

Agenda of Regular Meeting

The Board of Trustees Abilene Independent School District

A Regular Meeting of the Board of Trustees of Abilene Independent School District will be held Monday, February 9, 2026, beginning at 5:00 PM in the Boardroom, 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
- II. Closed Session: A Closed Session may be held under the provisions of Texas Government Code, Chapter 551 including but not limited to Section 551.071, Section 551.072, Section 551.074, Section 551.076, and Section 551.082, and Section 551.0821.
 - A. The Board may deliberate matters of Personnel, i.e. appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee. (Section 551.074)
 - I. Professional Employment Contracts
 - II. Superintendent Performance Evaluation and Contract Considerations
 - B. The Board may consult with Legal Counsel regarding Pending or Contemplated Litigation and/ or Privileged Legal Advice. (Section 551.071)
 - C. The Board may discuss matters of Safety and Security. (Section 551.076)
 - D. The Board may discuss matters pertaining to Students necessarily involving personally identifiable information, e.g. Student Discipline. (Sections 551.082, 551.0821)
 - E. The Board may discuss the Value, Exchange and/or Disposition of Real Property. (Section 551.072)
- III. Reconvene from Closed Session (Approximately 6:30 p.m.)
 - A. Invocation
 - B. Pledge of Allegiance to the Flags of the United States of America and the State of Texas
 - C. Board/Superintendent Announcements
 - I. Teaching Minute
- IV. Recognitions
 - A. AP Honor Roll Platinum School Designation
 - B. THSCA ROCK Class of 2026
 - C. Abilene Young Professionals 20 Under 40 Award
- V. Oral Communications from the Public

- VI. Consent Agenda
 - A. The Board will consider approval of the Budget Amendments.
 - B. The Board will consider accepting the December Financials.
 - C. The Board will consider approval of the Minutes of the January 8, 2026, Workshop Meeting; January 12, 2026, Regular Meeting; January 14, 2026, Special Meeting; January 15, 2026, Special Meeting; and January 29, 2026, Special Meeting.
 - D. The Board will consider approval of Acquisition of Library Materials.
 - E. The Board will consider approval of Targeted Improvement Plans (TIP).
 - F. The Board will consider approval of the Order Calling for the May 2, 2026, School Board Election.
 - G. The Board will consider approval of the Agreement and Contract with Taylor County Elections Office for Joint Election Service for the May 2, 2026, School Board Election
 - H. The Board will consider approval of the Proposed Polling Places for the Joint Election on May 2, 2026.
 - I. The Board will consider approval of Abilene High School Out of Country Trip Request.
 - J. The Board will consider Jones County Trust Property Bid - Parcel 25772.
 - K. The Board will consider nominations to the Board of Directors of the Jones County Appraisal District.
 - L. The Board will consider nominations to the Board of Directors of the Taylor County Appraisal District.
- VII. Business Items Requiring Board Action
 - A. The Board will consider Teacher Certification Requirements.
Mrs. Alison Sims, Associate Superintendent for the Development of Human Resources
 - B. The Board will consider adopting resolution regarding Daily Prayer Period Pursuant to Tex. Educ. Code 25.0823(a-1).
Mrs. Alison Sims, Associate Superintendent for the Development of Human Resources
 - C. The Board will consider the Appealed Library Materials Board Decision on January 8, 2026.
- VIII. The Board may take action relevant to Items Covered During Closed Session.
 - A. The Board will consider approval of Personnel Recommendations, if any.
 - I. Professional Employment Contracts
 - II. Superintendent Performance Evaluation and Contract Consideration
 - B. Matters pertaining to Real Property, if any
 - C. Matters pertaining to Safety and Security, if any
 - D. Matters pertaining to Litigation, if any
 - E. Matters pertaining to Students, if any
- IX. Adjournment

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

Meeting Date: February 9, 2026

Meeting Type: Regular Meeting

Item Type: Consent Agenda

Future Action Required: No

If Yes, Month: N/A

Subject: Budget Amendments

Background Information: Attached are the budget amendments that require Board of Trustee consideration. Budget amendments needing Board approval are required whenever there is a transfer between functional categories, revenues or expenditures increase or decrease the budget, or a donation is received from an outside source. A summary of these budget amendments by functional category is provided for your review.

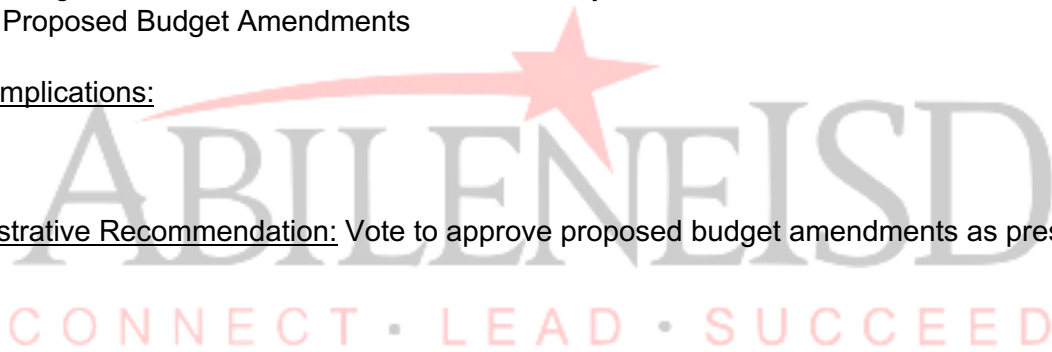
Attached Supporting Documents:

- Budget Amendments – General Fund Summary
- Budget Amendments – Other Funds Summary
- Proposed Budget Amendments

Fiscal Implications:

Administrative Recommendation: Vote to approve proposed budget amendments as presented.

Contact Person: Jennifer Hinds



ABILENE INDEPENDENT SCHOOL DISTRICT
SUMMARY OF PROPOSED BUDGET AMENDMENTS
GENERAL FUND
February 9, 2026

	Approved budget	Proposed amendments	Proposed amended budget
GENERAL FUND:			
Revenues -			
Local	\$ 46,677,984	\$ -	\$ 46,677,984
State	102,572,963	-	102,572,963
Federal	2,391,000	-	2,391,000
Total	151,641,947	-	151,641,947
Expenditures -			
Instruction	82,317,612	133,653	82,451,265
Instructional Resources and Media Services	2,068,196	296	2,068,492
Curriculum and Instructional Staff Development	1,247,882	2,325	1,250,207
Instructional Leadership	3,179,751	15,128	3,194,879
School Leadership	9,606,879	3,615	9,610,494
Guidance, Counseling and Evaluation Services	8,016,101	50	8,016,151
Social Work Services	1,913,541	-	1,913,541
Health Services	2,108,000	8,684	2,116,684
Student Transportation	5,711,867	351,511	6,063,378
Extracurricular Activities	3,564,340	21,466	3,585,806
General Administration	7,801,065	94,659	7,895,724
Plant Maintenance and Operations	16,084,454	182,616	16,267,070
Security and Monitoring Services	1,421,334	13,268	1,434,602
Data Processing Services	5,769,786	140,424	5,910,210
Community Services	629,757	33,649	663,406
Debt Services	2,607,865	-	2,607,865
Facilities Acquisition and Construction	-	-	-
Payments to JJAEP	275,000	-	275,000
Intergovernmental Charges	721,320	-	721,320
Total	155,044,750	1,001,344	156,046,094
Other Resources	-	-	-
Other Uses	-	-	-
Excess Revenues Over/(Under) Expenditures	\$ (3,402,803)	\$ (1,001,344)	\$ (4,404,147)

Summary of Change in Budgeted Fund Balance:

2025-26 Original Budgeted Deficit	(3,404,674)
Net Proceeds of Bev Ball Volleyball Tournament (Split between AHS & CHS)	(8,970)
Band Boosters Donation	3,032
Taylor Elem Donation	9,312
Net Proceeds of Halloween Girls Golf Tournament (Split between AHS & CHS)	(1,503)
Net Proceeds of AISD Soccer Invitational Tournament (Split between AHS & CHS)	(10,904)
FY25 Outstanding Purchase Orders rolled to FY26	(1,214,578)
Reverse Budget for FY25 Rolled PO's paid in FY25	224,138

\$ (4,404,147)

ABILENE INDEPENDENT SCHOOL DISTRICT SUMMARY OF PROPOSED BUDGET AMENDMENTS STUDENT NUTRITION FUND

February 9, 2026

	Approved budget	Proposed amendments	Proposed amended budget
FOOD SERVICE FUND:			
Revenues -			
Local	\$ 4,229,151	\$ -	\$ 4,229,151
State	399,046	-	399,046
Federal	8,645,800	-	8,645,800
Total	13,273,997	-	13,273,997
Expenditures -			
Food Service	13,107,986	64,210	13,172,196
Plant Maintenance and Operations	121,042		121,042
Debt Service	-		-
Total	13,229,028	64,210	13,293,238
Other Resources	-		-
Other Uses	-	-	-
Excess Revenues Over/(Under) Expenditures	\$ 44,969	\$ (64,210)	\$ (19,241)

DEBT SERVICE FUND February 9, 2026

	Approved budget	Proposed amendments	Proposed amended budget
DEBT SERVICE FUND:			
Revenues -			
Local	\$ 13,642,844	\$ -	\$ 13,642,844
State	-	-	-
Total	13,642,844	-	13,642,844
Expenditures -			
Debt Service	16,529,212	-	16,529,212
Other Intergovernmental Charges	-	-	-
Total	16,529,212	-	16,529,212
Other Resources	-	-	-
Other Uses	-	-	-
Excess Revenues Over/(Under) Expenditures	\$ (2,886,368)	\$ -	\$ (2,886,368)

**ABILENE INDEPENDENT SCHOOL DISTRICT
SUMMARY OF PROPOSED BUDGET AMENDMENTS
INTERNAL SERVICE FUND (WORKERS COMP)
February 9, 2026**

	Approved budget	Proposed amendments	Proposed amended budget
INTERNAL SERVICE FUND:			
Revenues -			
Local	\$ 640,000	\$ -	\$ 640,000
Total	<u>640,000</u>	<u>-</u>	<u>640,000</u>
Expenditures -			
General Administration	640,000	-	640,000
Total	<u>640,000</u>	<u>-</u>	<u>640,000</u>
Other Resources	-	-	-
Other Uses	-	-	-
Excess Revenues Over/(Under) Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

PROPOSED BUDGET AMENDMENTS

February 9, 2026

Account code	Revenues - Increase/ (Decrease)	Expenditures - Increase/ (Decrease)	Excess/ (Deficit)	Account Code Explanation			
				Fund	Function	Object	Organization
#1	199-11-6399-00-121-11-121 199-13-6411-00-121-99-121 (Transfer funds for employee conference travel & menm dues)	(155.00) 155.00		General General	Instruction Staff Development	Supplies Travel-Employee	Taylor Taylor
#2	199-11-6399-00-104-11-104 199-23-6411-01-104-99-104 (Transfer funds for purchases)	(3,000.00) 3,000.00		General General	Instruction Campus Leadership	Supplies Travel-Employee	Bowie Bowie
#3	199-36-6399-71-001-91-011 199-36-6399-72-001-91-011 199-36-6399-71-002-91-021 199-36-6399-72-002-91-021 199-52-6295-71-875-91-874 199-52-6295-72-875-91-874 199-00-3110-00-000-00-000 (Split net proceeds from AISD Soccer Invitational Tournament)	2,226.00 2,226.00 2,226.00 2,226.00 1,000.00 1,000.00	(10,904.00)	General General General General General General General	Extracurricular Activities Extracurricular Activities Extracurricular Activities Extracurricular Activities Security & Monitoring Services Security & Monitoring Services N/A	Supplies Supplies Supplies Supplies Contracted Services - Security Contracted Services - Security Budgeted Fund Balance	Abilene High Abilene High Cooper High Cooper High Athletics Athletics N/A
#4	199-11-6XXX-XX-XXX-XX-XXX 199-12-6XXX-XX-XXX-XX-XXX 199-13-6XXX-XX-XXX-XX-XXX 199-21-6XXX-XX-XXX-XX-XXX 199-23-6XXX-XX-XXX-XX-XXX 199-31-6XXX-XX-XXX-XX-XXX 199-33-6XXX-XX-XXX-XX-XXX 199-34-6XXX-XX-XXX-XX-XXX 199-36-6XXX-XX-XXX-XX-XXX 199-41-6XXX-XX-XXX-XX-XXX 199-51-6XXX-XX-XXX-XX-XXX 199-52-6XXX-XX-XXX-XX-XXX 199-53-6XXX-XX-XXX-XX-XXX 199-61-6XXX-XX-XXX-XX-XXX 199-00-3110-00-000-00-000 (FY25 Outstanding Purchase Orders rolled to FY26)	155,621.00 296.00 3,865.00 15,487.00 3,712.00 50.00 8,684.00 374,214.00 31,609.00 99,867.00 263,282.00 61,962.00 162,280.00 33,649.00	(1,214,578.00)	General General General General General General General General General General General General General General General	Instruction Media Staff Development Instructional Leadership Campus Leadership Guidance & Counseling Health Services Student Transportation Extracurricular Activities General Administration Plant Maintenance Security Data Processing Community Services N/A	Expenditures Expenditures Expenditures Expenditures Expenditures Expenditures Expenditures Expenditures Expenditures Expenditures Expenditures Expenditures Expenditures Expenditures Budgeted Fund Balance	N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A
#5	199-00-3110-00-000-00-000 199-11-6XXX-XX-XXX-XX-XXX 199-13-6XXX-XX-XXX-XX-XXX 199-21-6XXX-XX-XXX-XX-XXX 199-23-6XXX-XX-XXX-XX-XXX 199-34-6XXX-XX-XXX-XX-XXX 199-36-6XXX-XX-XXX-XX-XXX 199-41-6XXX-XX-XXX-XX-XXX 199-51-6XXX-XX-XXX-XX-XXX 199-52-6XXX-XX-XXX-XX-XXX 199-53-6XXX-XX-XXX-XX-XXX (Reverse budget for FY25 Rolled PO's paid in FY25)	(27,717.00) (1,695.00) (359.00) (3,097.00) (22,703.00) (10,143.00) (5,208.00) (80,666.00) (50,694.00) (21,856.00)	224,138.00	General General General General General General General General General General	N/A Instruction Staff Development Instructional Leadership Campus Leadership Student Transportation Extracurricular Activities General Administration Plant Maintenance Security Data Processing	Budgeted Fund Balance Expenditures Expenditures Expenditures Expenditures Expenditures Expenditures Expenditures Expenditures Expenditures Expenditures	N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A
General Fund Totals		<u>-</u>	<u>1,001,344.00</u>	<u>(1,001,344.00)</u>			
Student Nutrition							
#6	240-35-6XXX-XX-XXX-XX-XXX 240-00-3110-00-000-00-000 (FY25 Outstanding Purchase Orders rolled to FY26)	73,556.00	(73,556.00)	Food Service Food Service	Food Service N/A	Expenditures Budgeted Fund Balance	N/A
#7	240-00-3110-00-000-00-000 240-35-6XXX-XX-XXX-XX-XXX (Reverse budget for FY25 Rolled PO's paid in FY25)	(9,346.00)	9,346.00	Food Service Food Service	N/A Food Service	Budgeted Fund Balance Expenditures	N/A
Student Nutrition Fund Totals		<u>-</u>	<u>64,210.00</u>	<u>(64,210.00)</u>			

Abilene Independent School District Board Document - Agenda Item VI.B

Meeting Date: February 9, 2026

Meeting Type: Regular Meeting

Item Type: Consent Agenda

Future Action Required: No

If Yes, Month: N/A

Subject: Monthly Financials

Background Information: Attached are December 2025 financial reports. Included is additional information concerning tax collections, payroll information, employee counts, enrollment & average daily attendance.

Attached Supporting Documents: December 2025 Monthly Financial Packet

Fiscal Implications:

Administrative Recommendation: None

Contact Person: Jennifer Hinds



ABILENE ISD



**MONTHLY FINANCIALS
DECEMBER 2025**



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Memo

Provides a synopsis of revenues and expenditures for the reporting month.

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Budget vs Actual

Compares actual revenue & expenditures through the reporting month against latest amended budget.

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Revenue & Expenditure Comparison

Compares prior year revenue & expenditures through the reporting month with current year revenue & expenditures.

04

Governmental Fund Types

Compares revenue & expenditures through the reporting month for all funds. This includes General, Special Revenue, Debt Service, Workers Comp & Capital Projects.

05

Employee Counts

Summary of employee counts through the reporting month by fund and by campus/department.

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Employee Counts By Month

Summary of employee counts compared to previous month

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Payroll Counts

Summary of payroll checks & direct deposits.

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Student Enrollment/ADA

Summary of the student enrollment and average daily attendance for the reporting month.

09

Projected ADA

Summary of projected ADA vs Budgeted ADA by grading period.

10


Tax Collections

Summary of cumulative tax collections vs total levy & prior year.

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Monthly Donation Report

Summary of monthly donations received for the reporting month.



Memo



To: Dr. John Kuhn, Superintendent of Schools
CC: Dr. Joseph Waldron, Deputy Superintendent
From: Jennifer Hinds, Chief Financial Officer
Date: February 9, 2026
Re: December 2025 Financial Information

Attached are the financial reports for the General Fund for the month ended December 31, 2025, and additional supplemental information for your review.

Revenues

For financial statement purposes, current property tax revenue is recognized evenly throughout the year at one twelfth of the annual budget each month to better align revenue with expenditures. In the supplemental schedules, however, actual collections are presented and compared to the same period in the prior year. Because property taxes are not levied until October 1, any taxes collected in September represent delinquent collections from prior years. As a result, no current year collections are reflected for September on the supplemental schedule. The district will continue to contract with the Taylor County CAD for tax collection services, while Jones County CAD performs appraisals in Jones County as required by law. Both the Taylor County and Jones County CADs continue to do a great job monitoring and collecting taxes.

State Foundation School Program revenue and Available School Fund revenue are also recognized evenly each month for financial reporting purposes rather than based on the timing of actual receipts, which fluctuate throughout the year. The state revenue budget is reviewed and adjusted as attendance data is received after each grading period.

Expenditures

Payroll costs are tracking as expected, with 32.76% of the \$126.9 million budget expended to date.

December expenditures remain on pace at 34.29% of the annual budget. Extracurricular Activities (FC 36) expenditures are higher at 60.32% due to increased extra duty pay and travel costs. Facilities Maintenance and Operations (FC 51) expenditures are at 41.31%, driven by the annual property insurance payment made at the beginning of the fiscal year. Intergovernmental Charges (FC 99) are at 51.37% due to the required budgetary allocation payments made to the county appraisal districts for fourth quarter 2025 and first quarter 2026. This level of expenditure is normal and expected and does not indicate any issues. Security and Monitoring Services (FC 52) expenditures are elevated at 61.98% due to the annual payment for APD school resource officers and security costs increases. This budget continues to be monitored as the year progresses. Community Services (FC 61) expenditures are at 39.59%, reflecting higher payroll costs versus prior year. Overall December expenditures are within the expected range for this point in the fiscal year. No corrective action is needed at this time, and administration will continue to monitor spending for any significant variances as the year progresses.

Debt Service (FC 71), Instructional Leadership (FC 21), and Curriculum and Instructional Staff Development (FC 13) expenditures are below budget due to the timing of costs, which typically occur later in the fiscal year.

If you have any questions, please contact me.

