points

Abilene ISD and State of Texas STAAR Comparison

Percentage of ES Students at Each STAAR Performance Level

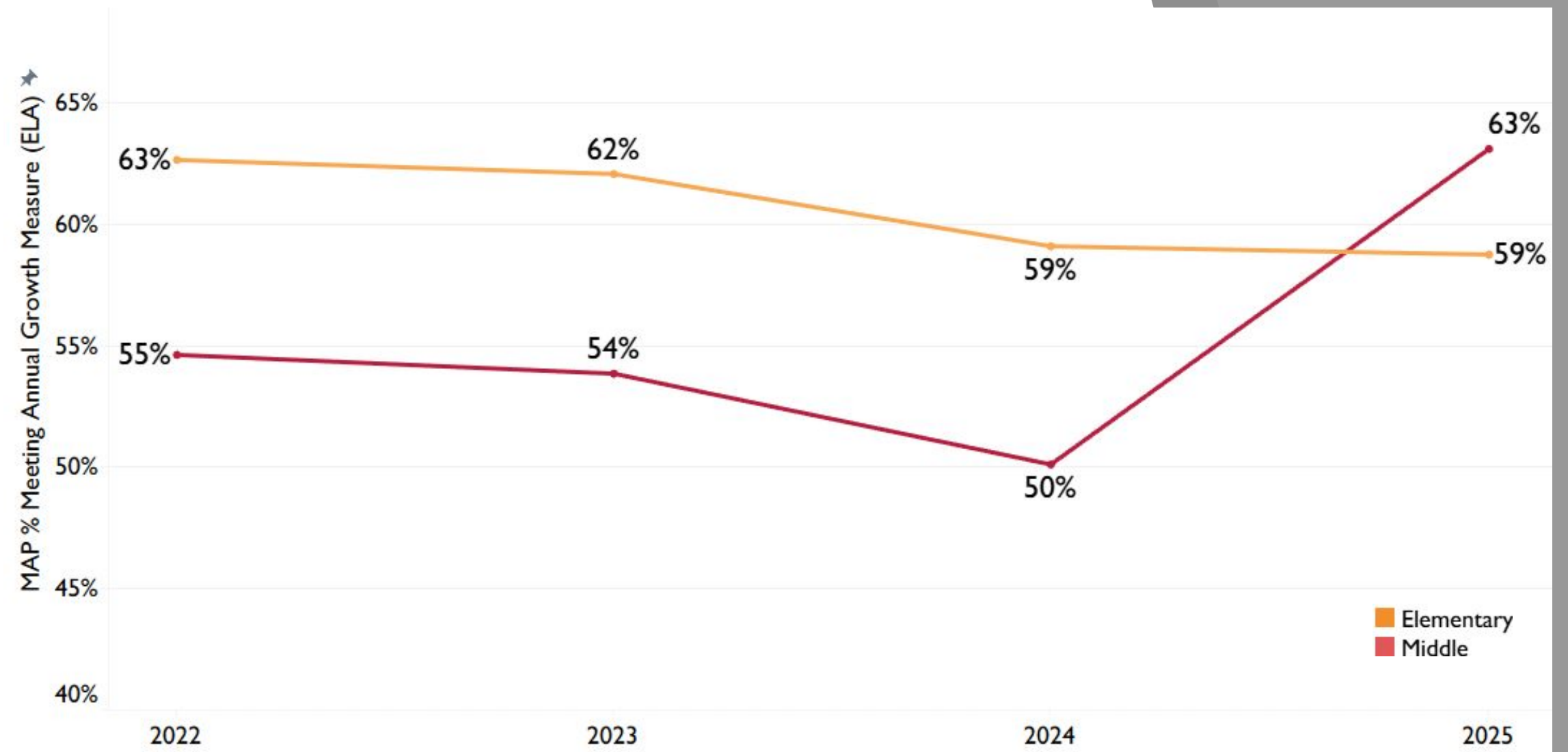


Percentage of MS Students at Each STAAR Performance Level