Abilene Independent School District
Revenues and Expenditures - Budget vs. Actual
General Fund
Period Ending December 2025

	<u>Amended Budget</u>	<u>Year To Date</u>	<u>Difference</u>	<u>%</u>
REVENUES				
5700s - Local	\$ 46,677,984	\$ 16,455,970	\$ (30,222,014)	35.25%
5800s - State	102,572,963	33,072,226	(69,500,737)	32.24%
5900s - Federal	2,391,000	298,432	(2,092,568)	12.48%
Total Revenues	<u>\$ 151,641,947</u>	<u>\$ 49,826,628</u>	<u>\$ (101,815,319)</u>	32.86%
EXPENDITURES				
11 - Instruction	\$ 82,317,612	\$ 27,799,816	\$ 54,517,796	33.77%
12 - Instructional Resources and Media Services	2,068,196	671,306	1,396,890	32.46%
13 - Curriculum and Instructional Staff Development	1,247,882	267,667	980,215	21.45%
21 - Instructional Leadership	3,179,751	865,607	2,314,144	27.22%
23 - School Leadership	9,606,879	2,776,911	6,829,968	28.91%
31 - Guidance, Counseling and Evaluation Services	8,016,101	2,427,735	5,588,366	30.29%
32 - Social Work Services	1,913,541	677,023	1,236,518	35.38%
33 - Health Services	2,108,000	656,704	1,451,296	31.15%
34 - Student Transportation	5,711,867	2,193,531	3,518,336	38.40%
36 - Extracurricular Activities	3,564,340	2,149,920	1,414,420	60.32%
41 - General Administration	7,801,065	2,125,255	5,675,810	27.24%
51 - Facilities Maintenance and Operations	16,084,454	6,644,194	9,440,260	41.31%
52 - Security and Monitoring Services	1,421,334	880,969	540,365	61.98%
53 - Data Processing Services	5,769,786	1,980,272	3,789,514	34.32%
61 - Community Services	629,757	249,346	380,411	39.59%
71 - Debt Service	2,607,865	142,741	2,465,124	5.47%
81 - Facilities Acquisition and Construction	-	249,320	(249,320)	#DIV/0!
95 - Juvenile Justice Program	275,000	33,495	241,505	12.18%
99 - Intergovernmental Charges	721,320	370,552	350,768	51.37%
Total Expenditures	<u>\$ 155,044,750</u>	<u>\$ 53,162,364</u>	<u>\$ 101,882,386</u>	34.29%
EXCESS REVENUES AND OTHER RESOURCES OVER (UNDER) EXPENDITURES AND OTHER USES				
	<u>\$ (3,402,803)</u>	<u>\$ (3,335,735)</u>	<u>\$ (6,738,538)</u>	
EXPENDITURES BY OBJECT CODE:				
6100s - Payroll	\$ 126,953,731	\$ 41,586,035	\$ 85,367,695	32.76%
6200s - Purchased and Contracted Services	13,150,770	5,612,566	7,538,204	42.68%
6300s - Supplies and Materials	6,358,901	2,060,732	4,298,169	32.41%
6400s - Miscellaneous Expenditures	4,866,483	3,420,548	1,445,936	70.29%
6500s - Debt Service	2,607,865	142,741	2,465,124	5.47%
6600s - Capital Outlay	1,107,000	339,742	767,258	30.69%
Total Expenditures	<u>\$ 155,044,750</u>	<u>\$ 53,162,364</u>	<u>\$ 101,882,386</u>	34.29%

**Abilene Independent School District
Revenues and Expenditures - Comparison
General Fund
Periods Ended Dec 2025 and 2024**

	Year to Date				Increase/ (Decrease)	%
	2024	Encumbr.	Actuals	2025		
REVENUES						
Local	\$ 15,824,681	\$ -	\$ 16,455,970	\$ 16,455,970	\$ 631,289	3.99%
State	30,761,245	-	33,072,226	33,072,226	2,310,981	7.51%
Federal	766,806	-	298,432	298,432	(468,374)	-61.08%
Total Revenues	<u>\$ 47,352,732</u>	<u>\$ -</u>	<u>\$ 49,826,628</u>	<u>\$ 49,826,628</u>	<u>\$ 2,473,896</u>	<u>5.22%</u>
EXPENDITURES						
Instruction	\$ 29,329,347	\$ 236,345	\$ 27,799,816	\$ 28,036,161	\$ (1,293,186)	-4.41%
Instructional Resources and Media Services	898,902	89,926	671,306	761,232	(137,670)	-15.32%
Curriculum and Instructional Staff Development	837,445	99,019	267,667	366,686	(470,759)	-56.21%
Instructional Leadership	951,029	1,573	865,607	867,180	(83,849)	-8.82%
School Leadership	3,167,091	8,152	2,776,911	2,785,063	(382,028)	-12.06%
Guidance, Counseling and Evaluation Services	2,395,679	2,524	2,427,735	2,430,259	34,580	1.44%
Social Work Services	781,304	141	677,023	677,164	(104,140)	-13.33%
Health Services	753,925	18,363	656,704	675,067	(78,858)	-10.46%
Student Transportation	2,586,669	922,119	2,193,531	3,115,650	528,981	20.45%
Extracurricular Activities	2,592,727	262,756	2,149,920	2,412,676	(180,051)	-6.94%
General Administration	2,433,858	194,227	2,125,255	2,319,482	(114,376)	-4.70%
Facilities Maintenance and Operations	7,801,989	315,636	6,644,194	6,959,830	(842,159)	-10.79%
Security and Monitoring Services	935,919	43,224	880,969	924,193	(11,726)	-1.25%
Data Processing Services	3,119,875	926,376	1,980,272	2,906,648	(213,227)	-6.83%
Community Services	253,697	17,639	249,346	266,985	13,288	5.24%
Debt Services	77,749	35,459	142,741	178,200	100,451	129.20%
Facilities Acquisition and Construction	133,369	-	249,320	249,320	115,951	86.94%
Juvenile Justice Program	155,120	6,665	33,495	40,160	(114,960)	-74.11%
Intergovernmental Charges	356,098	-	370,552	370,552	14,454	4.06%
Total Expenditures	<u>\$ 59,561,795</u>	<u>\$ 3,180,144</u>	<u>\$ 53,162,364</u>	<u>\$ 56,342,508</u>	<u>\$ (3,219,287)</u>	<u>-5.40%</u>
OTHER						
EXCESS REVENUES AND OTHER RESOURCES OVER (UNDER) EXPENDITURES AND OTHER USES	<u>\$ (12,209,063)</u>	<u>\$ (3,180,144)</u>	<u>\$ (3,335,736)</u>	<u>\$ (6,515,880)</u>	<u>\$ 5,693,183</u>	
EXPENDITURES BY OBJECT CODE:						
Payroll	\$ 44,564,526	\$ -	\$ 41,586,035	\$ 41,586,035	\$ (2,978,491)	-6.68%
Purchased and Contracted Services	6,855,710	919,045	5,612,566	6,531,611	(324,099)	-4.73%
Supplies and Materials	3,500,204	1,147,235	2,060,732	3,207,967	(292,237)	-8.35%
Miscellaneous Expenditures	4,216,087	202,131	3,420,548	3,622,679	(593,408)	-14.07%
Debt Service	77,749	35,459	142,741	178,200	100,451	129.20%
Capital Outlay	347,516	876,275	339,742	1,216,017	868,501	249.92%
Total Expenditures	<u>\$ 59,561,795</u>	<u>\$ 3,180,144</u>	<u>\$ 53,162,364</u>	<u>\$ 56,342,508</u>	<u>\$ (3,219,287)</u>	<u>-5.40%</u>

**Abilene Independent School District
Revenues and Expenditures
Governmental Fund Types
Period Ending December 2025**

	<u>Revenues/ Other Resources</u>	<u>Expenditures/ Other Uses</u>	<u>Revenues Over/(Under) Expenditures</u>
General Fund:			
190 Shotwell Complex	\$ 545,147	403,048	\$ 142,099
197 Extracurricular (beyond District)	6,320	106,602	\$ (100,282)
199 General Operating	49,275,161	55,832,858	\$ (6,557,697)
Total	<u>\$ 49,826,628</u>	<u>\$ 56,342,508</u>	<u>\$ (6,515,880)</u>
Special Revenue Fund:			
205 Head Start	1,144,817	1,123,700	21,117
206 McKinney Vento Grant	28,961	37,541	(8,580)
211 ESEA Title I	3,583,522	3,725,413	(141,891)
224 IDEA-B Formula	1,110,094	1,238,534	(128,440)
225 IDEA-B Preschool	40,715	55,578	(14,863)
240 Food Service	4,261,065	3,977,425	283,640
244 Carl Perkins-Vocational Education	82,109	92,102	(9,993)
255 ESEA Title II, TPTR	104,924	118,186	(13,262)
263 Title III	26,333	26,630	(297)
288 Early Head Start	952,914	1,090,045	(137,131)
289 Title IV, Part A - SSAEP	-	33,350	(33,350)
309 Adult Education-Federal	277,278	257,860	19,418
312 Temp. Assistance for Needy Families-Federal	9,802	9,986	(184)
410 Textbook	203,292	154,756	48,536
412 Childcare Services	41,513	4,485	37,028
429 State Funded Special Revenue Funds	249,431	340,989	(91,558)
431 Adult Education-State	36,249	37,291	(1,042)
435 Deaf Ed - State	-	34,992	(34,992)
461 Campus Activity Fund	161,855	87,572	74,283
481 Holland Medical HS Community Donation	3,000	-	3,000
489 Abilene Education Foundation	84,466	81,361	3,105
492 Kids Learning Together	38,733	10,994	27,739
493 Homeless Supply Program	-	955	(955)
496 Regional Day School for the Deaf-Local	-	99,137	(99,137)
499 Other	11,045	-	11,045
Total	<u>\$ 12,453,941</u>	<u>\$ 12,638,882</u>	<u>\$ (184,940)</u>
Debt Service Fund:			
599 Debt Service	<u>\$ 8,533,279</u>	<u>\$ -</u>	<u>\$ 8,533,279</u>
Workers Comp Fund:			
770 Workers Comp	<u>\$ 255,610</u>	<u>\$ 371,581</u>	<u>\$ (115,971)</u>

**Abilene Independent School District
Employee Counts As of December 31, 2025**

Org	Campus/Department	December 2025 Employee Counts		Total
		General Fund	Other Funds	
High Schools:				
001	Abilene High School	167.250	17.200	184.450
002	Cooper High School	159.250	25.515	184.765
009	Holland Medical HS-HSU	8.000	-	8.000
010	ATEMS High School	44.000	9.000	53.000
011	The LIFT	2.000	-	2.000
Middle Schools:				
044	Madison Middle School	64.150	15.875	80.025
045	Mann Middle School	69.732	17.000	86.732
047	Clack Middle School	73.050	10.000	83.050
048	Craig Middle School	80.550	11.000	91.550
Elementary Schools:				
102	Austin Elementary	76.050	12.940	88.990
103	Bonham Elementary	59.640	10.730	70.370
104	Bowie Elementary	61.250	13.000	74.250
108	Dyess Elementary	60.550	16.340	76.890
112	Alcorta Elementary	45.950	9.330	55.280
113	Purcell Elementary	54.340	16.330	70.670
116	Stafford Elementary	51.858	14.330	66.188
121	Taylor Elementary	63.850	14.000	77.850
150	Ward Elementary	45.350	14.140	59.490
152	Martinez Elementary	52.230	15.340	67.570
153	Bassetti Elementary	64.950	12.330	77.280
Other Campuses:				
003	Woodson Center for Excellence	35.000	3.000	38.000
004	Adult Education	-	6.000	6.000
006	DAEP	19.000	-	19.000
008	Juvenile Detention Ctr	2.000	-	2.000
107	Crockett Early Head Start	3.000	66.060	69.060
120	Hartford/SAP	3.000	-	3.000
131	Planetarium	0.500	-	0.500
156	Long Early Learning Center	84.000	89.940	173.940
Departments:				
701	Superintendent	3.000	-	3.000
720	Student Services	6.000	-	6.000
726	Deputy Supt/Operations	5.000	-	5.000
727	Finance	4.000	-	4.000
728	Human Resources	10.500	-	10.500
729	Accounting & Payroll Department	11.000	-	11.000
731	Purchasing Department	7.000	-	7.000
733	Textbook/Instructional Materials	0.500	-	0.500
734	Leadership	4.500	-	4.500
735	Innovation and Program Development	1.000	-	1.000
740	AISD Districtwide	1.000	-	1.000
742	One AISD Center	2.000	-	2.000
800	Transportation	98.000	-	98.000
801	Curriculum & Instruction	11.000	2.600	13.600
804	Fine Arts	3.000	-	3.000
806	LRC Services	1.000	-	1.000
808	Technology Center	24.500	-	24.500
810	Employee Benefits	1.000	-	1.000
819	Social Workers	6.000	-	6.000
832	Director of CTE	3.000	-	3.000
852	Academic Support/Staff Development	1.000	-	1.000
862	Communications	5.000	-	5.000
863	Special Education	41.950	9.050	51.000
867	Bilingual Coordinator	4.000	-	4.000
872	Attendance Officers	3.000	-	3.000
873	Health Services	2.000	-	2.000
874	Athletics	5.000	-	5.000
876	Shotwell Concessions	-	1.000	1.000
880	Title I Office	-	6.000	6.000
893	AISD TV	1.000	-	1.000
908	Print Shop	1.000	-	1.000
925	PEIMS Department	5.000	-	5.000
938	Food Service	-	26.000	26.000
939	Catering (Food Service)	-	2.000	2.000
951	Maintenance	44.000	-	44.000
952	Warehouse	5.500	-	5.500
953	Custodial	5.000	-	5.000
954	Energy Management	1.000	-	1.000
Total		1,777.950	466.050	2,244.000

*Employee Counts are based on assignment account FTE Percentage to enable us to determine which fund and campus the employee is assigned to.

**Abilene Independent School District
Employee Counts By Month**

Month	Fiscal Year 2025-2026 Employee Counts			Total Change vs Prior Month	Fiscal Year 2024-2025 Employee Counts			Total Change vs Prior Year
	General Fund	Other Funds	Total		General Fund	Other Funds	Total	
September	1,786.070	470.030	2,256.100	-	1,909.950	549.050	2,459.000	(202.900)
October	1,786.070	470.030	2,256.100	-	1,892.950	558.050	2,451.000	(194.900)
November	1,777.950	466.050	2,244.000	(12.100)	1,899.950	555.050	2,455.000	(211.000)
December	1,777.950	466.050	2,244.000	-	1,897.950	544.050	2,442.000	(198.000)
January	-	-	-	-	-	-	-	-
February	-	-	-	-	-	-	-	-
March	-	-	-	-	-	-	-	-
April	-	-	-	-	-	-	-	-
May	-	-	-	-	-	-	-	-
June	-	-	-	-	-	-	-	-
July	-	-	-	-	-	-	-	-
August	-	-	-	-	-	-	-	-
Fiscal Year 2026				(12.100)				

**Fiscal Year 2025-2026
Employee Counts**

Month	General Fund	Change vs Prior Month	Other Funds	Change vs Prior Month	Total	Change vs Prior Month
September	1,786.070	-	470.030	-	2,256.100	-
October	1,786.070	-	470.030	-	2,256.100	-
November	1,777.950	(8.120)	466.050	(3.980)	2,244.000	(12.100)
December	1,777.950	-	466.050	-	2,244.000	-
January	-	-	-	-	-	-
February	-	-	-	-	-	-
March	-	-	-	-	-	-
April	-	-	-	-	-	-
May	-	-	-	-	-	-
June	-	-	-	-	-	-
July	-	-	-	-	-	-
August	-	-	-	-	-	-
Fiscal Year 2026						(12.100)

**Fiscal Year 2025-2026
Employee Counts**

Month	FY25			Change vs Prior Year	FY26			Change vs Prior Year
	General Fund	FY26 General Fund	Other Funds		FY25 Other Funds	FY26 Other Funds	Total	
September	1,786.070	1,909.950	470.030	(123.880)	470.030	549.050	2,256.100	(202.900)
October	1,786.070	1,892.950	470.030	(106.880)	470.030	558.050	2,256.100	(194.900)
November	1,777.950	1,899.950	466.050	(122.000)	466.050	555.050	2,244.000	(211.000)
December	1,777.950	1,897.950	466.050	(120.000)	466.050	544.050	2,244.000	(198.000)
January	-	-	-	-	-	-	-	-
February	-	-	-	-	-	-	-	-
March	-	-	-	-	-	-	-	-
April	-	-	-	-	-	-	-	-
May	-	-	-	-	-	-	-	-
June	-	-	-	-	-	-	-	-
July	-	-	-	-	-	-	-	-
August	-	-	-	-	-	-	-	-
Fiscal Year 2026								

**ABILENE INDEPENDENT SCHOOL DISTRICT
STUDENT ENROLLMENT & ATTENDANCE DATA
PERIOD ENDED DECEMBER 31, 2025**

Student Enrollment Counts:

	2025-26 FY26 Enrollment Amount	2024-25 FY25 Enrollment Amount	Year-Over-Year Change
September	14,456	14,607	(151.00)
October	14,426	14,538	(112.00)
November	14,391	14,539	(148.00)
December	14,301	14,409	(108.00)
January		14,435	(14,435.00)
February		14,446	(14,446.00)
March		14,436	(14,436.00)
April		14,383	(14,383.00)
May		14,304	(14,304.00)
June	N/A	N/A	N/A
July	N/A	N/A	N/A
August			

Attendance Rate:

	2025-26 Attendance Rate	2024-25 Attendance Rate	Year-Over-Year Change
September	94.60%	93.40%	1.20%
October	93.70%	95.40%	-1.70%
November	90.70%	92.00%	-1.30%
December	88.40%	90.20%	-1.80%
January		86.10%	-86.10%
February		92.20%	-92.20%
March		93.50%	-93.50%
April		94.80%	-94.80%
May		90.20%	-90.20%
June	N/A	N/A	N/A
July	N/A	N/A	N/A
August			

Average Daily Attendance:

	2025-26 FY25 ADA Amount	2024-25 FY24 ADA Amount	Year-Over-Year Change
September	13,675	13,643	32.44
October	13,517	13,869	(352.09)
November	13,053	13,376	(323.24)
December	12,642	12,997	(354.83)
January	-	12,429	(12,428.54)
February	-	13,319	(13,319.21)
March	-	13,498	(13,497.66)
April	-	13,635	(13,635.08)
May	-	12,902	(12,902.21)
June	N/A	N/A	N/A
July	N/A	N/A	N/A
August			

**ABILENE INDEPENDENT SCHOOL DISTRICT
PROJECTED AVERAGE DAILY ATTENDANCE
PERIOD ENDED DECEMBER 31, 2025**

PROJECTED AVERAGE DAILY ATTENDANCE:

	Cumulative ADA	2025-2026 Projected End of Year		Budget VS. Actual		
		ADA	WADA	Cumulative ADA	WADA	
Budgeted	12,600	n/a	18,250.139			
Six week period -						
First	ENDS 9/22/2025	13,273.060	13,273.060	19,612.685	673.060	1,362.546
Second	ENDS 10/31/2025	13,203.390	13,203.390	19,542.777	603.390	1,292.638
Third	ENDS 12/19/2025	13,100.960	13,100.960	19,427.089	500.960	1,176.950
Fourth		-	-	-	-	-
Fifth		-	-	-	-	-
Sixth		-	-	-	-	-

This information is presented to project what the ADA/WADA will be at the end of 2024-25. The projected ADA is based on a historical average that compares each six weeks cumulative ADA with the final ADA. WADA is calculated based on the various weights of each instructional setting. The State revenue budget is based on the budgeted ADA/WADA

**ABILENE INDEPENDENT SCHOOL DISTRICT
SUPPLEMENTAL INFORMATION
PERIOD ENDED DECEMBER 31, 2025**

TAX COLLECTIONS - current:

	2025-26		2024-25		Variance Compared to Tax Levy (Cumulative)	
	Cumulative tax collections Amount	Percent	Cumulative tax collections Amount	Percent	Amount	Percent
Tax levy	\$ 60,955,105	100.00%	\$ 58,876,587	100.00%		
September	-	0.00%	-	0.00%	-	0.00%
October	2,909,647	4.77%	724,030	1.23%	2,159,899.00	3.54%
November	8,842,049	14.51%	8,798,912	14.94%	(264,644.00)	-0.43%
December	24,683,522	40.49%	26,154,973	44.42%	(2,392,735.00)	-3.93%

This information will be used to track District tax collections. Any significant deviations would potentially warrant an adjustment to the District budget. Taxes are officially levied on October 1. As a result, there are no current collections during the month of September each year. Tax collections become delinquent on January 31.

NUMBER OF PAYROLL CHECKS AND DIRECT DEPOSITS:

	2025-26	2024-25	Net
	Payroll checks/direct deposits	Payroll checks/direct deposits	Change
September	2,196	2,379	(183)
October	2,196	2,391	(195)
November	2,200	2,400	(201)
December	2,204	2,396	(192)

This information is presented to determine if there are any significant fluctuations in the number of employees being paid in any given month. It only includes regular employees from all funding sources, but not any substitutes.



Abilene ISD
Monthly Donations Report
Dec-25

Date	Campus/Department	Donor Name	Donor Address	Value	Description of Donation	Purpose of Donation	Fund
12/1/2025	Abilene High	Abilene Education Foundation	PO Box 1999 79604	\$ 1,500.00	Monetary	ASL Memorial Playground Sign	461
12/3/2025	Cooper High	Abilene Education Foundation	PO Box 1999 79604	\$ 1,500.00	Monetary	Grant Kelly Fuller Classroom Ipads	199
12/3/2025	Craig Middle	Abilene Education Foundation	PO Box 1999 79604	\$ 1,500.00	Monetary	Grant Shelby Meier Camera Lenses	199
12/4/2025	Mann Middle	Mann Families	Multiple	\$ 199.00	Monetary	Mann Theatre Musical Supplies	865
12/12/2025	Crockett EHS	Hanner Chevrolet GMC	PO Box 1030 Baird 79504	\$ 1,500.00	Monetary	Food Items Snacks for Students	461
12/12/2025	Crockett EHS	Lithia Toyota of Abilene	4449 Southwest Dr. 79606	\$ 250.00	Monetary	Food Items Snacks for Students	461
12/12/2025	Crockett EHS	First Financial Bank	400 Pine St 79601	\$ 500.00	Monetary	Food Items Snacks for Students	461
12/17/2025	Cooper High	Anonymous	NA	\$ 15,000.00	Monetary	CHS Stu-Co Chinle, AZ Trip	865

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

Meeting Date: February 9, 2026

Meeting Type: Regular Meeting

Item Type: Consent

Future Action Required: No

If Yes, Month: N/A

Subject: January 2025 Minutes

Background Information:

Attached Supporting Documents:

- January 8, 2026 – Board Workshop Minutes
- January 12, 2026 – Regular Meeting Minutes
- January 14, 2026 – Special Meeting Minutes
- January 15, 2026 – Special Meeting Minutes
- January 29, 2026 – Special Meeting Minutes

Fiscal Implications:



Administrative Recommendation:

Approve minutes as presented.

Contact Person:

Robin Jones, Administrative Assistant to the Superintendent and Board of Trustees

Minutes of the January 8, 2026,
Workshop Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Workshop Meeting at 5:00 p.m., January 8, 2026, in the Valley View Room at One AISD Center 241 Pine Street, Abilene, Texas 79601. Mrs. Angie Wiley, President of the Board of Trustees, called the meeting to order at 5:00 p.m., observed that a quorum was present, and stated that notice of the meeting had been duly posted in the time and manner prescribed by law.

Trustees present for all or part of the meeting: Mrs. Angie Wiley, President; Mr. Rodney Goodman, Vice President; Mrs. Cindy Earles, Secretary; Dr. Danny Wheat, Mr. Blair Schroeder, and Dr. Taylor Tidmore. Members absent: Mr. Bill Enriquez.

Administrators present for all or part of the meeting: Dr. John Kuhn, Superintendent; Dr. Joseph Waldron, Deputy Superintendent; Dr. Gustavo Villanueva, Associate Superintendent for Student Services; Mrs. Patti Blue, Associate Superintendent for Curriculum and Instruction; Mrs. Alison Sims, Associate Superintendent for the Development of Human Resources; Mrs. Jennifer Hinds, Chief Financial Officer; Dr. Jordan Ziemer, Executive Director for Communications; Mr. Jay Ashby, Executive Director for Innovation; and Mrs. Robin Jones, Assistant to the Superintendent and Board of Trustees.

I. Call to Order

II. Oral Communication from the Public

Mrs. Angie Wiley asked if anyone wishing to address the Board had completed a public comment card. There were nine.

- Kate Stover – SLAC
- Tammy Fogle – Appeal
- Katie Maxwell – SLAC
- Eric Bengs – SLAC
- Kristi Brokaw – SLAC
- Angela Walker – SLAC
- Summer Walters – SLAC
- Elizabeth Wilson – Challenged Library Titles
- Kalyn Gensic – Library Books

III. Board/Superintendent Announcements/Information

Dr. John Kuhn made the following announcements:

- Congratulations to Dr. Jordan Ziemer for “20 Under 40” recognition by Abilene Chamber of Commerce
- Thank you for support from everyone, especially Dr. Joe Waldron, during health scare.

IV. Board Workshop Items

A. Refunding Application for Head Start and Annual Update on Needs and Goals

Mrs. Julie Wilson, Director of Early Childhood, provided an update on the application and refunding process from the Office of Head Start. She also highlighted Community needs, strengths and opportunities along with Head Start program goals.

B. Comprehensive and Targeted Schools

Mrs. Patti Blue presented information explaining the difference in Federal Accountability and State Accountability; defined Targeted Support and Improvement (TSI), Additional Targeted Support (ATS) and Comprehensive Support and Improvement (CSI). Historical and Current AISD Federal Identifications were also reviewed along with State Accountability Ratings.

C. 2026 Board Election Timeline

Dr. Joseph Waldron shared important dates in the School Board Election timeline for May 2026 along with Board Policy relating to Board candidacy eligibility and election details.

V. Business Items Requiring Board Action

A. The Board will consider the appeal to the decision on Challenged Books.

Mrs. Angie Wiley shared that SB 13 states that if an appeal is made on the decision on challenged books, the board shall take action at the first open meeting of the board held after the date the appeal is filed. She asked if a Board member wished to discuss specific titles being appealed. There was none. Mrs. Wiley asked if there was a motion regarding the appeal to the decision on Challenged Books. Dr. Taylor Tidmore made a motion to deny the appeal of

the SLAC's recommendation on challenged books, and instead confirm the recommendations made by the SLAC, as already voted on and approved by the board in a 7-0 vote on December 8, 2025. The titles included the following: I am Not Your Perfect Mexican Daughter, The Bluest Eye, The Glass Castle, Kite Runner, The Lovely Bones, Nineteen Minutes, Poet X, Sold, Speak, and Will Grayson, Will Grayson. The motion was seconded by Mr. Blair Schroeder and passed 5-1.

Ayes: Wiley, Earles, Schroeder, Wheat, and Tidmore

Nays: Goodman

Absent: Enriquez

B. The Board will consider disposition of Challenged Library Material.

Mrs. Lyndsey Williamson, Executive Director for Secondary Curriculum and Instruction, presented 10 titles that were formally challenged, considered and voted on by the SLAC. The recommendation from the SLAC was to retain 3 titles in the original location, retain 3 titles but reclassify to upper high school (11th and 12th graders), and to remove 4 titles from the collection entirely.

Mrs. Angie Wiley asked if there was a motion regarding Challenged Library Material. Mr. Blair Schroeder made a motion to approve the recommendations of the SLAC regarding challenged library materials as presented. The motion was seconded by Mrs. Angie Wiley and passed 5-1.

Ayes: Tidmore, Wheat, Schroeder, Earles, and Wiley

Nays: Goodman

Absent: Enriquez

VI. Adjournment

There being no further business, the meeting adjourned at 6:12 p.m.

APPROVED:

President

ATTEST:

Secretary

Minutes of the January 12, 2026,
Regular Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Regular Meeting at 5:00 p.m., January 12, 2026, in the Boardroom at One AISD Center 241 Pine Street, Abilene, Texas 79601. Mrs. Angie Wiley, President of the Board of Trustees, called the meeting to order at 5:00 p.m., observed that a quorum was present, and stated that notice of the meeting had been duly posted in the time and manner prescribed by law.

Trustees present for all or part of the meeting: Mrs. Angie Wiley, President; Mr. Rodney Goodman, Vice President; Mrs. Cindy Earles, Secretary; Mr. Bill Enriquez, Assistant Secretary, Dr. Danny Wheat, Dr. Taylor Tidmore, and Mr. Blair Schroeder. Members absent: None.

Administrators present for all or part of the meeting: Dr. John Kuhn, Superintendent; Dr. Joseph Waldron, Deputy Superintendent; Dr. Gustavo Villanueva, Associate Superintendent for Student Services; Mrs. Patti Blue, Associate Superintendent for Curriculum and Instruction; Mrs. Alison Sims, Associate Superintendent for the Development of Human Resources; Mrs. Jennifer Hinds, Chief Financial Officer; Dr. Jordan Ziemer, Executive Director for Communications; Mr. Jay Ashby, Executive Director for Innovation; and Mrs. Robin Jones, Assistant to the Superintendent and Board of Trustees

- I. Call to Order
- II. Closed Session: A Closed Session may be held under the provisions of Texas Government Code, Chapter 551 including but not limited to Section 551.071, Section 551.072, Section 551.074, Section 551.076, and Section 551.082, and Section 551.0821.

Mrs. Angie Wiley announced that a Closed Session would be held under the provisions of Texas Code, Chapter 551. The Board convened in Closed Session at 5:00 p.m.

- A. The Board may deliberate matters of Personnel, i.e. appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee. (Section 551.074)
 - I. Professional Employment Contracts
 - II. Superintendent Performance Evaluation
 - B. The Board may consult with Legal Counsel regarding Pending or Contemplated Litigation and/ or Privileged Legal Advice. (Section 551.071)
 - C. The Board may discuss matters of Safety and Security. (Section 551.076)
 - I. District Vulnerability Assessment Full Report
 - II. Appointment of New School Marshals
 - D. The Board may discuss matters pertaining to Students necessarily involving personally identifiable information, e.g. Student Discipline. (Sections 551.082, 551.0821)
 - E. The Board may discuss the Value, Exchange and/or Disposition of Real Property. (Section 551.072)
- III. Reconvene from Closed Session (Approximately 6:00 p.m.)

The Board reconvened at 6:02 p.m.

- A. Invocation

Mrs. Angie Wiley called on Dr. Jordan Ziemer, Executive Director for Communications, to give the invocation and lead the pledges.

- B. Pledge of Allegiance to the Flags of the United States of America and the State of Texas
- C. Board/Superintendent Announcements
 - Dr. Joseph Waldron announced that Crockett Early Head Start will be closed tomorrow, January 13, 2026, due to repair of a gas leak.
 - Dr. John Kuhn shared the History of Elected School Boards.

- IV. Recognitions
 - A. School Board Appreciation Month

Each board member was presented with gifts from staff and students across the District. Pure Gold from Abilene High School performed two songs for the Board.

- B. National Board Certified Teachers

Mrs. Patti Blue recognized the following teachers that have received National Board Certification:

- Carolyn Brooks – Reading Language Arts Coach

- Stephanie Southard - ATEMS

C. Employee Awards

Dr. Jordan Ziemer recognized the following AISD Employee Award winners:

- Nicole Lopez – Auxillary
- Wendy Moreland – Student Support
- Amy Jeansonne – Substitute
- Jackie Anderson – Paraprofessional
- Darby Ice – New Teacher
- Madison Subia - Teacher

V. Oral Communications from the Public

Mrs. Angie Wiley asked if anyone wishing to address the Board had completed a public comment card. There were 18.

- Eden Mullins – Being Non-Binary
- Rebekah Mullins – Banned Books
- Gideon Burkam – Reading a Book
- Farryn Burkham – Hate Speech
- Summer Walters – Support for Librarians and SLAC
- Kalyn Gensic – Library
- Denise Reeder Ballew – Library Books
- Mike Thompson – Pornography in School Library
- Angela Walker – Library
- Kate Stover – Libraries
- Andrea Robison – Support for Librarians
- Eric Bengs – Library
- Jo Bengs – Library
- Leah Doty – Support of AISD Librarian Autonomy of Choice
- Emily Waller – SLAC/Library
- Tammy Fogle – SLAC
- Marta Hollowell – Illegal Books
- Katie Maxwell – SLAC

VI. Business Items Requiring Board Action

A. The Board will consider approval of the District Financial Compliance Report.

Mr. Jeromy Stephens, Partner with Eide Bailly, presented an overview of the annual audit of the District’s financial records for year ending August 31, 2025. AISD was presented with a clean audit of the 2024-2025 financials.

Mr. Rodney Goodman made a motion to approve the District Financial Compliance Report as presented. The motion was seconded by Mr. Blair Schroeder and passed 7-0.

Ayes: Goodman, Wiley, Enriquez, Earles, Schroeder, Wheat, and Tidmore

Nays: None

VII. Public Hearing on 2024-2025 Texas Academic Performance Report

Mrs. Patti Blue gave a brief summary of the 2024-2025 Texas Academic Performance Report which included the purpose of TAPR and where to find it. This information includes STAAR performance, STAAR progress, Bilingual Education/English as Second Language STAAR performance, along with College, Career, and Military Readiness (CCMR).

A. Open Public Hearing

The Public Hearing opened at 7:10 p.m.

B. Receive Public Comment

There was no public comment.

C. Close Public Hearing

The Public Hearing closed at 7:21 p.m.

VIII. Consent Agenda

Mrs. Angie Wiley asked if there was a motion regarding the Consent Agenda. Dr. Danny Wheat made a motion to approve the Consent Agenda and presented. Dr. Taylor Tidmore seconded the motion and it passed 7-0.

Ayes: Enriquez, Tidmore, Wheat, Schroeder, Goodman, Earles, and Wiley

Nays: None

- A. The Board will consider approval of the Budget Amendments.
- B. The Board will consider accepting the November Financials.
- C. The Board will consider approval of the Minutes of the December 4, 2025, Workshop Meeting; and December 8, 2025, Regular Meeting.
- D. The Board will consider approval of the 2024-2025 Shotwell Complex Financial Report.
- E. The Board will consider approval of the Abilene ISD District of Innovation Plan for 2026-2031.
- F. The Board will consider approval of the Investment Report for Quarter Ending November 30, 2025.

IX. Reports

A. Behavior Supports

Dr. Gustavo Villanueva shared an overview of the Behavior Supports Multi-tiered Systems which include Universal Supports, Targeted Supports, and Intensive Supports. He also recognized the staff and their roles in these systems.

B. Goal Progress Measures

Mrs. Patti Blue presented an overview of the Bilingual/ESL Department which included the Purpose, Enrollment, English Language Proficiency Standards (ELPS), Key Aspects and Texas English Language Proficiency Assessment System (TELPAS). She also shared the following middle year data: Listening Growth by Campus, Speaking Growth by Campus, Reading Growth by Campus, and Writing Growth by Campus.

X. The Board may take action relevant to Items Covered During Closed Session.

A. The Board will consider approval of Personnel Recommendations, if any.

I. Professional Employment Contracts

B. Matters pertaining to Real Property, if any

C. Matters pertaining to Safety and Security, if any

I. The Board will consider the Appointment of New School Marshals.

Mrs. Angie Wiley asked if there was a motion regarding the Appointment of New School Marshals. Mrs. Cindy Earles made a motion to approve the Appointment of New School Marshals as presented in Closed Session. The motion was seconded by Mr. Rodney Goodman and passed 7-0.

Ayes: Tidmore, Earles, Wheat, Goodman, Schroeder, Enriquez, and Wiley

Nays: None

D. Matters pertaining to Litigation, if any

E. Matters pertaining to Students, if any

Mrs. Angie Wiley announced that the Board would return to Closed Session. The time was 8:02 p.m.

The Board reconvened from Closed Session at 9:06 p.m.

XI. Adjournment

There being no further business, the meeting adjourned at 9:06 p.m.

APPROVED:

President

ATTEST:

Secretary

Minutes of the January 14, 2026,
Special Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Special Meeting at 5:00 p.m., January 14, 2026, in the Boardroom at One AISD Center 241 Pine Street, Abilene, Texas 79601. Mrs. Angie Wiley, President of the Board of Trustees, called the meeting to order at 4:59 p.m., observed that a quorum was present, and stated that notice of the meeting had been duly posted in the time and manner prescribed by law.

Trustees present for all or part of the meeting: Mrs. Angie Wiley, President; Mr. Rodney Goodman, Vice President; Mrs. Cindy Earles, Secretary; Mr. Bill Enriquez, Assistant Secretary, Dr. Danny Wheat, Dr. Taylor Tidmore, and Mr. Blair Schroeder. Members absent: None.

Administrators present for all or part of the meeting: Dr. John Kuhn, Superintendent; Dr. Joseph Waldron, Deputy Superintendent; and Mrs. Robin Jones, Assistant to the Superintendent and Board of Trustees

- I. Call to Order
- II. Oral Communication from the Public

There was no public comment.

- III. Adjournment to Closed Session:

Mrs. Angie Wiley announced that a Closed Session would be held under the provisions of Texas Code, Chapter 551. The Board convened in Closed Session at 5:00 p.m.

- A. Pursuant to Texas Government Code § 551.071, to consult with the District's attorney, in person or by phone, on a matter in which the duty of the attorney to the District under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Local Government Code.
- B. Pursuant to Texas Government Code § 551.074 for the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer, employee, or to hear complaints or charges against a public officer or employee.
 - I. Professional Employment Contracts
 - II. Superintendent Performance Evaluation

- IV. Reconvene from Closed Session

The Board reconvened at 6:08 p.m.

- V. Adjournment

There being no further business, the meeting adjourned at 6:08 p.m.

APPROVED:

President

ATTEST:

Secretary

Minutes of the January 15, 2026,
Special Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Special Meeting at 5:00 p.m., January 15, 2026, in the Boardroom at One AISD Center 241 Pine Street, Abilene, Texas 79601. Mrs. Angie Wiley, President of the Board of Trustees, called the meeting to order at 5:01 p.m., observed that a quorum was present, and stated that notice of the meeting had been duly posted in the time and manner prescribed by law.

Trustees present for all or part of the meeting: Mrs. Angie Wiley, President; Mr. Rodney Goodman, Vice President; Mrs. Cindy Earles, Dr. Danny Wheat, and Dr. Taylor Tidmore. Members absent: Mr. Bill Enriquez and Mr. Blair Schroeder.

Administrators present for all or part of the meeting: Dr. Joseph Waldron, Deputy Superintendent; Mrs. Patti Blue, Associate Superintendent for Curriculum and Instruction; and Mrs. Robin Jones, Assistant to the Superintendent and Board of Trustees

- I. Call to Order
- II. Oral Communication from the Public

Mrs. Angie Wiley asked if anyone wishing to address the Board had completed a public comment card. There was none.

- III. The Board will consider approval of Refunding Application for Head Start.

Mrs. Angie Wiley asked if there was a motion regarding the Head Start Refunding Application which was presented at the January 8 Board Workshop. Mr. Rodney Goodman made a motion to approve the 2026-2027 Head Start/Early Head Start Refunding Proposal, 2026-2027 Program Goals and Objectives, and updated 2025-2026 Community Needs Assessment as presented. The motion was seconded by Dr. Danny Wheat and passed 5 to 0.

Ayes: Goodman, Wiley, Earles, Wheat, and Tidmore

Nays: None

Absent: Enriquez and Schroeder

- IV. Adjournment to Closed Session:

The Board did not adjourn to Closed Session.

- A. Pursuant to Texas Government Code § 551.071, to consult with the District's attorney, in person or by phone, on a matter in which the duty of the attorney to the District under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Local Government Code.
- B. Pursuant to Texas Government Code § 551.074 for the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer, employee, or to hear complaints or charges against a public officer or employee.
 - I. Professional Employment Contracts
 - II. Superintendent Performance Evaluation

- V. Reconvene from Closed Session

- VI. Adjournment

There being no further business, the meeting adjourned at 5:03 p.m.

APPROVED:

President

ATTEST:

Secretary

Minutes of the January 29, 2026,
Special Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Special Meeting at 5:30 p.m., January 29, 2026, in the Boardroom at One AISD Center 241 Pine Street, Abilene, Texas 79601. Mrs. Angie Wiley, President of the Board of Trustees, called the meeting to order at 5:27 p.m., observed that a quorum was present, and stated that notice of the meeting had been duly posted in the time and manner prescribed by law.

Trustees present for all or part of the meeting: Mrs. Angie Wiley, President; Mr. Rodney Goodman, Vice President; Mrs. Cindy Earles, Secretary; Mr. Bill Enriquez, Assistant Secretary, Dr. Danny Wheat, Dr. Taylor Tidmore, and Mr. Blair Schroeder. Members absent: None.

Administrators present for all or part of the meeting: Dr. John Kuhn, Superintendent; Dr. Joseph Waldron, Deputy Superintendent; Dr. Jordan Ziemer, Executive Director for Communications; and Mrs. Robin Jones, Assistant to the Superintendent and Board of Trustees

- I. Call to Order
- II. Oral Communication from the Public

There was no public comment.

- III. The Board will consider approval of the Superintendent Evaluation Instrument.

Mrs. Angie Wiley asked if there was a motion regarding the Superintendent Evaluation Instrument. Mr. Blair Schroeder made a motion to approve the Superintendent Evaluation Instrument as presented. The motion was seconded by Mrs. Angie Wiley and passed 7 to 0.

Ayes: Goodman, Wiley, Enriquez, Earles, Schroeder, Wheat, and Tidmore

Nays: None

- IV. Adjournment to Closed Session:

Mrs. Angie Wiley announced that a Closed Session would be held under the provisions of Texas Code, Chapter 551. The Board convened in Closed Session at 5:29 p.m.

- A. Pursuant to Texas Government Code § 551.071, to consult with the District's attorney, in person or by phone, on a matter in which the duty of the attorney to the District under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Local Government Code.
- B. Pursuant to Texas Government Code § 551.074 for the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer, employee, or to hear complaints or charges against a public officer or employee.
 - I. Professional Employment Contracts
 - II. Superintendent Performance Evaluation

- V. Reconvene from Closed Session

The Board reconvened at 7:06 p.m.

- VI. Adjournment

There being no further business, the meeting adjourned at 7:06 p.m.

APPROVED:

President

ATTEST:

Secretary

Agenda Item: VI.D

Abilene Independent School District Board Document

Meeting Date: February 9, 2026

Meeting Type: Regular Board Meeting

Item Type: Consent

Future Action Required: No If Yes, Month: N/A

Subject: SLAC Recommendation- Acquisition of Library Materials

Background Information:

The School Library Advisory Council met on February 2, 2026. During this meeting the committee reviewed and considered the list of books to be approved for procurement: [2025-2026 List for Approval \(2\)](#)

The SLAC is recommending all the books for approval. They are recommending the following books on the high school list be fully read and reviewed before being added to the library catalog:

- *Final Cut*
- *I Don't Wish You Well*
- *Knocking on Windows*

Attached Supporting Documents:

None

Fiscal Implications: Each campus is allotted funds to purchase library materials. There are no fiscal implications that extend beyond each campus' budget for this purpose.

Administrative Recommendation:

Consider the recommendations of the SLAC and approve the list of books for procurement.

Contact Person:

Lyndsey Williamson

Abilene Independent School District Board Document - VI.E

Meeting Date: February 9, 2026

Meeting Type: Regular

Item Type: Consent

Future Action Required: No

If Yes, Month: N/A

Subject: Targeted Improvement Plans (TIPs)

Background Information:

Campuses are identified based on:

- Identified due to consistent underperformance of one or more student groups
- Based on Closing the Gaps indicators over multiple years
 - Closing the Gaps is Domain 3 in State Accountability System

Once identified the campus must develop a TIP. The TIP must have Board Approval. We talked during the January Board meeting about Comprehensive and Targeted Campuses in AISD. These are the plans that have been developed by the campuses with the assistance of Central Office C & I Staff.

Attached Supporting Documents:

TIPs for : Bassetti, Bonham, Bowie, Taylor, Clack, and Mann

Fiscal Implications:

Any needed funds are already part of the 25-26 Budget.

Administrative Recommendation:

Approve TIPs as presented

Contact Person:

Patti Blue



Targeted Improvement Plan and Turnaround Plan Form 25-26: School Year 2025-26

Before you begin, please ensure:

- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25–26](#) for all campuses required to submit a Targeted Improvement Plan or Turnaround Plan.
- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Closure/ Reassign Form for School Year 25–26](#) for all campuses that are choosing Closure/Reassign as the school improvement strategy.