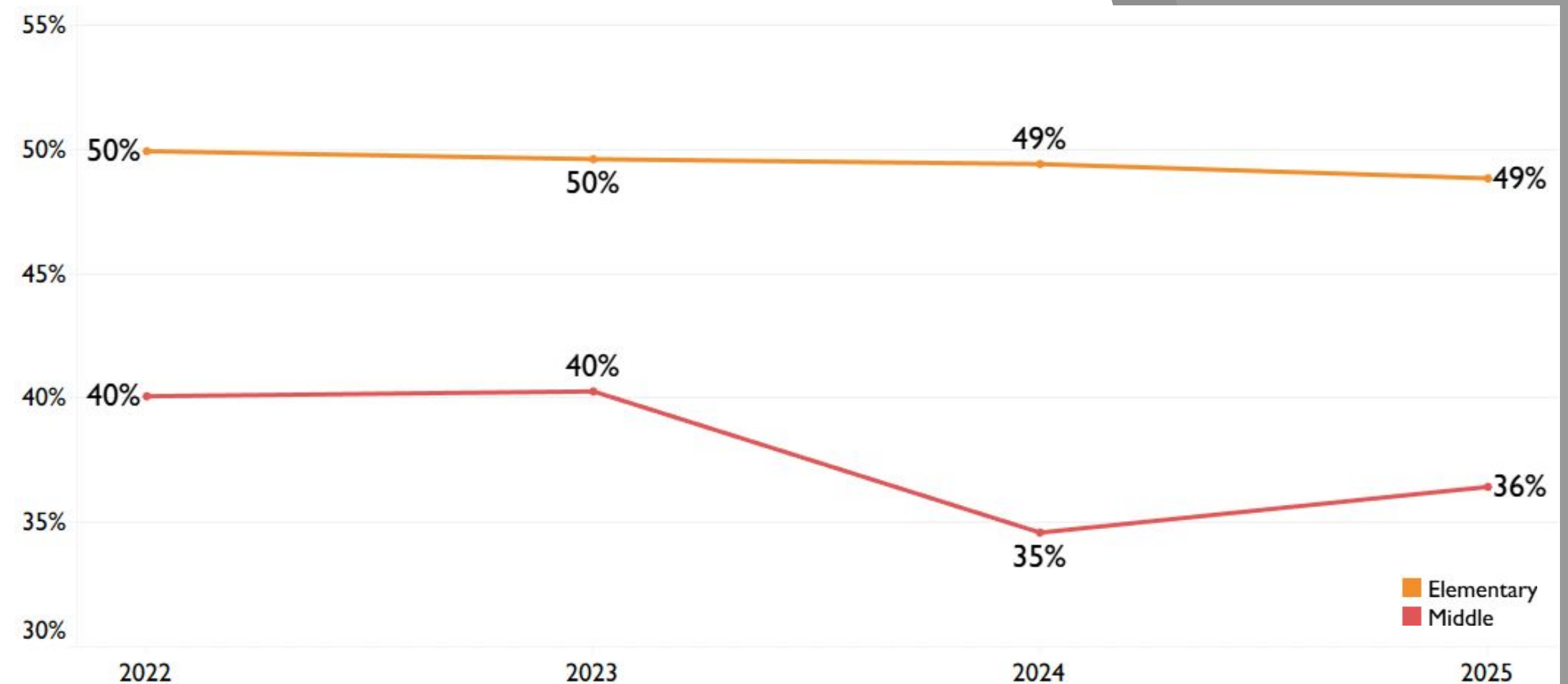
MAP ELA Growth Over Time

SY25 saw a significant increase in the percentage of middle school students meeting annual growth targets in ELA, while it remained stable for elementary students.