Please complete this form by **5 pm on November 21, 2025**. The survey should take approximately **30-90 minutes to complete**. To avoid losing progress, please set aside enough time to complete the submission in one sitting. If you have questions, please contact the School Improvement Division at SIDivision@TEA.Texas.Gov. Thank you for taking the time to engage in this submission and provide the requested information.

Upon submission, you will receive an email containing a submission confirmation of your Targeted Improvement Plan or Turnaround Plan responses. TEA will upload your responses into ISAM on the submissions table for your campus(es).

Reminder:

- Maximize your browser window for the best experience
- Complete the form in one sitting to avoid losing progress.

0.0. Will you be completing a Targeted Improvement Plan (TIP) or a Turnaround Plan (TAP) submission?

Targeted Improvement Plan (TIP)

Turnaround Plan (TAP)

1. School System Information

Before you continue, please ensure that all statutory requirements for on-site needs assessment are complete for the campus(es) you are submitting the Targeted Improvement Plan (TIP) for.

Note: All stakeholder engagement requirements and board-approval for the TIP(s) are due board approval by **March 31, 2026.**

If you intend to submit one plan for multiple campuses, they must all implement the same school improvement strategy. If your district has different school improvement strategies for different grade bands, or for particular campuses, you must submit multiple forms until all required campuses are included.

Before you continue, please ensure that all statutory requirements for on-site needs assessment, stakeholder engagement, and board approval are complete for the campus included in this plan.

This question was not displayed to the respondent.

1.1TIP. Please select the campuses to which this strategy will apply:

- Please press and hold the CTRL key to select multiple campuses

- Please ensure, once you have selected all campuses to click the 'Save Selection' button.

1.1TAP. Please select the campus for this submission:

This question was not displayed to the respondent.

1.1aTIP. If one or more campuses that you will be applying this strategy to are not available in the list above, please enter the campus(es) CDCN number in the fields below.

Please, ensure the CDCN number is complete with leading zeros when applicable.

Example:Campus 235467 should be entered as 00235467

CDCN 1

CDCN 2

CDCN 3

CDCN 4

CDCN 5

CDCN 6

CDCN 7

CDCN 8

CDCN 9

CDCN 10

1.1aTAP. If the campus you are completing this submission for is not available in the list above, please enter the campus(es) CDCN number in the field below.

Please, ensure the CDCN number is complete with leading zeros when applicable.

Example: Campus 235467 should be entered as 00235467

This question was not displayed to the respondent.

1.2. Please enter your first and last name.

Keri Thornburg

1.3. Please enter your email.

keri.thornburg@abileneisd.org

1.4. Please select your role:

- Superintendent
- District Coordinator of School Improvement
- Other

2. Needs Assessment and Stakeholder Engagement

NOTICE:

To proceed with this submission, all Needs Assessment and Stakeholder Engagement assurances (items 2.1–2.6) must be marked **"Yes."**

If any of these items are marked **"No,"** you will be redirected to the end of the survey and must restart the submission once assurances 2.1–2.6 can be confirmed as **"Yes."**

2.1. I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in [Section 39A.053](#) of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)

- Yes
- No

2.2. I assure that all locally conducted needs assessments met the requirements in [Section 39A.053](#) of the Texas Education Code, and the results of the local needs assessment are available upon request.

- Yes

No

2. Needs Assessment and Stakeholder Engagement

2.3. I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan/Turnaround Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.4. I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.5. I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each plan, and the board posted the plan(s) on the district website prior to the hearing.

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.6. Has the board approved this plan(s)?

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.7. Please select the date of board approval:

This question was not displayed to the respondent.

2.8. As part of the TAP submission, all campuses must upload stakeholder comments. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted.

Please upload a copy of public comments or additional documents explaining the lack of public comments:

This question was not displayed to the respondent.

3. Student Outcome Goals

NOTICE:

To proceed with this submission, the Student Outcome Goals the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26' must be completed first, so assurance 3.1 can be marked '**Yes**'. If you have not completed the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26', please do so before returning to complete the 'Targeted Improvement Plan and Turnaround Plan Form: School Year 25-26'.

If '**No**' is marked for item 3.1 you will be redirected to the end of the survey and must restart the submission once assurance item 3.1 can be confirmed as "**Yes.**"

3.1. I assure that all campuses included in this plan have set campus-wide goals for ELA/Reading and Math STAAR performance rates and scaled score goals for Domain III components (Academic Achievement,

Growth Status, ELP Status, and Student Success Status) for the 2025–2026 school year.

Yes

No

4. School Improvement Strategy

4.1. Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.

- Accelerating Campus Excellence (ACE) Model
- Closure/reassign
- Improve Graduation Rate
- Intensive Curriculum & Instruction Improvements
- School Model Change (excluding ACE)
- Turnaround Partnership (SB 1882)

4.2. Which, if any, grants has your school system been awarded to support this strategy?

- Strong Foundations Implementation (LASO 3)
- Strong Foundations Implementation School Improvement PLC (LASO 3)
- Instructional Leadership (LASO 3)
- ESF- Focus Support Grant 24-26
- School Action Fund Planning (Restart)
- School Action Fund Implementation (Restart)
- School Action Fund Planning (Reassign)
- School Action Fund Implementation (Reassign)
- School Action Fund Implementation (Redesign)
- School Action Fund Planning (Create New)
- School Action Fund Implementation (Create New)
- Our school system has not been awarded a grant to support this strategy
- Other (must enter grant into text box)

4.3. Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?

- LIFT
- LIFT PLC Support
- School Improvement Curriculum and Instruction Support Grant

- School Action Fund Planning (Restart)
- School Action Fund Implementation (Restart)
- School Action Fund Planning (Reassign)
- School Action Fund Implementation (Reassign)
- School Action Fund Implementation (Redesign)
- School Action Fund Planning (Create New)
- School Action Fund Implementation (Create New)
- Our school system does not intend to apply for a grant to support this strategy
- Other (must enter grant into text box)

4.4. Please name any organizations you are currently working with to build capacity and support strategy implementation.

[SAPL List for LASO 3](#)

[SAPL List for LASO 4](#)

- External Vendor on the State Approved Provider (SAPL) list
- ESCs
- District Staff
- Other (must include name)

4.6. Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

This question was not displayed to the respondent.

4.5a. How many district staff members will you be reporting capacity building information for?

This question was not displayed to the respondent.

4. School Improvement Strategy and District Staff

This question was not displayed to the respondent.

4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

This question was not displayed to the respondent.

4. School Improvement Strategy and District Staff

This question was not displayed to the respondent.

4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

This question was not displayed to the respondent.

4. School Improvement Strategy and District Staff

This question was not displayed to the respondent.

4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

This question was not displayed to the respondent.

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This question was not displayed to the respondent.

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This question was not displayed to the respondent.

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This question was not displayed to the respondent.

4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

This question was not displayed to the respondent.

4. School Improvement Strategy and District Staff

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4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

This question was not displayed to the respondent.

4. School Improvement Strategy and District Staff

This question was not displayed to the respondent.

4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

This question was not displayed to the respondent.

4. School Improvement Strategy and District Staff

This question was not displayed to the respondent.

4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

This question was not displayed to the respondent.

4. School Improvement Strategy and District Staff

This question was not displayed to the respondent.

4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

5. Curriculum and Instruction

5.1. Please select the adopted curriculum for: **K-5 Math**

- Not applicable
- Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matemáticas K-5, Edición 1
- Eureka Math TEKS Edition
- STEMscopes Texas Math
- Progressions by Alba Math
- Texas i-Ready Classroom Mathematics
- IM360 Texas powered by Kiddom
- Teacher created
- District created
- Other

5.2. Is this the curriculum that will be implemented for the duration of the plan for: **K-5 Math**?

- Yes
- No

5.3. What new curriculum will be adopted for: **K-5 Math**

This question was not displayed to the respondent.

5.4. When will the district adopt the new curriculum for: K-5 Math

This question was not displayed to the respondent.

5.5. How many instructional minutes per week are required/recommended for implementation of this curriculum?

450

5.6. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

5.7. Please select the adopted curriculum: K-5 RLA

- Not applicable
- Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1
- Amplify Texas Elementary Literacy Program in English and Spanish
- Texas myView Literacy
- 95 Phonics Core Program Classroom Kit
- Texas Magnetic Reading Foundations
- SPIRE Program
- Reading Horizons Discovery
- IMSE Comprehensive Orton-Gillingham Plus
- Just Right Reader English Decodables
- Structured Literacy with E.A.S.E. Second Edition
- Bridge to Reading
- Pioneer Valley Educational Press (Stepping Together, Phonics Launch, In Tandem)
- Ready4Reading
- From Phonics to Reading
- Wilson Language Training
- Teacher created Curriculum
- District created
- Other

5.8. Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

- Yes
- No

5.9. What new curriculum will be adopted for: K-5 RLA

This question was not displayed to the respondent.

5.10. When will the district adopt the new curriculum for: K-5 RLA

This question was not displayed to the respondent.

5.11. How many instructional minutes per week are required/recommended for implementation of this curriculum?

5.12. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

650

5.13. Please select the adopted curriculum for: **6-8 Math**

- Not applicable
- Bluebonnet Learning Math Grades 6-8
- Carnegie Learning 6–12 Texas Math Solution
- STEMscopes Texas Math
- Agile Mind (Texas Mathematics)
- Cosenza & Associates, LLC
- Texas i-Ready Classroom Mathematics
- IM360 Texas Math powered by Kiddom
- Teacher created
- District created
- Other

5.14. Is this the curriculum that will be implemented for the duration of the plan for: **6-8 Math**?

This question was not displayed to the respondent.

5.15. What new curriculum will be adopted for: **6-8 Math**

This question was not displayed to the respondent.

5.16. When will the district adopt the new curriculum for: **6-8 Math**

This question was not displayed to the respondent.

5.17. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.18. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.19. Please select the adopted curriculum for: **6-8 RLA**

- Not applicable
- Amplify Texas Literacy Program, Grades 6-8
- Odell Education
- Teacher created
- District created
- Other

5.20. Is this the curriculum that will be implemented for the duration of the plan for: **6-8 RLA?**

This question was not displayed to the respondent.

5.21. What new curriculum will be adopted for: **6-8 RLA**

This question was not displayed to the respondent.

5.22. When will the district adopt the new curriculum for: **6-8 RLA**

This question was not displayed to the respondent.

5.23. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.24. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.25. Please select the adopted curriculum for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**

- Not applicable
- Bluebonnet Learning, Secondary Mathematics Algebra 1
- Carnegie Learning 6–12 Texas Math Solution
- STEMscopes Math Texas
- Agile Mind (Texas Algebra 1, Texas Algebra 2, Texas Geometry)
- Bedford, Freeman & Worth Publishing Group LLC (Statistics and Probability with Applications (High School) 4E)

- Cosenza & Associates, LLC (Algebraic Reasoning)
- Kiddom (Texas Math: Algebra 1, Algebra 2, Algebra Supports, Geometry)
- Rice University OpenStax (Algebra 1)
- Teacher created
- District created
- Other

5.26. Is this the curriculum that will be implemented for the duration of the plan for: **9-12 Math (Algebra 1, Algebra 2, Geometry)?**

This question was not displayed to the respondent.

5.27. What new curriculum will be adopted for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**

This question was not displayed to the respondent.

5.28. When will the district adopt the new curriculum for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**

This question was not displayed to the respondent.

5.29. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.30. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.31. Please select the adopted curriculum for: **9-12 RLA**

- Not applicable
- Odell Education
- Teacher created
- District created
- Other

5.32. Is this the curriculum that will be implemented for the duration of the plan for: **9-12 RLA?**

This question was not displayed to the respondent.

5.33. What new curriculum will be adopted for: **9-12 RLA**

This question was not displayed to the respondent.

5.34. When will the district adopt the new curriculum for: **9-12 RLA**

This question was not displayed to the respondent.

5.35. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.36. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.37. How many instructional days are included in the 2025-2026 calendar?

171

5.38. If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?

NA

5.39. Please describe the assessment plan for the impacted campus(es).

Campuses will conduct beginning, middle and end of year assessments with MAP and mCLASS in reading and math. They will also assess students through exit tickets, unit assessments, and module assessments throughout the year. Spring STAAR benchmarks will be administered. Data will be tracked through eduphoria at the district and campus levels, and is reviewed regularly in PLCs with teachers.

5.40. Will the campus(es) implement a PLC structure?

Yes

No

5.41. How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by grade levels and by content areas.

5.42. How frequently will PLCs occur?

PLCs occur weekly at the individual campuses, and with other campus groups during district professional development days.

5.43. Who will facilitate PLCs?

PLCs are facilitated by PLC coaches, instructional coaches, campus administrators, and ESC support personnel.

5.44. Who is required to attend PLCs?

Core content teachers, special education teachers, administrators, and instructional coaches attend PLCs.

5.45. Please describe the PLC protocol to be used.

The district created a PLC protocol with ESC support based on Solution Tree, Get Better Faster, and Bluebonnet internalization protocols.

8. Graduation Rate

This question was not displayed to the respondent.

8.1. Please describe the overall strategy to improve the graduation rate at this campus/these campuses.

This question was not displayed to the respondent.

8.2. What student level data points will the campus track?

This question was not displayed to the respondent.

8.3. How frequently will student level data be reviewed and who will review the data?

This question was not displayed to the respondent.

8.4. What training will campus staff or mentors receive?

This question was not displayed to the respondent.

8.5. What is the attendance rate at the campus?

This question was not displayed to the respondent.

8.6. What strategies will the district implement to improve student attendance?

This question was not displayed to the respondent.

11. Capacity Building

This question was not displayed to the respondent.

11.1. Please describe your planned training/PD sessions (and who delivers and attends) for:

This question was not displayed to the respondent.

11.2. How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?

This question was not displayed to the respondent.

11.3. What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

This question was not displayed to the respondent.

11.4. How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

This question was not displayed to the respondent.

11.5. What capacity building supports related to supporting students in special populations will teachers and administrators receive?

This question was not displayed to the respondent.

10. Texas Partnerships

This question was not displayed to the respondent.

10.1. Please share the name and role of any district staff members that have **completed** TEA-approved authorizer training.

This question was not displayed to the respondent.

10.2. Please share the name and role of any district staff members that are **signed up** for or are **currently enrolled** in TEA-approved authorizer training.

This question was not displayed to the respondent.

10.3. Has the district adopted a local charter authorizing board policy?

This question was not displayed to the respondent.

10.4. Date the board approved or will vote on approving partnership

This question was not displayed to the respondent.

10.5. Has the district received approval for Texas Partnerships benefits for this campus/these campuses?

This question was not displayed to the respondent.

10.6. Name of proposed or approved operating partner:

This question was not displayed to the respondent.

10.7. Please describe the proposed or approved operating partner's track record of successful school turnaround.

This question was not displayed to the respondent.

9. School Model Change

This question was not displayed to the respondent.

9.1. Please provide a brief overview (2-3 sentences) of your school model change.

This question was not displayed to the respondent.

6. ACE

This question was not displayed to the respondent.

6.1. Has this campus (or this set of campuses) completed a planning year for the SAF grant for the ACE model?

This question was not displayed to the respondent.

6.2. Upload your school design plan. This plan must meet the criteria in TEC Section 39A.105(b). (Optional)

This question was not displayed to the respondent.

6.3. Would you like to provide more detail about the implementation of your ACE model? (Select yes if your School Design Plan does not meet the criteria in TEC Section 39A.105(b).)

This question was not displayed to the respondent.

6.4. Please describe the system the district will use to track teacher and administrator effectiveness at campuses implementing the ACE model.

This question was not displayed to the respondent.

6.5. What targets will the district set to identify which teachers and administrators are highly effective?

This question was not displayed to the respondent.

6.6. Please describe the incentives the district will offer to high-performing principals or teachers to remain at the campus.

This question was not displayed to the respondent.

6.7. Has the district made a minimum three-year commitment to continue incentives for the principal and teachers?

This question was not displayed to the respondent.

6.8. How will the district ensure that the principal assigned to each ACE campus has demonstrated a history of improvement in student academic growth at campuses in which the principal has previously worked?

This question was not displayed to the respondent.

6.9. Will the principal have final authority over personnel decisions at each campus implementing the ACE model?

This question was not displayed to the respondent.

6.10. How will the district ensure that at least 60 percent of the classroom teachers assigned to the campus are teachers who demonstrated instructional effectiveness during the previous school year?

This question was not displayed to the respondent.

6.11. Describe how the campus(es) will implement research-based instructional strategies.

This question was not displayed to the respondent.

6.12. Describe how the campus(es) will implement data-driven instructional practices.

This question was not displayed to the respondent.

6.13. Describe how the campus(es) will implement positive student culture on the campus.

This question was not displayed to the respondent.

6.14. Describe how the campus(es) will implement family and community engagement, including any partnerships with parent and community groups.

This question was not displayed to the respondent.

6.15. Describe how the campus(es) will implement extended learning opportunities for students, which may include service or workforce learning opportunities.

This question was not displayed to the respondent.

6.16. Describe how the campus(es) will provide student services before or after the instructional day that improve student performance (for example, tutoring, extracurricular activities, counseling services, and offering breakfast, lunch, and dinner to all students at the campus).

This question was not displayed to the respondent.

12. Milestones

12.1. Please share the key milestones for this strategy from August 2025 to August 2026 for **TIP**, key milestones from August 2026 to August 2028 for **TAP Development**, and key milestones from August 2025 to August 2027 for **TAP Development AND Implementation**. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.

In the summer of 2025, the district conducted professional development sessions in conjunction with ESC staff for curriculum implementation with Bluebonnet product and Eureka product training, and RBIS training. All elementary teachers, instructional coaches, and campus and district administrators attended the applicable trainings. Campus and district administrators and instructional coaches also received training on PLC protocols including internalization and instructional coaching with ESC support. Campus principals developed master schedules with common PLC schedules and required instructional minutes. Campus and district administrators received training from ESC staff on campus and district data and accountability. Instructional coaches meet biweekly with district administrators for coaching, PLC training, curriculum implementation, and data analysis trends. Throughout the 2025-26 school year, the district conducted quarterly observations and learning walks with the product advisor and implementation advisor. Campus administrators and instructional coaches also conduct ongoing observations with feedback each grading period with district created walkthrough forms. Data is tracked through Bluebonnet trackers and Strive. The data collected is used to determine campus-specific needs for the five district professional development days and ESC-provided flexible supports during the school year. Data from the MAP, unit, module, and benchmark assessments is reviewed during PLCs and instruction is adjusted based on data analysis. Data is shared at the district level with content coordinators, associate superintendent, executive director, and instructional coaches. During the summer of 2026, STAAR data will be analyzed to determine next steps and adjustments for the 2026-27 school year. Teachers will attend required core content professional development including instructional best practices.

13. Performance Management

13.1. Please describe how district and campus leaders will monitor the successful implementation of this plan.

Student outcome data is regularly analyzed and shared with district and campus administration along with the school board. Strive and the Bluebonnet walkthrough trackers are reviewed to determine which teachers need additional coaching and support. The instructional coaches meet bi-weekly to plan additional supports based on the data collected. PLC agendas are reviewed for future planning and instructional adjustments.

13.2. Who will be responsible for reviewing progress towards the milestones described in the previous section?

Campus administrators and instructional coaches are responsible for reviewing progress through weekly PLCs and walkthroughs. The content coordinators and instructional coaches meet bi-weekly with the executive director to monitor campus specific data. Data trackers are shared with the associate superintendent for curriculum and instruction on a regular basis.

13.3. How frequently will progress toward milestones be reviewed?

- Weekly
- Bi-Weekly (Meets Expectation)
- Monthly (Does not Meet Expectation)
- Other (Please Explain)

13.4. How will milestone progress data be collected?

Student outcome data is collected through eduphoria. Walkthrough and observation data is collected through Strive and Bluebonnet walkthrough forms. PLCs are monitored through weekly agendas.

13.5. How will milestone progress data be shared with district leadership and other relevant stakeholders?

The content coordinators and instructional coaches meet bi-weekly with the executive director to monitor campus specific data. Data trackers are shared with the associate superintendent for curriculum and instruction on a regular basis.

14. Resources

14.1. Please share the required costs to implement plan and source of funds:

Implementation costs include the salaries for instructional coaches (Title I funds), PLC coaches (LASO grant), and district content coordinators (district general funds). Additional funds were used for Bluebonnet curriculum supplies and materials (EMAT). LASO grant funds were also used for ESC product advising and implementation coaching, and ESC PLC support.

14.2. If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

If we do not receive additional grant funds, federal and local funds would be used to continue supports.

15. Additional Information

15.1. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

15.2. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

Embedded Data

SelectedRegion: 14

SelectedDistrict: ABILENE ISD-221901

SelectedCampuses: BASSETTI EL-221901153; BONHAM EL-221901103; TAYLOR EL-221901121

Location Data

Location: ([32.4358](#), [-99.7637](#))

Source: GeolIP Estimation





Targeted Improvement Plan and Turnaround Plan Form 25-26: School Year 2025-26

Before you begin, please ensure:

- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25–26](#) for all campuses required to submit a Targeted Improvement Plan or Turnaround Plan.
- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Closure/ Reassign Form for School Year 25–26](#) for all campuses that are choosing Closure/Reassign as the school improvement strategy.

Please complete this form by **5 pm on November 21, 2025**. The survey should take approximately **30-90 minutes to complete**. To avoid losing progress, please set aside enough time to complete the submission in one sitting. If you have questions, please contact the School Improvement Division at SIDivision@TEA.Texas.Gov. Thank you for taking the time to engage in this submission and provide the requested information.

Upon submission, you will receive an email containing a submission confirmation of your Targeted Improvement Plan or Turnaround Plan responses. TEA will upload your responses into ISAM on the submissions table for your campus(es).

Reminder:

- Maximize your browser window for the best experience
- Complete the form in one sitting to avoid losing progress.

0.0. Will you be completing a Targeted Improvement Plan (TIP) or a Turnaround Plan (TAP) submission?

Targeted Improvement Plan (TIP)

Turnaround Plan (TAP)

1. School System Information

Before you continue, please ensure that all statutory requirements for on-site needs assessment are complete for the campus(es) you are submitting the Targeted Improvement Plan (TIP) for.

Note: All stakeholder engagement requirements and board-approval for the TIP(s) are due board approval by **March 31, 2026.**

If you intend to submit one plan for multiple campuses, they must all implement the same school improvement strategy. If your district has different school improvement strategies for different grade bands, or for particular campuses, you must submit multiple forms until all required campuses are included.

Before you continue, please ensure that all statutory requirements for on-site needs assessment, stakeholder engagement, and board approval are complete for the campus included in this plan.

This question was not displayed to the respondent.

1.1TIP. Please select the campuses to which this strategy will apply:

- Please press and hold the CTRL key to select multiple campuses

- Please ensure, once you have selected all campuses to click the 'Save Selection' button.

1.1TAP. Please select the campus for this submission:

This question was not displayed to the respondent.

1.1aTIP. If one or more campuses that you will be applying this strategy to are not available in the list above, please enter the campus(es) CDCN number in the fields below.

Please, ensure the CDCN number is complete with leading zeros when applicable.

Example:Campus 235467 should be entered as 00235467

CDCN 1

CDCN 2

CDCN 3

CDCN 4

CDCN 5

CDCN 6

CDCN 7

CDCN 8

CDCN 9

CDCN 10

1.1aTAP. If the campus you are completing this submission for is not available in the list above, please enter the campus(es) CDCN number in the field below.

Please, ensure the CDCN number is complete with leading zeros when applicable.

Example: Campus 235467 should be entered as 00235467

This question was not displayed to the respondent.

1.2. Please enter your first and last name.

Lyndsey Williamson

1.3. Please enter your email.

lyndsey.williamson@abileneisd.org

1.4. Please select your role:

- Superintendent
- District Coordinator of School Improvement
- Other

2. Needs Assessment and Stakeholder Engagement

NOTICE:

To proceed with this submission, all Needs Assessment and Stakeholder Engagement assurances (items 2.1–2.6) must be marked **"Yes."**

If any of these items are marked **"No,"** you will be redirected to the end of the survey and must restart the submission once assurances 2.1–2.6 can be confirmed as **"Yes."**

2.1. I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in [Section 39A.053](#) of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)

- Yes
- No

2.2. I assure that all locally conducted needs assessments met the requirements in [Section 39A.053](#) of the Texas Education Code, and the results of the local needs assessment are available upon request.

- Yes

No

2. Needs Assessment and Stakeholder Engagement

2.3. I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan/Turnaround Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.4. I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.5. I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each plan, and the board posted the plan(s) on the district website prior to the hearing.

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.6. Has the board approved this plan(s)?

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.7. Please select the date of board approval:

This question was not displayed to the respondent.

2.8. As part of the TAP submission, all campuses must upload stakeholder comments. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted.

Please upload a copy of public comments or additional documents explaining the lack of public comments:

This question was not displayed to the respondent.

3. Student Outcome Goals

NOTICE:

To proceed with this submission, the Student Outcome Goals the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26' must be completed first, so assurance 3.1 can be marked '**Yes**'. If you have not completed the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26', please do so before returning to complete the 'Targeted Improvement Plan and Turnaround Plan Form: School Year 25-26'.

If '**No**' is marked for item 3.1 you will be redirected to the end of the survey and must restart the submission once assurance item 3.1 can be confirmed as "**Yes.**"

3.1. I assure that all campuses included in this plan have set campus-wide goals for ELA/Reading and Math STAAR performance rates and scaled score goals for Domain III components (Academic Achievement,

Growth Status, ELP Status, and Student Success Status) for the 2025–2026 school year.

Yes

No

4. School Improvement Strategy

4.1. Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.

Accelerating Campus Excellence (ACE) Model

Closure/reassign

Improve Graduation Rate

Intensive Curriculum & Instruction Improvements

School Model Change (excluding ACE)

Turnaround Partnership (SB 1882)

4.2. Which, if any, grants has your school system been awarded to support this strategy?

Strong Foundations Implementation (LASO 3)

Strong Foundations Implementation School Improvement PLC (LASO 3)

Instructional Leadership (LASO 3)

ESF- Focus Support Grant 24-26

School Action Fund Planning (Restart)

School Action Fund Implementation (Restart)

School Action Fund Planning (Reassign)

School Action Fund Implementation (Reassign)

School Action Fund Implementation (Redesign)

School Action Fund Planning (Create New)

School Action Fund Implementation (Create New)

Our school system has not been awarded a grant to support this strategy

Other (must enter grant into text box)

4.3. Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?

LIFT

LIFT PLC Support

School Improvement Curriculum and Instruction Support Grant

- School Action Fund Planning (Restart)
- School Action Fund Implementation (Restart)
- School Action Fund Planning (Reassign)
- School Action Fund Implementation (Reassign)
- School Action Fund Implementation (Redesign)
- School Action Fund Planning (Create New)
- School Action Fund Implementation (Create New)
- Our school system does not intend to apply for a grant to support this strategy
- Other (must enter grant into text box)

4.4. Please name any organizations you are currently working with to build capacity and support strategy implementation.

[SAPL List for LASO 3](#)

[SAPL List for LASO 4](#)

- External Vendor on the State Approved Provider (SAPL) list
- ESCs
- District Staff
- Other (must include name)

4.6. Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

This question was not displayed to the respondent.

4.5a. How many district staff members will you be reporting capacity building information for?

This question was not displayed to the respondent.

4. School Improvement Strategy and District Staff

This question was not displayed to the respondent.

4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

This question was not displayed to the respondent.

4. School Improvement Strategy and District Staff

This question was not displayed to the respondent.

4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

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This question was not displayed to the respondent.

4. School Improvement Strategy and District Staff

This question was not displayed to the respondent.

4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

5. Curriculum and Instruction

5.1. Please select the adopted curriculum for: **K-5 Math**

- Not applicable
- Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matemáticas K-5, Edición 1
- Eureka Math TEKS Edition
- STEMscopes Texas Math
- Progressions by Alba Math
- Texas i-Ready Classroom Mathematics
- IM360 Texas powered by Kiddom
- Teacher created
- District created
- Other

5.2. Is this the curriculum that will be implemented for the duration of the plan for: **K-5 Math**?

This question was not displayed to the respondent.

5.3. What new curriculum will be adopted for: **K-5 Math**

This question was not displayed to the respondent.

5.4. When will the district adopt the new curriculum for: K-5 Math

This question was not displayed to the respondent.

5.5. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.6. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.7. Please select the adopted curriculum: **K-5 RLA**

- Not applicable
- Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1
- Amplify Texas Elementary Literacy Program in English and Spanish
- Texas myView Literacy
- 95 Phonics Core Program Classroom Kit
- Texas Magnetic Reading Foundations
- SPIRE Program
- Reading Horizons Discovery
- IMSE Comprehensive Orton-Gillingham Plus
- Just Right Reader English Decodables
- Structured Literacy with E.A.S.E. Second Edition
- Bridge to Reading
- Pioneer Valley Educational Press (Stepping Together, Phonics Launch, In Tandem)
- Ready4Reading
- From Phonics to Reading
- Wilson Language Training
- Teacher created Curriculum
- District created
- Other

5.8. Is this the curriculum that will be implemented for the duration of the plan for: **K-5 RLA?**

This question was not displayed to the respondent.

5.9. What new curriculum will be adopted for: **K-5 RLA**

This question was not displayed to the respondent.

5.10. When will the district adopt the new curriculum for: **K-5 RLA**

This question was not displayed to the respondent.

5.11. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.12. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.13. Please select the adopted curriculum for: **6-8 Math**

- Not applicable
- Bluebonnet Learning Math Grades 6-8
- Carnegie Learning 6–12 Texas Math Solution
- STEMscopes Texas Math
- Agile Mind (Texas Mathematics)
- Cosenza & Associates, LLC
- Texas i-Ready Classroom Mathematics
- IM360 Texas Math powered by Kiddom
- Teacher created
- District created
- Other

5.14. Is this the curriculum that will be implemented for the duration of the plan for: **6-8 Math**?

- Yes
- No

5.15. What new curriculum will be adopted for: **6-8 Math**

This question was not displayed to the respondent.

5.16. When will the district adopt the new curriculum for: **6-8 Math**

This question was not displayed to the respondent.

5.17. How many instructional minutes per week are required/recommended for implementation of this curriculum?

5.18. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

5.19. Please select the adopted curriculum for: **6-8 RLA**

- Not applicable
- Amplify Texas Literacy Program, Grades 6-8
- Odell Education
- Teacher created
- District created
- Other

5.20. Is this the curriculum that will be implemented for the duration of the plan for: **6-8 RLA?**

- Yes
- No

5.21. What new curriculum will be adopted for: **6-8 RLA**

This question was not displayed to the respondent.

5.22. When will the district adopt the new curriculum for: **6-8 RLA**

This question was not displayed to the respondent.

5.23. How many instructional minutes per week are required/recommended for implementation of this curriculum?

5.24. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

5.25. Please select the adopted curriculum for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**

- Not applicable
- Bluebonnet Learning, Secondary Mathematics Algebra 1
- Carnegie Learning 6–12 Texas Math Solution

- STEMscopes Math Texas
- Agile Mind (Texas Algebra 1, Texas Algebra 2, Texas Geometry)
- Bedford, Freeman & Worth Publishing Group LLC (Statistics and Probability with Applications (High School) 4E)
- Cosenza & Associates, LLC (Algebraic Reasoning)
- Kiddom (Texas Math: Algebra 1, Algebra 2, Algebra Supports, Geometry)
- Rice University OpenStax (Algebra 1)
- Teacher created
- District created
- Other

5.26. Is this the curriculum that will be implemented for the duration of the plan for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**?

This question was not displayed to the respondent.

5.27. What new curriculum will be adopted for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**

This question was not displayed to the respondent.

5.28. When will the district adopt the new curriculum for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**

This question was not displayed to the respondent.

5.29. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.30. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.31. Please select the adopted curriculum for: **9-12 RLA**

- Not applicable
- Odell Education
- Teacher created
- District created
- Other

5.32. Is this the curriculum that will be implemented for the duration of the plan for: **9-12 RLA?**

This question was not displayed to the respondent.

5.33. What new curriculum will be adopted for: **9-12 RLA**

This question was not displayed to the respondent.

5.34. When will the district adopt the new curriculum for: **9-12 RLA**

This question was not displayed to the respondent.

5.35. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.36. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.37. How many instructional days are included in the 2025-2026 calendar?

171

5.38. If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?

n/a

5.39. Please describe the assessment plan for the impacted campus(es).

The campus is administering the MAP beginning, middle and end of year assessments. They are also conducting STAAR/TEKS aligned Fall and Spring Benchmarks. Clack is also using district common assessments in the core areas for all units/modules. All assessment data is tracked in Eduphoria at the district and campus levels and is reviewed regularly in PLC meetings with teachers.

5.40. Will the campus(es) implement a PLC structure?

Yes

No

5.41. How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by grade level and by content.

5.42. How frequently will PLCs occur?

PLCs occur bi-weekly along with time spent in PLC groups on district-designated professional development days.

5.43. Who will facilitate PLCs?

The Instructional Facilitator, along with campus administrators, facilitate the PLCs. District content coordinators are also involved in facilitating some PLCs throughout the year.

5.44. Who is required to attend PLCs?

core content teachers

5.45. Please describe the PLC protocol to be used.

The district created a PLC protocol with ESC support based on Solution Tree, Get Better Faster, and internalization protocols.

8. Graduation Rate

This question was not displayed to the respondent.

8.1. Please describe the overall strategy to improve the graduation rate at this campus/these campuses.

This question was not displayed to the respondent.

8.2. What student level data points will the campus track?

This question was not displayed to the respondent.

8.3. How frequently will student level data be reviewed and who will review the data?

This question was not displayed to the respondent.

8.4. What training will campus staff or mentors receive?

This question was not displayed to the respondent.

8.5. What is the attendance rate at the campus?

This question was not displayed to the respondent.

8.6. What strategies will the district implement to improve student attendance?

This question was not displayed to the respondent.

11. Capacity Building

This question was not displayed to the respondent.

11.1. Please describe your planned training/PD sessions (and who delivers and attends) for:

This question was not displayed to the respondent.

11.2. How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?

This question was not displayed to the respondent.

11.3. What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

This question was not displayed to the respondent.

11.4. How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

This question was not displayed to the respondent.

11.5. What capacity building supports related to supporting students in special populations will teachers and administrators receive?

This question was not displayed to the respondent.

10. Texas Partnerships

This question was not displayed to the respondent.

10.1. Please share the name and role of any district staff members that have **completed** TEA-approved authorizer training.

This question was not displayed to the respondent.

10.2. Please share the name and role of any district staff members that are **signed up** for or are **currently enrolled** in TEA-approved authorizer training.

This question was not displayed to the respondent.

10.3. Has the district adopted a local charter authorizing board policy?

This question was not displayed to the respondent.

10.4. Date the board approved or will vote on approving partnership

This question was not displayed to the respondent.

10.5. Has the district received approval for Texas Partnerships benefits for this campus/these campuses?

This question was not displayed to the respondent.

10.6. Name of proposed or approved operating partner:

This question was not displayed to the respondent.

10.7. Please describe the proposed or approved operating partner's track record of successful school turnaround.

This question was not displayed to the respondent.

9. School Model Change

This question was not displayed to the respondent.

9.1. Please provide a brief overview (2-3 sentences) of your school model change.

This question was not displayed to the respondent.

6. ACE

This question was not displayed to the respondent.

6.1. Has this campus (or this set of campuses) completed a planning year for the SAF grant for the ACE model?

This question was not displayed to the respondent.

6.2. Upload your school design plan. This plan must meet the criteria in TEC Section 39A.105(b). (Optional)

This question was not displayed to the respondent.

6.3. Would you like to provide more detail about the implementation of your ACE model? (Select yes if your School Design Plan does not meet the criteria in TEC Section 39A.105(b).)

This question was not displayed to the respondent.

6.4. Please describe the system the district will use to track teacher and administrator effectiveness at campuses implementing the ACE model.

This question was not displayed to the respondent.

6.5. What targets will the district set to identify which teachers and administrators are highly effective?

This question was not displayed to the respondent.

6.6. Please describe the incentives the district will offer to high-performing principals or teachers to remain at the campus.

This question was not displayed to the respondent.

6.7. Has the district made a minimum three-year commitment to continue incentives for the principal and teachers?

This question was not displayed to the respondent.

6.8. How will the district ensure that the principal assigned to each ACE campus has demonstrated a history of improvement in student academic growth at campuses in which the principal has previously worked?

This question was not displayed to the respondent.

6.9. Will the principal have final authority over personnel decisions at each campus implementing the ACE model?

This question was not displayed to the respondent.

6.10. How will the district ensure that at least 60 percent of the classroom teachers assigned to the campus are teachers who demonstrated instructional effectiveness during the previous school year?

This question was not displayed to the respondent.

6.11. Describe how the campus(es) will implement research-based instructional strategies.

This question was not displayed to the respondent.

6.12. Describe how the campus(es) will implement data-driven instructional practices.

This question was not displayed to the respondent.

6.13. Describe how the campus(es) will implement positive student culture on the campus.

This question was not displayed to the respondent.

6.14. Describe how the campus(es) will implement family and community engagement, including any partnerships with parent and community groups.

This question was not displayed to the respondent.

6.15. Describe how the campus(es) will implement extended learning opportunities for students, which may include service or workforce learning opportunities.

This question was not displayed to the respondent.

6.16. Describe how the campus(es) will provide student services before or after the instructional day that improve student performance (for example, tutoring, extracurricular activities, counseling services, and offering breakfast, lunch, and dinner to all students at the campus).

This question was not displayed to the respondent.

12. Milestones

12.1. Please share the key milestones for this strategy from August 2025 to August 2026 for **TIP**, key milestones from August 2026 to August 2028 for **TAP Development**, and key milestones from August 2025 to August 2027 for **TAP Development AND Implementation**. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.

A new campus principal was assigned to Clack who has previous, proven turnaround experience. She has set up systems to ensure instruction is the priority and focus. During the summer of 2025 we held professional development sessions on the implementation of new curriculum in RLA (Amplify) and continued implementation of Carnegie (transitioned to Bluebonnet) Math. All middle school math and RLA teachers and instructional facilitators were involved in these trainings that were led by a combination of district and program content support staff. Throughout the 25-26 school year, Carnegie and Amplify are providing coaching and feedback to all math and RLA teachers. The campus is receiving 8-10 coaching sessions from each throughout the year. Amplify and Carnegie are participating in instructional walks with campus administrators. Campus and district leaders are tracking progress through walk through and assessment data. Campus specific needs for professional development days are determined by this data. The district has five professional development days scheduled throughout the year. Data from the MAP, unit, module, and benchmark assessments is reviewed during PLCs and instruction is adjusted based on data analysis. Data is shared at the district level with content coordinators, associate superintendent, and executive directors. Campus and district administrators received training on PLC protocols, including internalization, and instructional coaching with ESC support. The principal developed a master schedule to include common PLC times by content area and required instructional minutes. The ESC provided an accountability training in August for all campus and district administrators. This training included focus on district and campus specific data. The instructional facilitator is involved in monthly coaching and PLC training, curriculum implementation, and data analysis with other campus and instructional coaches and administrators. During the summer of 2026, STAAR data will be analyzed to determine next steps and adjustments for the 2026-2027 school year. Teachers will attend required core content professional development specific to the campuses needs.

13. Performance Management

13.1. Please describe how district and campus leaders will monitor the successful implementation of this plan.

Student outcome data is regularly analyzed and shared with district and campus administration along with the school board. STRIVE walkthrough data is also reviewed regularly. Feedback is provided by Carnegie and Amplify coaches, which is then used by teachers and administrators to adjust instruction. The instructional facilitator is involved in monthly meetings to plan additional supports based on the data collected. PLC agendas are reviewed for future planning and instructional adjustments.

13.2. Who will be responsible for reviewing progress towards the milestones described in the previous section?

Campus administrators and the instructional facilitator are responsible for reviewing progress through bi-weekly PLCs and walkthroughs. The district content coordinators meet with the executive director weekly to monitor campus progress based on observations and campus specific data. Data trackers are shared with the associate superintendent for curriculum and instruction on a regular basis.

13.3. How frequently will progress toward milestones be reviewed?

- Weekly
- Bi-Weekly (Meets Expectation)
- Monthly (Does not Meet Expectation)
- Other (Please Explain)

13.4. How will milestone progress data be collected?

Student outcome data is collected through Eduphoria. Walkthrough data is collected through STRIVE. PLC progress is monitored through agendas.

13.5. How will milestone progress data be shared with district leadership and other relevant stakeholders?

The district content coordinators meet with the executive director weekly to monitor campus progress based on observations and campus specific data. Data trackers are shared with the associate superintendent for curriculum and instruction on a regular basis.

14. Resources

14.1. Please share the required costs to implement plan and source of funds:

Implementation costs include the salaries for instructional facilitators (Title I funds) and district content coordinators (general funds). Additional funds are needed to purchase the curriculum supplies and materials and implementation coaching from Carnegie and Amplify.

14.2. If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

If we do not receive the LIFT grant to continue Bluebonnet Math support, federal and local funds will continue to be used to continue supports.

15. Additional Information

15.1. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

15.2. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

Embedded Data

SelectedRegion: 14

SelectedDistrict: ABILENE ISD-221901

SelectedCampuses: CLACK MIDDLE-221901047

Location Data

Location: ([32.4358](#), [-99.7637](#))

Source: GeolIP Estimation





Targeted Improvement Plan and Turnaround Plan Form 25-26: School Year 2025-26

Before you begin, please ensure:

- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25–26](#) for all campuses required to submit a Targeted Improvement Plan or Turnaround Plan.
- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Closure/ Reassign Form for School Year 25–26](#) for all campuses that are choosing Closure/Reassign as the school improvement strategy.

Please complete this form by **5 pm on November 21, 2025**. The survey should take approximately **30-90 minutes to complete**. To avoid losing progress, please set aside enough time to complete the submission in one sitting. If you have questions, please contact the School Improvement Division at SIDivision@TEA.Texas.Gov. Thank you for taking the time to engage in this submission and provide the requested information.

Upon submission, you will receive an email containing a submission confirmation of your Targeted Improvement Plan or Turnaround Plan responses. TEA will upload your responses into ISAM on the submissions table for your campus(es).

Reminder:

- Maximize your browser window for the best experience
- Complete the form in one sitting to avoid losing progress.

0.0. Will you be completing a Targeted Improvement Plan (TIP) or a Turnaround Plan (TAP) submission?

Targeted Improvement Plan (TIP)

Turnaround Plan (TAP)

1. School System Information

Before you continue, please ensure that all statutory requirements for on-site needs assessment are complete for the campus(es) you are submitting the Targeted Improvement Plan (TIP) for.