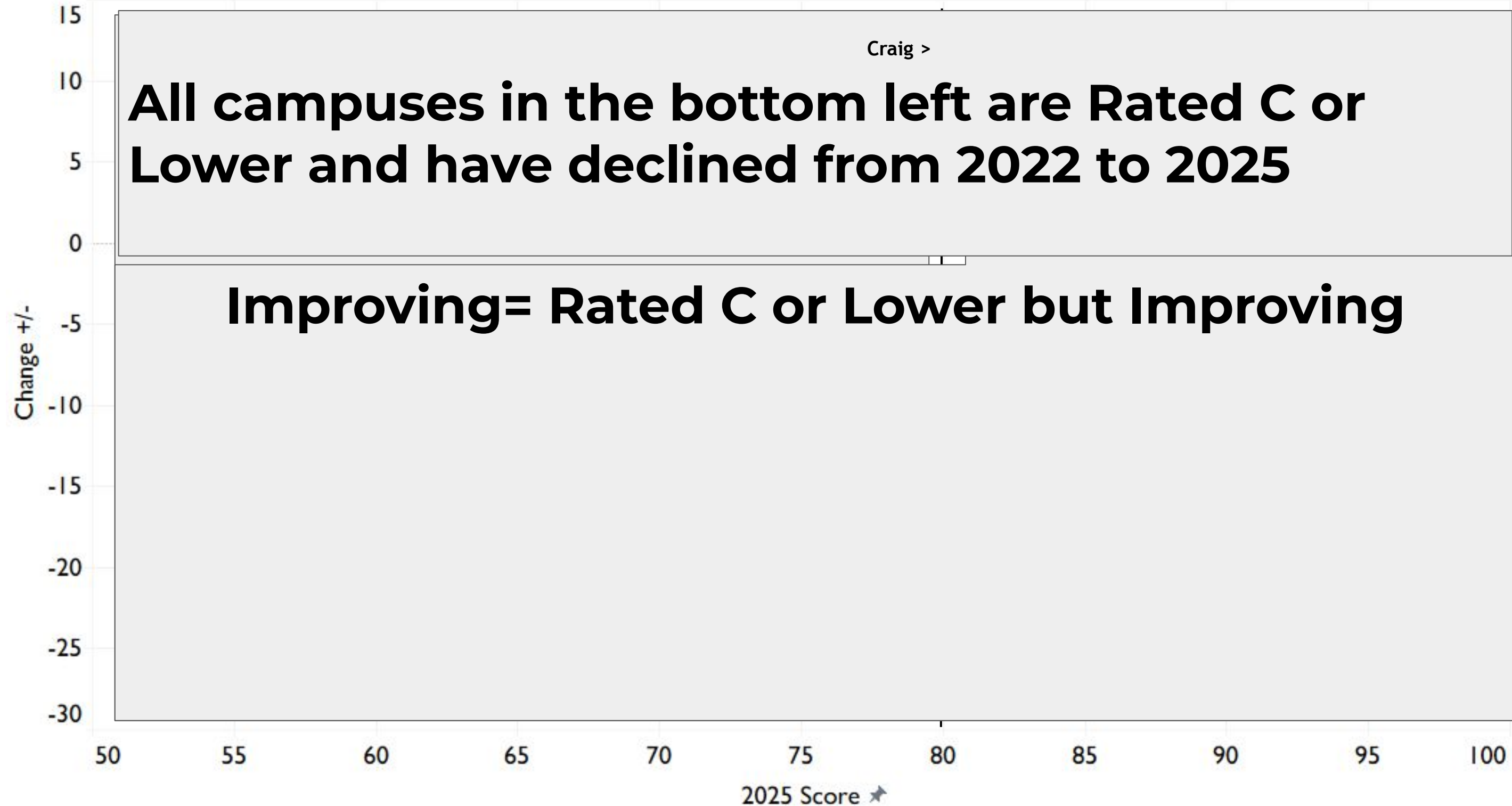


MAP Math Growth Over Time

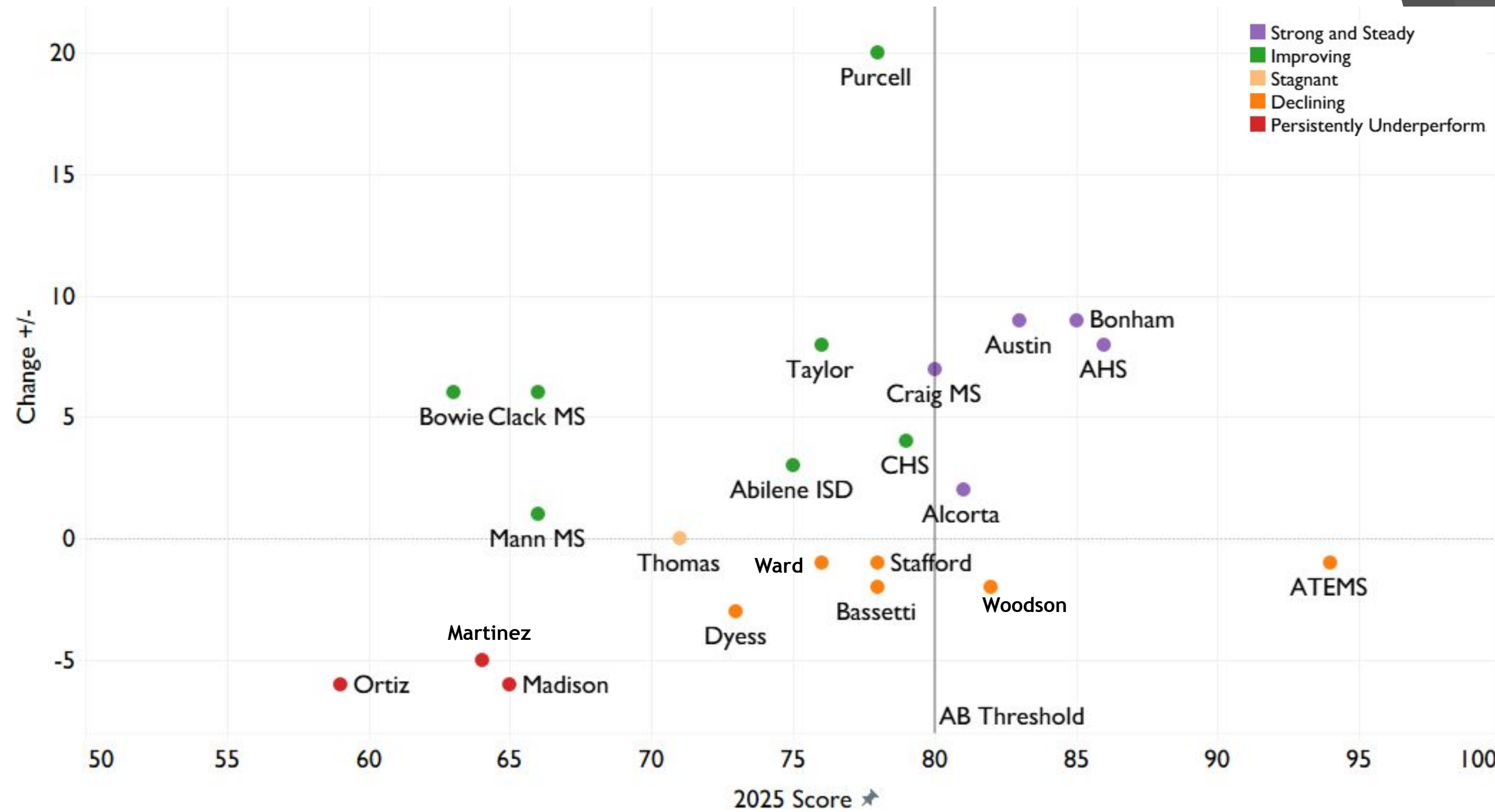
Elementary growth has been flat over the last four years, while middle school growth saw a slight improvement in SY25 after declining in SY24.