Note: All stakeholder engagement requirements and board-approval for the TIP(s) are due board approval by **March 31, 2026.**

If you intend to submit one plan for multiple campuses, they must all implement the same school improvement strategy. If your district has different school improvement strategies for different grade bands, or for particular campuses, you must submit multiple forms until all required campuses are included.

Before you continue, please ensure that all statutory requirements for on-site needs assessment, stakeholder engagement, and board approval are complete for the campus included in this plan.

This question was not displayed to the respondent.

1.1TIP. Please select the campuses to which this strategy will apply:

- Please press and hold the CTRL key to select multiple campuses

- Please ensure, once you have selected all campuses to click the 'Save Selection' button.

1.1TAP. Please select the campus for this submission:

This question was not displayed to the respondent.

1.1aTIP. If one or more campuses that you will be applying this strategy to are not available in the list above, please enter the campus(es) CDCN number in the fields below.

Please, ensure the CDCN number is complete with leading zeros when applicable.

Example:Campus 235467 should be entered as 00235467

CDCN 1

CDCN 2

CDCN 3

CDCN 4

CDCN 5

CDCN 6

CDCN 7

CDCN 8

CDCN 9

CDCN 10

1.1aTAP. If the campus you are completing this submission for is not available in the list above, please enter the campus(es) CDCN number in the field below.

Please, ensure the CDCN number is complete with leading zeros when applicable.

Example: Campus 235467 should be entered as 00235467

This question was not displayed to the respondent.

1.2. Please enter your first and last name.

Keri Thornburg

1.3. Please enter your email.

keri.thornburg@abileneisd.org

1.4. Please select your role:

- Superintendent
- District Coordinator of School Improvement
- Other

2. Needs Assessment and Stakeholder Engagement

NOTICE:

To proceed with this submission, all Needs Assessment and Stakeholder Engagement assurances (items 2.1–2.6) must be marked **"Yes."**

If any of these items are marked **"No,"** you will be redirected to the end of the survey and must restart the submission once assurances 2.1–2.6 can be confirmed as **"Yes."**

2.1. I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in [Section 39A.053](#) of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)

- Yes
- No

2.2. I assure that all locally conducted needs assessments met the requirements in [Section 39A.053](#) of the Texas Education Code, and the results of the local needs assessment are available upon request.

- Yes

No

2. Needs Assessment and Stakeholder Engagement

2.3. I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan/Turnaround Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.4. I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.5. I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each plan, and the board posted the plan(s) on the district website prior to the hearing.

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.6. Has the board approved this plan(s)?

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.7. Please select the date of board approval:

This question was not displayed to the respondent.

2.8. As part of the TAP submission, all campuses must upload stakeholder comments. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted.

Please upload a copy of public comments or additional documents explaining the lack of public comments:

This question was not displayed to the respondent.

3. Student Outcome Goals

NOTICE:

To proceed with this submission, the Student Outcome Goals the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26' must be completed first, so assurance 3.1 can be marked '**Yes**'. If you have not completed the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26', please do so before returning to complete the 'Targeted Improvement Plan and Turnaround Plan Form: School Year 25-26'.

If '**No**' is marked for item 3.1 you will be redirected to the end of the survey and must restart the submission once assurance item 3.1 can be confirmed as "**Yes.**"

3.1. I assure that all campuses included in this plan have set campus-wide goals for ELA/Reading and Math STAAR performance rates and scaled score goals for Domain III components (Academic Achievement,

Growth Status, ELP Status, and Student Success Status) for the 2025–2026 school year.

Yes

No

4. School Improvement Strategy

4.1. Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.

Accelerating Campus Excellence (ACE) Model

Closure/reassign

Improve Graduation Rate

Intensive Curriculum & Instruction Improvements

School Model Change (excluding ACE)

Turnaround Partnership (SB 1882)

4.2. Which, if any, grants has your school system been awarded to support this strategy?

Strong Foundations Implementation (LASO 3)

Strong Foundations Implementation School Improvement PLC (LASO 3)

Instructional Leadership (LASO 3)

ESF- Focus Support Grant 24-26

School Action Fund Planning (Restart)

School Action Fund Implementation (Restart)

School Action Fund Planning (Reassign)

School Action Fund Implementation (Reassign)

School Action Fund Implementation (Redesign)

School Action Fund Planning (Create New)

School Action Fund Implementation (Create New)

Our school system has not been awarded a grant to support this strategy

Other (must enter grant into text box)

4.3. Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?

LIFT

LIFT PLC Support

School Improvement Curriculum and Instruction Support Grant

- School Action Fund Planning (Restart)
- School Action Fund Implementation (Restart)
- School Action Fund Planning (Reassign)
- School Action Fund Implementation (Reassign)
- School Action Fund Implementation (Redesign)
- School Action Fund Planning (Create New)
- School Action Fund Implementation (Create New)
- Our school system does not intend to apply for a grant to support this strategy
- Other (must enter grant into text box)

4.4. Please name any organizations you are currently working with to build capacity and support strategy implementation.

[SAPL List for LASO 3](#)

[SAPL List for LASO 4](#)

- External Vendor on the State Approved Provider (SAPL) list
- ESCs
- District Staff
- Other (must include name)

4.6. Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

This question was not displayed to the respondent.

4.5a. How many district staff members will you be reporting capacity building information for?

This question was not displayed to the respondent.

4. School Improvement Strategy and District Staff

This question was not displayed to the respondent.

4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

This question was not displayed to the respondent.

4. School Improvement Strategy and District Staff

This question was not displayed to the respondent.

4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

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4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

This question was not displayed to the respondent.

4. School Improvement Strategy and District Staff

This question was not displayed to the respondent.

4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

5. Curriculum and Instruction

5.1. Please select the adopted curriculum for: **K-5 Math**

- Not applicable
- Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matemáticas K-5, Edición 1
- Eureka Math TEKS Edition
- STEMscopes Texas Math
- Progressions by Alba Math
- Texas i-Ready Classroom Mathematics
- IM360 Texas powered by Kiddom
- Teacher created
- District created
- Other

5.2. Is this the curriculum that will be implemented for the duration of the plan for: **K-5 Math**?

- Yes
- No

5.3. What new curriculum will be adopted for: **K-5 Math**

This question was not displayed to the respondent.

5.4. When will the district adopt the new curriculum for: K-5 Math

This question was not displayed to the respondent.

5.5. How many instructional minutes per week are required/recommended for implementation of this curriculum?

450

5.6. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

5.7. Please select the adopted curriculum: K-5 RLA

- Not applicable
- Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1
- Amplify Texas Elementary Literacy Program in English and Spanish
- Texas myView Literacy
- 95 Phonics Core Program Classroom Kit
- Texas Magnetic Reading Foundations
- SPIRE Program
- Reading Horizons Discovery
- IMSE Comprehensive Orton-Gillingham Plus
- Just Right Reader English Decodables
- Structured Literacy with E.A.S.E. Second Edition
- Bridge to Reading
- Pioneer Valley Educational Press (Stepping Together, Phonics Launch, In Tandem)
- Ready4Reading
- From Phonics to Reading
- Wilson Language Training
- Teacher created Curriculum
- District created
- Other

5.8. Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

- Yes
- No

5.9. What new curriculum will be adopted for: K-5 RLA

This question was not displayed to the respondent.

5.10. When will the district adopt the new curriculum for: K-5 RLA

This question was not displayed to the respondent.

5.11. How many instructional minutes per week are required/recommended for implementation of this curriculum?

5.12. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

650

5.13. Please select the adopted curriculum for: **6-8 Math**

- Not applicable
- Bluebonnet Learning Math Grades 6-8
- Carnegie Learning 6–12 Texas Math Solution
- STEMscopes Texas Math
- Agile Mind (Texas Mathematics)
- Cosenza & Associates, LLC
- Texas i-Ready Classroom Mathematics
- IM360 Texas Math powered by Kiddom
- Teacher created
- District created
- Other

5.14. Is this the curriculum that will be implemented for the duration of the plan for: **6-8 Math**?

This question was not displayed to the respondent.

5.15. What new curriculum will be adopted for: **6-8 Math**

This question was not displayed to the respondent.

5.16. When will the district adopt the new curriculum for: **6-8 Math**

This question was not displayed to the respondent.

5.17. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.18. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.19. Please select the adopted curriculum for: **6-8 RLA**

- Not applicable
- Amplify Texas Literacy Program, Grades 6-8
- Odell Education
- Teacher created
- District created
- Other

5.20. Is this the curriculum that will be implemented for the duration of the plan for: **6-8 RLA?**

This question was not displayed to the respondent.

5.21. What new curriculum will be adopted for: **6-8 RLA**

This question was not displayed to the respondent.

5.22. When will the district adopt the new curriculum for: **6-8 RLA**

This question was not displayed to the respondent.

5.23. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.24. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.25. Please select the adopted curriculum for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**

- Not applicable
- Bluebonnet Learning, Secondary Mathematics Algebra 1
- Carnegie Learning 6–12 Texas Math Solution
- STEMscopes Math Texas
- Agile Mind (Texas Algebra 1, Texas Algebra 2, Texas Geometry)
- Bedford, Freeman & Worth Publishing Group LLC (Statistics and Probability with Applications (High School) 4E)

- Cosenza & Associates, LLC (Algebraic Reasoning)
- Kiddom (Texas Math: Algebra 1, Algebra 2, Algebra Supports, Geometry)
- Rice University OpenStax (Algebra 1)
- Teacher created
- District created
- Other

5.26. Is this the curriculum that will be implemented for the duration of the plan for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**?

This question was not displayed to the respondent.

5.27. What new curriculum will be adopted for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**

This question was not displayed to the respondent.

5.28. When will the district adopt the new curriculum for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**

This question was not displayed to the respondent.

5.29. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.30. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.31. Please select the adopted curriculum for: **9-12 RLA**

- Not applicable
- Odell Education
- Teacher created
- District created
- Other

5.32. Is this the curriculum that will be implemented for the duration of the plan for: **9-12 RLA?**

This question was not displayed to the respondent.

5.33. What new curriculum will be adopted for: **9-12 RLA**

This question was not displayed to the respondent.

5.34. When will the district adopt the new curriculum for: **9-12 RLA**

This question was not displayed to the respondent.

5.35. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.36. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.37. How many instructional days are included in the 2025-2026 calendar?

171

5.38. If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?

NA

5.39. Please describe the assessment plan for the impacted campus(es).

MAP and mCLASS assessments are conducted at the beginning, middle, and end of the year. Unit and module assessments and exit tickets are used on an ongoing basis. Spring STAAR benchmarks will be administered prior to STAAR testing. Data will be tracked using eduphoria and reviewed during weekly PLCs.

5.40. Will the campus(es) implement a PLC structure?

Yes

No

5.41. How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by grade level and subject area in core content areas.

5.42. How frequently will PLCs occur?

PLCs occur weekly on campus and throughout the year with other campus groups during professional development days.

5.43. Who will facilitate PLCs?

PLCs are facilitated by campus administrators and instructional coaches.

5.44. Who is required to attend PLCs?

Required PLC participants include core content teachers, campus administrators, instructional coaches, and special education teachers.

5.45. Please describe the PLC protocol to be used.

PLCs use a locally developed protocol with support from the ESC, using Solution Tree, Get Better Faster, and Bluebonnet internalization protocols.

8. Graduation Rate

This question was not displayed to the respondent.

8.1. Please describe the overall strategy to improve the graduation rate at this campus/these campuses.

This question was not displayed to the respondent.

8.2. What student level data points will the campus track?

This question was not displayed to the respondent.

8.3. How frequently will student level data be reviewed and who will review the data?

This question was not displayed to the respondent.

8.4. What training will campus staff or mentors receive?

This question was not displayed to the respondent.

8.5. What is the attendance rate at the campus?

This question was not displayed to the respondent.

8.6. What strategies will the district implement to improve student attendance?

This question was not displayed to the respondent.

11. Capacity Building

This question was not displayed to the respondent.

11.1. Please describe your planned training/PD sessions (and who delivers and attends) for:

This question was not displayed to the respondent.

11.2. How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?

This question was not displayed to the respondent.

11.3. What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

This question was not displayed to the respondent.

11.4. How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

This question was not displayed to the respondent.

11.5. What capacity building supports related to supporting students in special populations will teachers and administrators receive?

This question was not displayed to the respondent.

10. Texas Partnerships

This question was not displayed to the respondent.

10.1. Please share the name and role of any district staff members that have **completed** TEA-approved authorizer training.

This question was not displayed to the respondent.

10.2. Please share the name and role of any district staff members that are **signed up** for or are **currently enrolled** in TEA-approved authorizer training.

This question was not displayed to the respondent.

10.3. Has the district adopted a local charter authorizing board policy?

This question was not displayed to the respondent.

10.4. Date the board approved or will vote on approving partnership

This question was not displayed to the respondent.

10.5. Has the district received approval for Texas Partnerships benefits for this campus/these campuses?

This question was not displayed to the respondent.

10.6. Name of proposed or approved operating partner:

This question was not displayed to the respondent.

10.7. Please describe the proposed or approved operating partner's track record of successful school turnaround.

This question was not displayed to the respondent.

9. School Model Change

9.1. Please provide a brief overview (2-3 sentences) of your school model change.

Bowie was awarded a School Action Fund Create New planning grant for 2025-26. This is a three year phase in process to implement a STEM focused school. The district is applying for a SAF implementation grant for 2026-27 to continue the create new model.

This question was not displayed to the respondent.

6.1. Has this campus (or this set of campuses) completed a planning year for the SAF grant for the ACE model?

This question was not displayed to the respondent.

6.2. Upload your school design plan. This plan must meet the criteria in TEC Section 39A.105(b). (Optional)

This question was not displayed to the respondent.

6.3. Would you like to provide more detail about the implementation of your ACE model? (Select yes if your School Design Plan does not meet the criteria in TEC Section 39A.105(b).)

This question was not displayed to the respondent.

6.4. Please describe the system the district will use to track teacher and administrator effectiveness at campuses implementing the ACE model.

This question was not displayed to the respondent.

6.5. What targets will the district set to identify which teachers and administrators are highly effective?

This question was not displayed to the respondent.

6.6. Please describe the incentives the district will offer to high-performing principals or teachers to remain at the campus.

This question was not displayed to the respondent.

6.7. Has the district made a minimum three-year commitment to continue incentives for the principal and teachers?

This question was not displayed to the respondent.

6.8. How will the district ensure that the principal assigned to each ACE campus has demonstrated a history of improvement in student academic growth at campuses in which the principal has previously worked?

This question was not displayed to the respondent.

6.9. Will the principal have final authority over personnel decisions at each campus implementing the ACE model?

This question was not displayed to the respondent.

6.10. How will the district ensure that at least 60 percent of the classroom teachers assigned to the campus are teachers who demonstrated instructional effectiveness during the previous school year?

This question was not displayed to the respondent.

6.11. Describe how the campus(es) will implement research-based instructional strategies.

This question was not displayed to the respondent.

6.12. Describe how the campus(es) will implement data-driven instructional practices.

This question was not displayed to the respondent.

6.13. Describe how the campus(es) will implement positive student culture on the campus.

This question was not displayed to the respondent.

6.14. Describe how the campus(es) will implement family and community engagement, including any partnerships with parent and community groups.

This question was not displayed to the respondent.

6.15. Describe how the campus(es) will implement extended learning opportunities for students, which may include service or workforce learning opportunities.

This question was not displayed to the respondent.

6.16. Describe how the campus(es) will provide student services before or after the instructional day that improve student performance (for example, tutoring, extracurricular activities, counseling services, and offering breakfast, lunch, and dinner to all students at the campus).

This question was not displayed to the respondent.

12. Milestones

12.1. Please share the key milestones for this strategy from August 2025 to August 2026 for **TIP**, key milestones from August 2026 to August 2028 for **TAP Development**, and key milestones from August 2025 to August 2027 for **TAP Development AND Implementation**. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.

Strong Foundation Implementation - In the summer of 2025, the district conducted professional development sessions in conjunction with ESC staff for curriculum implementation with Bluebonnet product and Eureka product training, and RBIS training. All elementary teachers, instructional coaches, and campus and district administrators attended the applicable trainings. Campus and district administrators and instructional coaches also received training on PLC protocols including internalization and instructional coaching with ESC support. Campus principals developed master schedules with common PLC schedules and required instructional minutes. Campus and district administrators received training from ESC staff on campus and district data and accountability. Instructional coaches meet biweekly with district administrators for coaching, PLC training, curriculum implementation, and data analysis trends. Throughout the 2025-26 school year, the district conducted quarterly observations and learning walks with the product advisor and implementation advisor. Campus administrators and instructional coaches also conduct ongoing observations with feedback each grading period with district created walkthrough forms. Data is tracked through Bluebonnet trackers and Strive. The data collected is used to determine campus-specific needs for the five district professional development days during the school year. Data from the MAP, unit, module, and benchmark assessments is reviewed during PLCs and instruction is adjusted based on data analysis. Data is shared at the district level with content coordinators, associate superintendent, executive director, and instructional coaches. During the summer of 2026, STAAR data will be analyzed to determine next steps and adjustments for the 2026-27 school year. Teachers will attend required core content professional development including instructional best practices. School Action Fund Create New grant - A new campus administrator was selected for the 2025-26 school year. She has been attending weekly coaching and professional development through the technical advisor School Empowerment Network. Designated school staff will apply and be selected in the areas of Kindergarten, 1st grade, special education, and administration as the first phase of the new school for the 2026-27 school year. Campus level systems planning is occurring with the support of SEN, and the campus administrator attends three required convenings with other redesign and create new school staff in the state.

13. Performance Management

13.1. Please describe how district and campus leaders will monitor the successful implementation of this plan.

Student outcome data is regularly analyzed and shared with district and campus administration along with the school board. Strive and the Bluebonnet walkthrough trackers are reviewed to determine which teachers need additional coaching and support. The instructional coaches meet bi-weekly to plan additional supports based on the data collected. PLC agendas are reviewed for future planning and instructional adjustments.

13.2. Who will be responsible for reviewing progress towards the milestones described in the previous section?

Campus administrators and instructional coaches are responsible for reviewing progress through weekly PLCs and walkthroughs. The content coordinators and instructional coaches meet bi-weekly with the executive director to monitor campus specific data. Data trackers are shared with the associate superintendent for curriculum and instruction on a regular basis. At the district level, executive directors for curriculum and innovation meet regularly with the campus principal and SEN for progress updates with the SAF model.

13.3. How frequently will progress toward milestones be reviewed?

- Weekly
- Bi-Weekly (Meets Expectation)
- Monthly (Does not Meet Expectation)
- Other (Please Explain)

13.4. How will milestone progress data be collected?

Student outcome data is collected through eduphoria. Walkthrough and observation data is collected through Strive and Bluebonnet walkthrough forms. PLCs are monitored through weekly agendas.

13.5. How will milestone progress data be shared with district leadership and other relevant stakeholders?

The content coordinators and instructional coaches meet bi-weekly with the executive director to monitor campus specific data. Data trackers are shared with the associate superintendent for curriculum and instruction on a regular basis. At the district level, executive directors for curriculum and innovation meet regularly with the campus principal and SEN for progress updates with the SAF model.

14. Resources

14.1. Please share the required costs to implement plan and source of funds:

Implementation costs include the salaries for instructional coaches (Title I funds) and district content coordinators (district general funds). Additional funds were used for Bluebonnet curriculum supplies and materials (EMAT). LASO grant funds were also used for ESC product advising and implementation coaching. SAF grant funds are used to pay a portion of salaries for the campus administrators. Travel and training costs are paid for with SAF funds, as well as support from SEN. Materials, supplies, and furniture related to the new school model will be supported through SAF grant funds in the spring and summer.

14.2. If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

If grant funds are not awarded to continue the Strong Foundations Implementation or the new school model through SAF, federal and local funds will be used to continue campus support.

15. Additional Information

15.1. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

15.2. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

Embedded Data

SelectedRegion: 14

SelectedDistrict: ABILENE ISD-221901

SelectedCampuses: BOWIE EL-221901104

Location Data

Location: ([32.4358](#), [-99.7637](#))

Source: GeolIP Estimation





Targeted Improvement Plan and Turnaround Plan Form 25-26: School Year 2025-26

Before you begin, please ensure:

- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25–26](#) for all campuses required to submit a Targeted Improvement Plan or Turnaround Plan.
- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Closure/ Reassign Form for School Year 25–26](#) for all campuses that are choosing Closure/Reassign as the school improvement strategy.

Please complete this form by **5 pm on November 21, 2025**. The survey should take approximately **30-90 minutes to complete**. To avoid losing progress, please set aside enough time to complete the submission in one sitting. If you have questions, please contact the School Improvement Division at SIDivision@TEA.Texas.Gov. Thank you for taking the time to engage in this submission and provide the requested information.

Upon submission, you will receive an email containing a submission confirmation of your Targeted Improvement Plan or Turnaround Plan responses. TEA will upload your responses into ISAM on the submissions table for your campus(es).

Reminder:

- Maximize your browser window for the best experience
- Complete the form in one sitting to avoid losing progress.

0.0. Will you be completing a Targeted Improvement Plan (TIP) or a Turnaround Plan (TAP) submission?

Targeted Improvement Plan (TIP)

Turnaround Plan (TAP)

1. School System Information

Before you continue, please ensure that all statutory requirements for on-site needs assessment are complete for the campus(es) you are submitting the Targeted Improvement Plan (TIP) for.

Note: All stakeholder engagement requirements and board-approval for the TIP(s) are due board approval by **March 31, 2026.**

If you intend to submit one plan for multiple campuses, they must all implement the same school improvement strategy. If your district has different school improvement strategies for different grade bands, or for particular campuses, you must submit multiple forms until all required campuses are included.

Before you continue, please ensure that all statutory requirements for on-site needs assessment, stakeholder engagement, and board approval are complete for the campus included in this plan.

This question was not displayed to the respondent.

1.1TIP. Please select the campuses to which this strategy will apply:

- Please press and hold the CTRL key to select multiple campuses

- Please ensure, once you have selected all campuses to click the 'Save Selection' button.

1.1TAP. Please select the campus for this submission:

This question was not displayed to the respondent.

1.1aTIP. If one or more campuses that you will be applying this strategy to are not available in the list above, please enter the campus(es) CDCN number in the fields below.

Please, ensure the CDCN number is complete with leading zeros when applicable.

Example:Campus 235467 should be entered as 00235467

CDCN 1

CDCN 2

CDCN 3

CDCN 4

CDCN 5

CDCN 6

CDCN 7

CDCN 8

CDCN 9

CDCN 10

1.1aTAP. If the campus you are completing this submission for is not available in the list above, please enter the campus(es) CDCN number in the field below.

Please, ensure the CDCN number is complete with leading zeros when applicable.

Example: Campus 235467 should be entered as 00235467

This question was not displayed to the respondent.

1.2. Please enter your first and last name.

Lyndsey Williamson

1.3. Please enter your email.

lyndsey.williamson@abileneisd.org

1.4. Please select your role:

- Superintendent
- District Coordinator of School Improvement
- Other

2. Needs Assessment and Stakeholder Engagement

NOTICE:

To proceed with this submission, all Needs Assessment and Stakeholder Engagement assurances (items 2.1–2.6) must be marked **"Yes."**

If any of these items are marked **"No,"** you will be redirected to the end of the survey and must restart the submission once assurances 2.1–2.6 can be confirmed as **"Yes."**

2.1. I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in [Section 39A.053](#) of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)

- Yes
- No

2.2. I assure that all locally conducted needs assessments met the requirements in [Section 39A.053](#) of the Texas Education Code, and the results of the local needs assessment are available upon request.

- Yes

No

2. Needs Assessment and Stakeholder Engagement

2.3. I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan/Turnaround Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.4. I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.5. I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each plan, and the board posted the plan(s) on the district website prior to the hearing.

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.6. Has the board approved this plan(s)?

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.7. Please select the date of board approval:

This question was not displayed to the respondent.

2.8. As part of the TAP submission, all campuses must upload stakeholder comments. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted.

Please upload a copy of public comments or additional documents explaining the lack of public comments:

This question was not displayed to the respondent.

3. Student Outcome Goals

NOTICE:

To proceed with this submission, the Student Outcome Goals the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26' must be completed first, so assurance 3.1 can be marked '**Yes**'. If you have not completed the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26', please do so before returning to complete the 'Targeted Improvement Plan and Turnaround Plan Form: School Year 25-26'.

If '**No**' is marked for item 3.1 you will be redirected to the end of the survey and must restart the submission once assurance item 3.1 can be confirmed as "**Yes.**"

3.1. I assure that all campuses included in this plan have set campus-wide goals for ELA/Reading and Math STAAR performance rates and scaled score goals for Domain III components (Academic Achievement,

Growth Status, ELP Status, and Student Success Status) for the 2025–2026 school year.

Yes

No

4. School Improvement Strategy

4.1. Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.

Accelerating Campus Excellence (ACE) Model

Closure/reassign

Improve Graduation Rate

Intensive Curriculum & Instruction Improvements

School Model Change (excluding ACE)

Turnaround Partnership (SB 1882)

4.2. Which, if any, grants has your school system been awarded to support this strategy?

Strong Foundations Implementation (LASO 3)

Strong Foundations Implementation School Improvement PLC (LASO 3)

Instructional Leadership (LASO 3)

ESF- Focus Support Grant 24-26

School Action Fund Planning (Restart)

School Action Fund Implementation (Restart)

School Action Fund Planning (Reassign)

School Action Fund Implementation (Reassign)

School Action Fund Implementation (Redesign)

School Action Fund Planning (Create New)

School Action Fund Implementation (Create New)

Our school system has not been awarded a grant to support this strategy

Other (must enter grant into text box)

4.3. Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?

LIFT

LIFT PLC Support

School Improvement Curriculum and Instruction Support Grant

- School Action Fund Planning (Restart)
- School Action Fund Implementation (Restart)
- School Action Fund Planning (Reassign)
- School Action Fund Implementation (Reassign)
- School Action Fund Implementation (Redesign)
- School Action Fund Planning (Create New)
- School Action Fund Implementation (Create New)
- Our school system does not intend to apply for a grant to support this strategy
- Other (must enter grant into text box)

4.4. Please name any organizations you are currently working with to build capacity and support strategy implementation.

[SAPL List for LASO 3](#)

[SAPL List for LASO 4](#)

- External Vendor on the State Approved Provider (SAPL) list
- ESCs
- District Staff
- Other (must include name)

4.6. Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

This question was not displayed to the respondent.

4.5a. How many district staff members will you be reporting capacity building information for?

This question was not displayed to the respondent.

4. School Improvement Strategy and District Staff

This question was not displayed to the respondent.

4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

This question was not displayed to the respondent.

4. School Improvement Strategy and District Staff

This question was not displayed to the respondent.

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This question was not displayed to the respondent.

4. School Improvement Strategy and District Staff

This question was not displayed to the respondent.

4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

5. Curriculum and Instruction

5.1. Please select the adopted curriculum for: **K-5 Math**

- Not applicable
- Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matemáticas K-5, Edición 1
- Eureka Math TEKS Edition
- STEMscopes Texas Math
- Progressions by Alba Math
- Texas i-Ready Classroom Mathematics
- IM360 Texas powered by Kiddom
- Teacher created
- District created
- Other

5.2. Is this the curriculum that will be implemented for the duration of the plan for: **K-5 Math**?

This question was not displayed to the respondent.

5.3. What new curriculum will be adopted for: **K-5 Math**

This question was not displayed to the respondent.

5.4. When will the district adopt the new curriculum for: K-5 Math

This question was not displayed to the respondent.

5.5. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.6. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.7. Please select the adopted curriculum: **K-5 RLA**

- Not applicable
- Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1
- Amplify Texas Elementary Literacy Program in English and Spanish
- Texas myView Literacy
- 95 Phonics Core Program Classroom Kit
- Texas Magnetic Reading Foundations
- SPIRE Program
- Reading Horizons Discovery
- IMSE Comprehensive Orton-Gillingham Plus
- Just Right Reader English Decodables
- Structured Literacy with E.A.S.E. Second Edition
- Bridge to Reading
- Pioneer Valley Educational Press (Stepping Together, Phonics Launch, In Tandem)
- Ready4Reading
- From Phonics to Reading
- Wilson Language Training
- Teacher created Curriculum
- District created
- Other

5.8. Is this the curriculum that will be implemented for the duration of the plan for: **K-5 RLA?**

This question was not displayed to the respondent.

5.9. What new curriculum will be adopted for: **K-5 RLA**

This question was not displayed to the respondent.

5.10. When will the district adopt the new curriculum for: **K-5 RLA**

This question was not displayed to the respondent.

5.11. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.12. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.13. Please select the adopted curriculum for: **6-8 Math**

- Not applicable
- Bluebonnet Learning Math Grades 6-8
- Carnegie Learning 6–12 Texas Math Solution
- STEMscopes Texas Math
- Agile Mind (Texas Mathematics)
- Cosenza & Associates, LLC
- Texas i-Ready Classroom Mathematics
- IM360 Texas Math powered by Kiddom
- Teacher created
- District created
- Other

5.14. Is this the curriculum that will be implemented for the duration of the plan for: **6-8 Math**?

- Yes
- No

5.15. What new curriculum will be adopted for: **6-8 Math**

This question was not displayed to the respondent.

5.16. When will the district adopt the new curriculum for: **6-8 Math**

This question was not displayed to the respondent.

5.17. How many instructional minutes per week are required/recommended for implementation of this curriculum?

5.18. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

5.19. Please select the adopted curriculum for: **6-8 RLA**

- Not applicable
- Amplify Texas Literacy Program, Grades 6-8
- Odell Education
- Teacher created
- District created
- Other

5.20. Is this the curriculum that will be implemented for the duration of the plan for: **6-8 RLA?**

- Yes
- No

5.21. What new curriculum will be adopted for: **6-8 RLA**

This question was not displayed to the respondent.

5.22. When will the district adopt the new curriculum for: **6-8 RLA**

This question was not displayed to the respondent.

5.23. How many instructional minutes per week are required/recommended for implementation of this curriculum?

5.24. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

5.25. Please select the adopted curriculum for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**

- Not applicable
- Bluebonnet Learning, Secondary Mathematics Algebra 1
- Carnegie Learning 6–12 Texas Math Solution

- STEMscopes Math Texas
- Agile Mind (Texas Algebra 1, Texas Algebra 2, Texas Geometry)
- Bedford, Freeman & Worth Publishing Group LLC (Statistics and Probability with Applications (High School) 4E)
- Cosenza & Associates, LLC (Algebraic Reasoning)
- Kiddom (Texas Math: Algebra 1, Algebra 2, Algebra Supports, Geometry)
- Rice University OpenStax (Algebra 1)
- Teacher created
- District created
- Other

5.26. Is this the curriculum that will be implemented for the duration of the plan for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**?

This question was not displayed to the respondent.

5.27. What new curriculum will be adopted for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**

This question was not displayed to the respondent.

5.28. When will the district adopt the new curriculum for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**

This question was not displayed to the respondent.

5.29. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.30. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.31. Please select the adopted curriculum for: **9-12 RLA**

- Not applicable
- Odell Education
- Teacher created
- District created
- Other

5.32. Is this the curriculum that will be implemented for the duration of the plan for: **9-12 RLA?**

This question was not displayed to the respondent.

5.33. What new curriculum will be adopted for: **9-12 RLA**

This question was not displayed to the respondent.

5.34. When will the district adopt the new curriculum for: **9-12 RLA**

This question was not displayed to the respondent.

5.35. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.36. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.37. How many instructional days are included in the 2025-2026 calendar?

171

5.38. If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?

n/a

5.39. Please describe the assessment plan for the impacted campus(es).

Mann is administering the beginning, middle, and end of year MAP assessment. They are administering a STAAR/TEKS aligned Fall and Spring Benchmark. Common district unit/module assessments are also being used. Data will be tracked using Eduphoria and is reviewed during weekly PLCs and with teachers individually.

5.40. Will the campus(es) implement a PLC structure?

Yes

No

5.41. How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by core content areas and grade level.

5.42. How frequently will PLCs occur?

PLCs occur bi-weekly on campus and throughout the year with other campus groups during professional development days.

5.43. Who will facilitate PLCs?

The instructional facilitator, along with the campus principal, facilitate PLCs.

5.44. Who is required to attend PLCs?

Core content teachers and administrators are required to attend PLCs. District content coordinators also attend the majority of campus-based PLCs.

5.45. Please describe the PLC protocol to be used.

PLCs use locally developed protocol with support from ESC using Solution Tree, Get Better Faster, and internalization protocols. Use of instructional rounds data supports the PLCs to continue to focus on campus priorities.

8. Graduation Rate

This question was not displayed to the respondent.

8.1. Please describe the overall strategy to improve the graduation rate at this campus/these campuses.

This question was not displayed to the respondent.

8.2. What student level data points will the campus track?

This question was not displayed to the respondent.

8.3. How frequently will student level data be reviewed and who will review the data?

This question was not displayed to the respondent.

8.4. What training will campus staff or mentors receive?

This question was not displayed to the respondent.

8.5. What is the attendance rate at the campus?

This question was not displayed to the respondent.

8.6. What strategies will the district implement to improve student attendance?

This question was not displayed to the respondent.

11. Capacity Building

This question was not displayed to the respondent.

11.1. Please describe your planned training/PD sessions (and who delivers and attends) for:

This question was not displayed to the respondent.

11.2. How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?

This question was not displayed to the respondent.

11.3. What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

This question was not displayed to the respondent.

11.4. How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

This question was not displayed to the respondent.

11.5. What capacity building supports related to supporting students in special populations will teachers and administrators receive?

This question was not displayed to the respondent.

10. Texas Partnerships

This question was not displayed to the respondent.

10.1. Please share the name and role of any district staff members that have **completed** TEA-approved authorizer training.

This question was not displayed to the respondent.

10.2. Please share the name and role of any district staff members that are **signed up** for or are **currently enrolled** in TEA-approved authorizer training.

This question was not displayed to the respondent.

10.3. Has the district adopted a local charter authorizing board policy?

This question was not displayed to the respondent.

10.4. Date the board approved or will vote on approving partnership

This question was not displayed to the respondent.

10.5. Has the district received approval for Texas Partnerships benefits for this campus/these campuses?

This question was not displayed to the respondent.

10.6. Name of proposed or approved operating partner:

This question was not displayed to the respondent.

10.7. Please describe the proposed or approved operating partner's track record of successful school turnaround.

This question was not displayed to the respondent.

9. School Model Change

9.1. Please provide a brief overview (2-3 sentences) of your school model change.

Mann was awarded the School Action School Fund Redesign Planning Grant for the 24-25 school year. For the 25-26 school year they received the SAF Implementation Grant. This is a three year process to implement a STEM focused school.

6. ACE

This question was not displayed to the respondent.

6.1. Has this campus (or this set of campuses) completed a planning year for the SAF grant for the ACE model?

This question was not displayed to the respondent.

6.2. Upload your school design plan. This plan must meet the criteria in TEC Section 39A.105(b). (Optional)

This question was not displayed to the respondent.

6.3. Would you like to provide more detail about the implementation of your ACE model? (Select yes if your School Design Plan does not meet the criteria in TEC Section 39A.105(b).)

This question was not displayed to the respondent.

6.4. Please describe the system the district will use to track teacher and administrator effectiveness at campuses implementing the ACE model.

This question was not displayed to the respondent.

6.5. What targets will the district set to identify which teachers and administrators are highly effective?

This question was not displayed to the respondent.

6.6. Please describe the incentives the district will offer to high-performing principals or teachers to remain at the campus.

This question was not displayed to the respondent.

6.7. Has the district made a minimum three-year commitment to continue incentives for the principal and teachers?

This question was not displayed to the respondent.

6.8. How will the district ensure that the principal assigned to each ACE campus has demonstrated a history of improvement in student academic growth at campuses in which the principal has previously worked?

This question was not displayed to the respondent.

6.9. Will the principal have final authority over personnel decisions at each campus implementing the ACE model?

This question was not displayed to the respondent.

6.10. How will the district ensure that at least 60 percent of the classroom teachers assigned to the campus are teachers who demonstrated instructional effectiveness during the previous school year?

This question was not displayed to the respondent.

6.11. Describe how the campus(es) will implement research-based instructional strategies.

This question was not displayed to the respondent.

6.12. Describe how the campus(es) will implement data-driven instructional practices.

This question was not displayed to the respondent.

6.13. Describe how the campus(es) will implement positive student culture on the campus.

This question was not displayed to the respondent.

6.14. Describe how the campus(es) will implement family and community engagement, including any partnerships with parent and community groups.

This question was not displayed to the respondent.

6.15. Describe how the campus(es) will implement extended learning opportunities for students, which may include service or workforce learning opportunities.

This question was not displayed to the respondent.

6.16. Describe how the campus(es) will provide student services before or after the instructional day that improve student performance (for example, tutoring, extracurricular activities, counseling services, and offering breakfast, lunch, and dinner to all students at the campus).

This question was not displayed to the respondent.

12. Milestones

12.1. Please share the key milestones for this strategy from August 2025 to August 2026 for **TIP**, key milestones from August 2026 to August 2028 for **TAP Development**, and key milestones from August 2025 to August 2027 for **TAP Development AND Implementation**. Be sure to include milestones related to capacity

building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.

In regards to School Action Fund Redesign, Mann has been supported by the School Empowerment Network (SEN technical advisor. The principal and administrative team have received intense coaching and implementation support from SEN. The principal receives weekly coaching from SEN. SEN has also provided professional development to campus staff. All math, science, and social studies, and elective teachers received three days of Project Based Learning (PBL) training during the summer, and they will receive a follow up training during the Spring. The SEN technical advisor has assisted with instructional rounds and teacher feedback. SEN will also provide professional development in the spring semester to include training on intervention systems. A team of administrators and teachers attend 3 convenings per year. The campus administrators are committed to doing weekly calibration walks and providing teacher feedback. During the summer of 2025 we held professional development sessions on the implementation of new curriculum in RLA (Amplify) and continued implementation of Carnegie (transitioned to Bluebonnet) Math. All middle school math and RLA teachers and instructional facilitators were involved in these trainings that were led by a combination of district and program content support staff. Throughout the 25-26 school year, Carnegie and Amplify are providing coaching and feedback to all math and RLA teachers. The campus is receiving 8-10 coaching sessions from each throughout the year. Amplify and Carnegie are participating in instructional walks with campus administrators. Campus and district leaders are tracking progress through walk through and assessment data. Campus specific needs for professional development days are determined by this data. The district has five professional development days scheduled throughout the year. Data from the MAP, unit, module, and benchmark assessments is reviewed during PLCs and instruction is adjusted based on data analysis. Data is shared at the district level with content coordinators, associate superintendent, and executive directors. Campus and district administrators received training on PLC protocols, including internalization, and instructional coaching with ESC support. The principal developed a master schedule to include common PLC times by content area and required instructional minutes. The ESC provided an accountability training in August for all campus and district administrators. This training included focus on district and campus specific data. The instructional facilitator is involved in monthly coaching and PLC training, curriculum implementation, and data analysis with other campus and instructional coaches and administrators. During the summer of 2026, STAAR data will be analyzed to determine next steps and adjustments for the 2026-2027 school year. Teachers will attend required core content professional development specific to the campuses needs.

13. Performance Management

13.1. Please describe how district and campus leaders will monitor the successful implementation of this plan.

Student outcome data is regularly analyzed and shared with district and campus administration along with the school board. STRIVE walkthrough data is also reviewed regularly. Feedback is provided by Carnegie and Amplify coaches, which is then used by teachers and administrators to adjust instruction. The instructional facilitator is involved in monthly meetings to plan additional support based on the data collected. PLC agendas are reviewed for future planning and instructional adjustments. The SEN technical advisor and other grant-funded sources are also involved in monitoring progress toward campus goals.

13.2. Who will be responsible for reviewing progress towards the milestones described in the previous section?

Campus administrators and the instructional facilitator are responsible for reviewing progress through bi-weekly PLCs and walkthroughs. The district content coordinators meet with the executive director weekly to monitor campus progress based on observations and campus specific data. Data trackers are shared with the associate superintendent for curriculum and instruction on a regular basis. The SEN technical advisor and other grant-funded sources are also involved in monitoring progress toward campus goals. The executive director of secondary education and the executive director of innovation are also closely monitoring progress toward milestones.

13.3. How frequently will progress toward milestones be reviewed?

- Weekly
- Bi-Weekly (Meets Expectation)
- Monthly (Does not Meet Expectation)
- Other (Please Explain)

13.4. How will milestone progress data be collected?

Student outcome data is collected through Eduphoria. Walkthrough data is collected through STRIVE. PLC progress is monitored through agendas.

13.5. How will milestone progress data be shared with district leadership and other relevant stakeholders?

The district content coordinators meet with the executive director weekly to monitor campus progress based on observations and campus specific data. Data trackers are shared with the associate superintendent for curriculum and instruction on a regular basis.

14. Resources

14.1. Please share the required costs to implement plan and source of funds:

Implementation costs include the salaries for instructional facilitators (Title I funds) and district content coordinators (general funds). Additional funds are needed to purchase the curriculum supplies and materials and implementation coaching from Carnegie and Amplify. The SAF grant has been used to provide training and support for the leadership team and teachers along with purchasing furniture, equipment, materials, and supplies for redesign/STEM implementation. Travel and training costs are paid for with SAF funds, as well as support from SEN.

14.2. If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

Local funds would be used to continue implementation. If the LIFT grant is not received to continue Bluebonnet Math support, federal and local funds will continue to be used.

15. Additional Information

15.1. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

15.2. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

Embedded Data

SelectedRegion: 14

SelectedDistrict: ABILENE ISD-221901

SelectedCampuses: MANN STEAM ACADEMY-221901045

Location Data

Location: ([32.4358](#), [-99.7637](#))

Source: GeolIP Estimation





Targeted Improvement Plan and Turnaround Plan Form 25-26: School Year 2025-26

Before you begin, please ensure:

- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25–26](#) for all campuses required to submit a Targeted Improvement Plan or Turnaround Plan.
- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Closure/ Reassign Form for School Year 25–26](#) for all campuses that are choosing Closure/Reassign as the school improvement strategy.

Please complete this form by **5 pm on November 21, 2025**. The survey should take approximately **30-90 minutes to complete**. To avoid losing progress, please set aside enough time to complete the submission in one sitting. If you have questions, please contact the School Improvement Division at SIDivision@TEA.Texas.Gov. Thank you for taking the time to engage in this submission and provide the requested information.

Upon submission, you will receive an email containing a submission confirmation of your Targeted Improvement Plan or Turnaround Plan responses. TEA will upload your responses into ISAM on the submissions table for your campus(es).

Reminder:

- Maximize your browser window for the best experience
- Complete the form in one sitting to avoid losing progress.