4-Year TEA A-F Accountability Ratings Trend: 2022 to 2025



TEA A-F Accountability Ratings Trend: 2024 to 2025





Tiering Campuses Based on Support Needed

Tier 1	Tier 2	Tier 3	Tier 4
<i>A/B Campus</i>	<i>C Campus & Improving Performance</i>	<i>D and C Campuses that are Stagnant or Declining</i>	<i>Multiple D/F Unacceptable</i>
Universal	Targeted	Targeted	Intensive



Glossary of LASO Strategies

Campus-level supports in Curriculum and Instruction

- Leadership & Instructional Foundations for Texas (LIFT) Grant
 - Three-year program designed to support Texas school systems in building the instructional and systems-level capacity needed to deliver high-quality learning experiences for all students.
 - LIFT brings together the highest leverage components of Strong Foundations, Texas Instructional Leadership, and Texas Lesson Study, providing comprehensive support for districts to adopt HQIM and implement Bluebonnet Learning over multiple years.
- LIFT: School Improvement Professional Learning Community Support Grant
 - A one-year grant providing targeted support to campuses in School Improvement that are also participating in the LIFT program, with a focus on strengthening instructional systems and HQIM implementation.
- School Improvement Curriculum and Instruction Support Grant (SI CISG)
 - One-year campus-level grant designed to strengthen curriculum and instruction in School Improvement campuses by supporting the implementation of instructional materials.



Glossary of LASO Strategies

Innovative School Models

- **School Action Fund**
 - Create New
 - Create New Actions allow districts to design a new learning environment that best suits student, family and community needs.
 - ACE Restart
 - The Accelerating Campus Excellence (ACE) model's holistic approach creates a robust framework for turning around underperforming schools by centering on these five pillars: effective leadership, instructional excellence, extended learning opportunities, wraparound services, and strong community partnerships.
 - Redesign
 - Redesign Actions support a school leader to develop and implement a whole school model that meets the community's needs.
- **Virtual and Hybrid Program Accelerator**
 - The VHPA program aims to develop high-quality virtual and hybrid programs and campuses throughout Texas. School system teams will participate in a two-year structured program that includes cohort-based workshops, monthly coaching calls with technical assistance (TA) providers, and the completion of deliverables that document their work and progress in design and implementation.



Campus and System Support - LIFT Grant

Leadership & Instructional Foundations for Texas (LIFT) Grant

- Three-year program designed to support Texas school systems in building the instructional and systems-level capacity needed to deliver high-quality learning experiences for all students.

Locations

- All elementary schools to continue support for K-5 RLA Implementation
- All middle schools to continue support for 6-8 Bluebonnet (Carnegie) Math



Campus and System Support - CI SISG Grant

School Improvement Curriculum and Instruction Support Grant (SI CISG)

- One-year campus-level grant designed to strengthen curriculum and instruction in School Improvement campuses by supporting the implementation of instructional materials.
- Only available for federally identified campuses

Locations

Elementary Math

- Bassetti, Bowie, Martinez

Middle RLA

- Clack, Madison, Mann



Campus Specific Actions - Continuing Actions

- **School Action Fund**
 - Create New
 - Bowie STEM Elementary Implementation Year 1 (K - 1st Grade and PALS)
 - Purcell STEM Elementary Implementation Year 1 (K - 1st Grade and PALS)
 - Redesign
 - Mann STEAM Academy Implementation Year 2
 - Partner-Managed Create New
 - Currently accepting applications



Campus Specific Actions - New Actions

- **School Action Fund**
 - ACE Restart Implementation to Resource Campus Designation
 - Martinez Elementary
- **Resource Campus Designation**
 - Stafford Elementary (Spring 2026 and 26-27 school year)
- **Virtual and Hybrid Program Accelerator**
 - ATEMS (Planning Year; 27-28 launch at the earliest)

Campus Resource Designation

ACE

Fully implement the full model to target campus-specific needs.

TIA

50% of teachers teaching foundation curriculum must be designated.



Teachers

All teachers of record in foundation curriculum must have 2 years of teaching experience.



ADSY

A base number of 175 days with a minimum of 6 ADSY for a total of at least 181 days.

HQIM

Adopt rigorous research-based materials for core content.

Student Support

1 counselor for every 300 students and 1 Certified Mental Health Professional.



Universal Supports

PREP Mentorship

- The Preparing and Retaining Educators through Partnership (PREP) Program Allotment aims to strengthen the quality of teacher recruitment, preparation, and mentorship leading to increased educator effectiveness and retention.
- Provides \$3,000 per new teacher (max of 40) for mentorship training, stipends, and other support



Questions?

Abilene Independent School District Board Document -
Consider Approval of K-8 Math Curriculum

Meeting Date: November 20, 2025

Meeting Type: Special

Item Type: Action

Future Action Required: No

If Yes, Month: NA

Subject: Approval of K-8 Math Curriculum

Background Information:

The past three years the 3-8 STAAR math scores for AISD have not been trending in a positive direction. They also have remained significantly below the State scores.

Attached Supporting Documents:

None

Fiscal Implications:

We will be applying for LASO grants that if awarded will assist with the implementation of the following: Grades 6-8, Bassetti Elementary K-5; Bowie Elementary K-5; Martinez Elementary K-5.

Any costs not funded through grants would be funded through State designated textbook funds. There are three different sources of textbook funds: Instructional Materials and Technology Allotment (IMTA), Instructional Materials Review and Approval (IMRA), and State-Developed Open Education Resource (OER) Entitlement.

Administrative Recommendation:

Approve the use of Amplify Math in grades K-5 and Bluebonnet Math in grades 6-8 starting in the 2026-2027 school year.

Contact Person:

Patti Blue, Associate Superintendent for Curriculum and Instruction



Board of Trustees Meeting

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Math Curriculum Adoption

Patti Blue

Associate Superintendent for Curriculum and Instruction

Why do we need to address K-8 math curriculum?

STAAR							
Grade	Subject	DISTRICT 2025	DISTRICT 2024	DISTRICT 2023	STATE 2025	STATE 2024	STATE 2023
3	Math	60%	59%	66%	70%	69%	73%
4	Math	60%	56%	60%	68%	68%	71%
5	Math	65%	66%	73%	73%	76%	80%
6	Math	59%	54%	63%	72%	69%	75%
7	Math	25%	41%	54%	52%	53%	63%
8	Math	58%	55%	61%	69%	70%	76%

Process for Choosing New Curriculum

- Listened to the observations of our Math Content Specialists, Campus Based Instructional Math Coaches, and Instructional Facilitators
- Met with Elementary and Middle School Principals
- Started a pilot of new curriculum (Amplify Math) in grades 2 and 4 at Alcorta Elementary
- Sent all Elementary Instructional Math Coaches to observe Alcorta Pilot and visit with piloting teachers.
- Evaluated newer version of what we currently use
 - We currently use Eureka. The “newer version” of Eureka is Bluebonnet Math
- Sent the Elementary Math Content Coordinator and Elementary Math Coaches to Lubbock to observe Bluebonnet Math being implemented.
- Made Amplify and Bluebonnet Math curriculums available to Elementary Math Content Coordinator and Elementary Math Coaches for their thorough review



Recommendation

- **Grades K-5: Amplify Math**

- Has received the High Quality Instructional Materials (HQIM) approval from State Board of Education (SBOE)
- Eligible for Instructional Materials Review and Approval (IMRA) Funding Source
- Meets HQIM requirements of most LASO grants
 - Does not meet LASO LIFT grants that requires Bluebonnet Implementation
- Addresses the needs Elementary Principals, Elementary Math Coaches, and the Elementary Content Coordinator have expressed

- **Grades 6-8: Bluebonnet Math**

- We currently use Carnegie
- Carnegie has been revised and is now Bluebonnet Math
- Middle School Principals, Instructional Facilitators, and the Secondary Math Content Specialist requested we stay with what we have been using but move to newer version
- This same group requested that we seek ways to provide more professional development and instructional coaching to improve implementation
- Meets the HQIM requirements of all LASO grants - including LIFT
- Eligible for State-Developed Open Education Resource (OER) Entitlement and IMRA Funding



QUESTIONS?

Abilene Independent School District Board Document -
Consider approval of a LASO Cycle 4 Grant Application.

Meeting Date: November 20, 2025

Meeting Type: Special

Item Type: Action

Future Action Required: No

If Yes, Month: NA

Subject: Approval of LASO Cycle 4 Grant Application

Background Information:

TEA is continuing the consolidation of many of their instructional grant opportunities. Learning Acceleration Support Opportunities (LASO) is a **single, consolidated application that combines grants, allotments, and in-kind supports**, bundled around a few key strategies to accelerate academic gains. LASO Cycle 4 will offer 15 opportunities focused on curriculum & instruction, educator training, more time, and innovative school models.

Attached Supporting Documents:

None

Fiscal Implications:

We are making plans, with your approval, to apply for several components of the LASO Cycle 4 grants. Which grants we receive will define the fiscal implications. This will be discussed in the presentation.

Administrative Recommendation:

Approve the proposed LASO Cycle 4 application as presented.

Contact Person:

Patti Blue, Associate Superintendent for Curriculum and Instruction

Jay Ashby, Executive Director for Innovation



Board of Trustees Meeting

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LASO Cycle 4 Application

Patti Blue

Associate Superintendent for Curriculum and Instruction



What is LASO?

Learning Acceleration Support Opportunities (LASO) is a single, consolidated application that combines grants, allotments, and in-kind supports, bundled around a few key strategies to accelerate academic gains. LASO Cycle 4 will offer 15 opportunities focused on curriculum & instruction, educator training, more time, and innovative school models.

\$500M

in estimated services
and supports

15

TEA initiatives to
support learning
acceleration and
innovation

1

application to access
funding

What is LASO?

Curriculum & Instruction



Rigorous, **high-quality instructional materials** designed to make up ground and master grade level TEKS

Education & Training



Talent pipelines that support teachers to deliver excellence in the classroom, getting more than 1 year of growth in 1 year

More Time



More time for the students most in need, including expanding instructional time in the summer and with targeted **tutoring**

Innovative School Models



Innovative school models to incorporate all aspects of the learning acceleration framework



AI SD LASO Cycle 4 Application Plans

We identified 6 of the 15 initiatives
for potential applications.

These were selected because they
target critical areas for achieving our
Northstar Goal.



Curriculum and Instruction

Curriculum & Instruction Initiative

Overview of Supports

Leadership & Instructional Foundations for Texas (LIFT)

- **Curriculum Adoption Support:** Needs assessment of current instructional materials to guide Bluebonnet curriculum adoption (Planning Phase).
- **Training & Skill-Building:** Professional development to build staff understanding of the curriculum, strengthen skills, and set up schoolwide systems (Planning Phase).
- **Observation and Feedback Cycle Development:** Support to launch and refine observation and feedback systems that improve instructional quality (Planning and Implementation Phase).
- **Implementation Training:** Ongoing training to ensure effective use of Bluebonnet curriculum (Implementation Phase).
- **Instructional Leadership Coaching:** Coaching and feedback for leaders to strengthen instructional leadership and schoolwide routines (Implementation Phase).

LIFT Add on: School Improvement PLC Support (LIFT SI PLC)

(available only for Title I Comprehensive, Targeted, and Additional Targeted)

In Addition to LIFT Supports, Title I LIFT Campuses may receive:

- **Additional Funding & Support:** Extra funding and targeted assistance for Title I campuses in school improvement (CSI, TSI, ATSI).
- **Enhanced PLC Support:** Expanded PLC facilitation, coaching, and observation feedback to strengthen collaboration.
- **Implementation Monitoring:** Ongoing monitoring of instructional material implementation to ensure fidelity.

School Improvement Curriculum and Instruction Support Grant (SI CISG)

(available only for Title I Comprehensive, Targeted, and Additional Targeted)

- **SBOE HQIM Support:** Technical assistance for adopting a State Board of Education (SBOE)-approved high-quality instructional material (HQIM) in eligible grade levels.
- **Curriculum & Instruction Support:** Technical assistance to strengthen curriculum and instruction in grade levels where an SBOE-approved HQIM list does not exist.



Education & Training

Education & Training Initiative

Overview of Supports

PREP Allotment Program

- *PREP Mentorship Program*

PREP Mentorship Program

- **Mentor Stipends:** Funds to compensate mentor teachers
- **Mentorship Training:** Funding for district mentorship staff to complete the Texas Mentorship Training
- **Mentoring Release Time:** Funding to provide release time for mentor teachers and beginning teachers to participate in mentoring activities



Innovative School Models

Innovative School Models Initiative

Overview of Supports

School Action Fund (SAF) *(Title I serving)*

- **Technical Assistance & Support:** Provides expert guidance, resources, and grant funds to plan and implement the following school actions:
 - **Restart Action:** Supports to restart a campus with a new leader, mostly new teachers, and a new academic program.
 - **Create New School Action:** Supports to launch a new school with a new leader, staff, and academic program.
 - **Reassign Action:** Supports deep community engagement, transition planning, and reassigning students to A/B-rated campuses when a school is closed.

Virtual Hybrid Program Accelerator (VHPA)

- **Technical Assistance:** Customized coaching to design, launch, and improve high-quality virtual or hybrid programs.
- **Program Design:** Guidance on creating strong student learning experiences, staffing models, and operational systems.
- **Academic Strategy:** Support for developing rigorous curriculum and personalized learning for virtual/hybrid settings.
- **Teacher Development:** Training on effective virtual instruction and technology integration.

AISD LASO Cycle 4 Application Plans

Districtwide (**PREP Program Allotment - Mentorship Program; 1 year grant**)

All Middle Schools (grades 6-8) Bluebonnet Math (**LIFT; potential 3 year grant**)

Clack, Madison, Mann (grades 6-8) Bluebonnet Math (**LIFT Add-On: School Improvement PLC Supports; 1 year grant**) Craig is not eligible for this grant.

Clack, Madison, Mann (grades 6-8) Amplify RLA (**SI CISG; 1 year grant**) Craig is not eligible for this grant.

All Elementary (grades K-5) Bluebonnet RLA (**LIFT; potential 3 year grant**) We implemented Bluebonnet RLA this year through Strong Foundations Implementation (SFI) grant. Would use the LIFT grant to continue additional implementation support.

Bassetti, Bowie, and Martinez (grades K-5 Math) (**SI CISG; 1 year grant**) - Implementing Amplify Math (No other elementary campuses are eligible for this grant.)

Martinez **SAF (potential 2-3 year grant)** to implement ACE

Atems High School (**Virtual Hybrid Program Accelerator (VHPA); 2 year grant**)



Past LASO Grant Continuations

We plan to apply for SAF continuation grants for Mann, Bowie, and Purcell.

These grants are not part of LASO Cycle 4. These applications will open in Spring 2026.



AISSD Administrator Recommendations

We ask that you approve the
LASO Cycle 4 application plans as
presented.



Questions?