0.0. Will you be completing a Targeted Improvement Plan (TIP) or a Turnaround Plan (TAP) submission?

Targeted Improvement Plan (TIP)

Turnaround Plan (TAP)

1. School System Information

Before you continue, please ensure that all statutory requirements for on-site needs assessment are complete for the campus(es) you are submitting the Targeted Improvement Plan (TIP) for.

Note: All stakeholder engagement requirements and board-approval for the TIP(s) are due board approval by **March 31, 2026.**

If you intend to submit one plan for multiple campuses, they must all implement the same school improvement strategy. If your district has different school improvement strategies for different grade bands, or for particular campuses, you must submit multiple forms until all required campuses are included.

Before you continue, please ensure that all statutory requirements for on-site needs assessment, stakeholder engagement, and board approval are complete for the campus included in this plan.

This question was not displayed to the respondent.

1.1TIP. Please select the campuses to which this strategy will apply:

- Please press and hold the CTRL key to select multiple campuses

- Please ensure, once you have selected all campuses to click the 'Save Selection' button.

1.1TAP. Please select the campus for this submission:

This question was not displayed to the respondent.

1.1aTIP. If one or more campuses that you will be applying this strategy to are not available in the list above, please enter the campus(es) CDCN number in the fields below.

Please, ensure the CDCN number is complete with leading zeros when applicable.

Example:Campus 235467 should be entered as 00235467

CDCN 1

CDCN 2

CDCN 3

CDCN 4

CDCN 5

CDCN 6

CDCN 7

CDCN 8

CDCN 9

CDCN 10

1.1aTAP. If the campus you are completing this submission for is not available in the list above, please enter the campus(es) CDCN number in the field below.

Please, ensure the CDCN number is complete with leading zeros when applicable.

Example: Campus 235467 should be entered as 00235467

This question was not displayed to the respondent.

1.2. Please enter your first and last name.

Keri Thornburg

1.3. Please enter your email.

keri.thornburg@abileneisd.org

1.4. Please select your role:

- Superintendent
- District Coordinator of School Improvement
- Other

2. Needs Assessment and Stakeholder Engagement

NOTICE:

To proceed with this submission, all Needs Assessment and Stakeholder Engagement assurances (items 2.1–2.6) must be marked **"Yes."**

If any of these items are marked **"No,"** you will be redirected to the end of the survey and must restart the submission once assurances 2.1–2.6 can be confirmed as **"Yes."**

2.1. I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in [Section 39A.053](#) of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)

- Yes
- No

2.2. I assure that all locally conducted needs assessments met the requirements in [Section 39A.053](#) of the Texas Education Code, and the results of the local needs assessment are available upon request.

- Yes

No

2. Needs Assessment and Stakeholder Engagement

2.3. I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan/Turnaround Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.4. I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.5. I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each plan, and the board posted the plan(s) on the district website prior to the hearing.

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.6. Has the board approved this plan(s)?

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.7. Please select the date of board approval:

This question was not displayed to the respondent.

2.8. As part of the TAP submission, all campuses must upload stakeholder comments. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted.

Please upload a copy of public comments or additional documents explaining the lack of public comments:

This question was not displayed to the respondent.

3. Student Outcome Goals

NOTICE:

To proceed with this submission, the Student Outcome Goals the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26' must be completed first, so assurance 3.1 can be marked '**Yes**'. If you have not completed the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26', please do so before returning to complete the 'Targeted Improvement Plan and Turnaround Plan Form: School Year 25-26'.

If '**No**' is marked for item 3.1 you will be redirected to the end of the survey and must restart the submission once assurance item 3.1 can be confirmed as "**Yes.**"

3.1. I assure that all campuses included in this plan have set campus-wide goals for ELA/Reading and Math STAAR performance rates and scaled score goals for Domain III components (Academic Achievement,

Growth Status, ELP Status, and Student Success Status) for the 2025–2026 school year.

Yes

No

4. School Improvement Strategy

4.1. Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.

- Accelerating Campus Excellence (ACE) Model
- Closure/reassign
- Improve Graduation Rate
- Intensive Curriculum & Instruction Improvements
- School Model Change (excluding ACE)
- Turnaround Partnership (SB 1882)

4.2. Which, if any, grants has your school system been awarded to support this strategy?

- Strong Foundations Implementation (LASO 3)
- Strong Foundations Implementation School Improvement PLC (LASO 3)
- Instructional Leadership (LASO 3)
- ESF- Focus Support Grant 24-26
- School Action Fund Planning (Restart)
- School Action Fund Implementation (Restart)
- School Action Fund Planning (Reassign)
- School Action Fund Implementation (Reassign)
- School Action Fund Implementation (Redesign)
- School Action Fund Planning (Create New)
- School Action Fund Implementation (Create New)
- Our school system has not been awarded a grant to support this strategy
- Other (must enter grant into text box)

4.3. Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?

- LIFT
- LIFT PLC Support
- School Improvement Curriculum and Instruction Support Grant

- School Action Fund Planning (Restart)
- School Action Fund Implementation (Restart)
- School Action Fund Planning (Reassign)
- School Action Fund Implementation (Reassign)
- School Action Fund Implementation (Redesign)
- School Action Fund Planning (Create New)
- School Action Fund Implementation (Create New)
- Our school system does not intend to apply for a grant to support this strategy
- Other (must enter grant into text box)

4.4. Please name any organizations you are currently working with to build capacity and support strategy implementation.

[SAPL List for LASO 3](#)

[SAPL List for LASO 4](#)

- External Vendor on the State Approved Provider (SAPL) list
- ESCs
- District Staff
- Other (must include name)

4.6. Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

This question was not displayed to the respondent.

4.5a. How many district staff members will you be reporting capacity building information for?

This question was not displayed to the respondent.

4. School Improvement Strategy and District Staff

This question was not displayed to the respondent.

4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

This question was not displayed to the respondent.

4. School Improvement Strategy and District Staff

This question was not displayed to the respondent.

4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

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4. School Improvement Strategy and District Staff

This question was not displayed to the respondent.

4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

5. Curriculum and Instruction

5.1. Please select the adopted curriculum for: **K-5 Math**

- Not applicable
- Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matemáticas K-5, Edición 1
- Eureka Math TEKS Edition
- STEMscopes Texas Math
- Progressions by Alba Math
- Texas i-Ready Classroom Mathematics
- IM360 Texas powered by Kiddom
- Teacher created
- District created
- Other

5.2. Is this the curriculum that will be implemented for the duration of the plan for: **K-5 Math**?

- Yes
- No

5.3. What new curriculum will be adopted for: **K-5 Math**

This question was not displayed to the respondent.

5.4. When will the district adopt the new curriculum for: K-5 Math

This question was not displayed to the respondent.

5.5. How many instructional minutes per week are required/recommended for implementation of this curriculum?

450

5.6. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

5.7. Please select the adopted curriculum: K-5 RLA

- Not applicable
- Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1
- Amplify Texas Elementary Literacy Program in English and Spanish
- Texas myView Literacy
- 95 Phonics Core Program Classroom Kit
- Texas Magnetic Reading Foundations
- SPIRE Program
- Reading Horizons Discovery
- IMSE Comprehensive Orton-Gillingham Plus
- Just Right Reader English Decodables
- Structured Literacy with E.A.S.E. Second Edition
- Bridge to Reading
- Pioneer Valley Educational Press (Stepping Together, Phonics Launch, In Tandem)
- Ready4Reading
- From Phonics to Reading
- Wilson Language Training
- Teacher created Curriculum
- District created
- Other

5.8. Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

- Yes
- No

5.9. What new curriculum will be adopted for: K-5 RLA

This question was not displayed to the respondent.

5.10. When will the district adopt the new curriculum for: K-5 RLA

This question was not displayed to the respondent.

5.11. How many instructional minutes per week are required/recommended for implementation of this curriculum?

5.12. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

650

5.13. Please select the adopted curriculum for: **6-8 Math**

- Not applicable
- Bluebonnet Learning Math Grades 6-8
- Carnegie Learning 6–12 Texas Math Solution
- STEMscopes Texas Math
- Agile Mind (Texas Mathematics)
- Cosenza & Associates, LLC
- Texas i-Ready Classroom Mathematics
- IM360 Texas Math powered by Kiddom
- Teacher created
- District created
- Other

5.14. Is this the curriculum that will be implemented for the duration of the plan for: **6-8 Math**?

This question was not displayed to the respondent.

5.15. What new curriculum will be adopted for: **6-8 Math**

This question was not displayed to the respondent.

5.16. When will the district adopt the new curriculum for: **6-8 Math**

This question was not displayed to the respondent.

5.17. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.18. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.19. Please select the adopted curriculum for: **6-8 RLA**

- Not applicable
- Amplify Texas Literacy Program, Grades 6-8
- Odell Education
- Teacher created
- District created
- Other

5.20. Is this the curriculum that will be implemented for the duration of the plan for: **6-8 RLA?**

This question was not displayed to the respondent.

5.21. What new curriculum will be adopted for: **6-8 RLA**

This question was not displayed to the respondent.

5.22. When will the district adopt the new curriculum for: **6-8 RLA**

This question was not displayed to the respondent.

5.23. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.24. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.25. Please select the adopted curriculum for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**

- Not applicable
- Bluebonnet Learning, Secondary Mathematics Algebra 1
- Carnegie Learning 6–12 Texas Math Solution
- STEMscopes Math Texas
- Agile Mind (Texas Algebra 1, Texas Algebra 2, Texas Geometry)
- Bedford, Freeman & Worth Publishing Group LLC (Statistics and Probability with Applications (High School) 4E)

- Cosenza & Associates, LLC (Algebraic Reasoning)
- Kiddom (Texas Math: Algebra 1, Algebra 2, Algebra Supports, Geometry)
- Rice University OpenStax (Algebra 1)
- Teacher created
- District created
- Other

5.26. Is this the curriculum that will be implemented for the duration of the plan for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**?

This question was not displayed to the respondent.

5.27. What new curriculum will be adopted for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**

This question was not displayed to the respondent.

5.28. When will the district adopt the new curriculum for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**

This question was not displayed to the respondent.

5.29. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.30. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.31. Please select the adopted curriculum for: **9-12 RLA**

- Not applicable
- Odell Education
- Teacher created
- District created
- Other

5.32. Is this the curriculum that will be implemented for the duration of the plan for: **9-12 RLA?**

This question was not displayed to the respondent.

5.33. What new curriculum will be adopted for: **9-12 RLA**

This question was not displayed to the respondent.

5.34. When will the district adopt the new curriculum for: **9-12 RLA**

This question was not displayed to the respondent.

5.35. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.36. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.37. How many instructional days are included in the 2025-2026 calendar?

171

5.38. If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?

NA

5.39. Please describe the assessment plan for the impacted campus(es).

Campuses will conduct beginning, middle and end of year assessments with MAP and mCLASS in reading and math. They will also assess students through exit tickets, unit assessments, and module assessments throughout the year. Spring STAAR benchmarks will be administered. Data will be tracked through eduphoria at the district and campus levels, and is reviewed regularly in PLCs with teachers.

5.40. Will the campus(es) implement a PLC structure?

Yes

No

5.41. How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by grade levels and by content areas.

5.42. How frequently will PLCs occur?

PLCs occur weekly at the individual campuses, and with other campus groups during district professional development days.

5.43. Who will facilitate PLCs?

PLCs are facilitated by PLC coaches, instructional coaches, campus administrators, and ESC support personnel.

5.44. Who is required to attend PLCs?

Core content teachers, special education teachers, administrators, and instructional coaches attend PLCs.

5.45. Please describe the PLC protocol to be used.

The district created a PLC protocol with ESC support based on Solution Tree, Get Better Faster, and Bluebonnet internalization protocols.

8. Graduation Rate

This question was not displayed to the respondent.

8.1. Please describe the overall strategy to improve the graduation rate at this campus/these campuses.

This question was not displayed to the respondent.

8.2. What student level data points will the campus track?

This question was not displayed to the respondent.

8.3. How frequently will student level data be reviewed and who will review the data?

This question was not displayed to the respondent.

8.4. What training will campus staff or mentors receive?

This question was not displayed to the respondent.

8.5. What is the attendance rate at the campus?

This question was not displayed to the respondent.

8.6. What strategies will the district implement to improve student attendance?

This question was not displayed to the respondent.

11. Capacity Building

This question was not displayed to the respondent.

11.1. Please describe your planned training/PD sessions (and who delivers and attends) for:

This question was not displayed to the respondent.

11.2. How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?

This question was not displayed to the respondent.

11.3. What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

This question was not displayed to the respondent.

11.4. How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

This question was not displayed to the respondent.

11.5. What capacity building supports related to supporting students in special populations will teachers and administrators receive?

This question was not displayed to the respondent.

10. Texas Partnerships

This question was not displayed to the respondent.

10.1. Please share the name and role of any district staff members that have **completed** TEA-approved authorizer training.

This question was not displayed to the respondent.

10.2. Please share the name and role of any district staff members that are **signed up** for or are **currently enrolled** in TEA-approved authorizer training.

This question was not displayed to the respondent.

10.3. Has the district adopted a local charter authorizing board policy?

This question was not displayed to the respondent.

10.4. Date the board approved or will vote on approving partnership

This question was not displayed to the respondent.

10.5. Has the district received approval for Texas Partnerships benefits for this campus/these campuses?

This question was not displayed to the respondent.

10.6. Name of proposed or approved operating partner:

This question was not displayed to the respondent.

10.7. Please describe the proposed or approved operating partner's track record of successful school turnaround.

This question was not displayed to the respondent.

9. School Model Change

This question was not displayed to the respondent.

9.1. Please provide a brief overview (2-3 sentences) of your school model change.

This question was not displayed to the respondent.

6. ACE

This question was not displayed to the respondent.

6.1. Has this campus (or this set of campuses) completed a planning year for the SAF grant for the ACE model?

This question was not displayed to the respondent.

6.2. Upload your school design plan. This plan must meet the criteria in TEC Section 39A.105(b). (Optional)

This question was not displayed to the respondent.

6.3. Would you like to provide more detail about the implementation of your ACE model? (Select yes if your School Design Plan does not meet the criteria in TEC Section 39A.105(b).)

This question was not displayed to the respondent.

6.4. Please describe the system the district will use to track teacher and administrator effectiveness at campuses implementing the ACE model.

This question was not displayed to the respondent.

6.5. What targets will the district set to identify which teachers and administrators are highly effective?

This question was not displayed to the respondent.

6.6. Please describe the incentives the district will offer to high-performing principals or teachers to remain at the campus.

This question was not displayed to the respondent.

6.7. Has the district made a minimum three-year commitment to continue incentives for the principal and teachers?

This question was not displayed to the respondent.

6.8. How will the district ensure that the principal assigned to each ACE campus has demonstrated a history of improvement in student academic growth at campuses in which the principal has previously worked?

This question was not displayed to the respondent.

6.9. Will the principal have final authority over personnel decisions at each campus implementing the ACE model?

This question was not displayed to the respondent.

6.10. How will the district ensure that at least 60 percent of the classroom teachers assigned to the campus are teachers who demonstrated instructional effectiveness during the previous school year?

This question was not displayed to the respondent.

6.11. Describe how the campus(es) will implement research-based instructional strategies.

This question was not displayed to the respondent.

6.12. Describe how the campus(es) will implement data-driven instructional practices.

This question was not displayed to the respondent.

6.13. Describe how the campus(es) will implement positive student culture on the campus.

This question was not displayed to the respondent.

6.14. Describe how the campus(es) will implement family and community engagement, including any partnerships with parent and community groups.

This question was not displayed to the respondent.

6.15. Describe how the campus(es) will implement extended learning opportunities for students, which may include service or workforce learning opportunities.

This question was not displayed to the respondent.

6.16. Describe how the campus(es) will provide student services before or after the instructional day that improve student performance (for example, tutoring, extracurricular activities, counseling services, and offering breakfast, lunch, and dinner to all students at the campus).

This question was not displayed to the respondent.

12. Milestones

12.1. Please share the key milestones for this strategy from August 2025 to August 2026 for **TIP**, key milestones from August 2026 to August 2028 for **TAP Development**, and key milestones from August 2025 to August 2027 for **TAP Development AND Implementation**. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.

In the summer of 2025, the district conducted professional development sessions in conjunction with ESC staff for curriculum implementation with Bluebonnet product and Eureka product training, and RBIS training. All elementary teachers, instructional coaches, and campus and district administrators attended the applicable trainings. Campus and district administrators and instructional coaches also received training on PLC protocols including internalization and instructional coaching with ESC support. Campus principals developed master schedules with common PLC schedules and required instructional minutes. Campus and district administrators received training from ESC staff on campus and district data and accountability. Instructional coaches meet biweekly with district administrators for coaching, PLC training, curriculum implementation, and data analysis trends. Throughout the 2025-26 school year, the district conducted quarterly observations and learning walks with the product advisor and implementation advisor. Campus administrators and instructional coaches also conduct ongoing observations with feedback each grading period with district created walkthrough forms. Data is tracked through Bluebonnet trackers and Strive. The data collected is used to determine campus-specific needs for the five district professional development days and ESC-provided flexible supports during the school year. Data from the MAP, unit, module, and benchmark assessments is reviewed during PLCs and instruction is adjusted based on data analysis. Data is shared at the district level with content coordinators, associate superintendent, executive director, and instructional coaches. During the summer of 2026, STAAR data will be analyzed to determine next steps and adjustments for the 2026-27 school year. Teachers will attend required core content professional development including instructional best practices.

13. Performance Management

13.1. Please describe how district and campus leaders will monitor the successful implementation of this plan.

Student outcome data is regularly analyzed and shared with district and campus administration along with the school board. Strive and the Bluebonnet walkthrough trackers are reviewed to determine which teachers need additional coaching and support. The instructional coaches meet bi-weekly to plan additional supports based on the data collected. PLC agendas are reviewed for future planning and instructional adjustments.

13.2. Who will be responsible for reviewing progress towards the milestones described in the previous section?

Campus administrators and instructional coaches are responsible for reviewing progress through weekly PLCs and walkthroughs. The content coordinators and instructional coaches meet bi-weekly with the executive director to monitor campus specific data. Data trackers are shared with the associate superintendent for curriculum and instruction on a regular basis.

13.3. How frequently will progress toward milestones be reviewed?

- Weekly
- Bi-Weekly (Meets Expectation)
- Monthly (Does not Meet Expectation)
- Other (Please Explain)

13.4. How will milestone progress data be collected?

Student outcome data is collected through eduphoria. Walkthrough and observation data is collected through Strive and Bluebonnet walkthrough forms. PLCs are monitored through weekly agendas.

13.5. How will milestone progress data be shared with district leadership and other relevant stakeholders?

The content coordinators and instructional coaches meet bi-weekly with the executive director to monitor campus specific data. Data trackers are shared with the associate superintendent for curriculum and instruction on a regular basis.

14. Resources

14.1. Please share the required costs to implement plan and source of funds:

Implementation costs include the salaries for instructional coaches (Title I funds), PLC coaches (LASO grant), and district content coordinators (district general funds). Additional funds were used for Bluebonnet curriculum supplies and materials (EMAT). LASO grant funds were also used for ESC product advising and implementation coaching, and ESC PLC support.

14.2. If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

If we do not receive additional grant funds, federal and local funds would be used to continue supports.

15. Additional Information

15.1. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

15.2. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

Embedded Data

SelectedRegion: 14

SelectedDistrict: ABILENE ISD-221901

SelectedCampuses: BASSETTI EL-221901153; BONHAM EL-221901103; TAYLOR EL-221901121

Location Data

Location: ([32.4358](#), [-99.7637](#))

Source: GeolIP Estimation





Targeted Improvement Plan and Turnaround Plan Form 25-26: School Year 2025-26

Before you begin, please ensure:

- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25–26](#) for all campuses required to submit a Targeted Improvement Plan or Turnaround Plan.
- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Closure/ Reassign Form for School Year 25–26](#) for all campuses that are choosing Closure/Reassign as the school improvement strategy.

Please complete this form by **5 pm on November 21, 2025**. The survey should take approximately **30-90 minutes to complete**. To avoid losing progress, please set aside enough time to complete the submission in one sitting. If you have questions, please contact the School Improvement Division at SIDivision@TEA.Texas.Gov. Thank you for taking the time to engage in this submission and provide the requested information.

Upon submission, you will receive an email containing a submission confirmation of your Targeted Improvement Plan or Turnaround Plan responses. TEA will upload your responses into ISAM on the submissions table for your campus(es).

Reminder:

- Maximize your browser window for the best experience
- Complete the form in one sitting to avoid losing progress.

0.0. Will you be completing a Targeted Improvement Plan (TIP) or a Turnaround Plan (TAP) submission?

Targeted Improvement Plan (TIP)

Turnaround Plan (TAP)

1. School System Information

Before you continue, please ensure that all statutory requirements for on-site needs assessment are complete for the campus(es) you are submitting the Targeted Improvement Plan (TIP) for.

Note: All stakeholder engagement requirements and board-approval for the TIP(s) are due board approval by **March 31, 2026.**

If you intend to submit one plan for multiple campuses, they must all implement the same school improvement strategy. If your district has different school improvement strategies for different grade bands, or for particular campuses, you must submit multiple forms until all required campuses are included.

Before you continue, please ensure that all statutory requirements for on-site needs assessment, stakeholder engagement, and board approval are complete for the campus included in this plan.

This question was not displayed to the respondent.

1.1TIP. Please select the campuses to which this strategy will apply:

- Please press and hold the CTRL key to select multiple campuses

- Please ensure, once you have selected all campuses to click the 'Save Selection' button.

1.1TAP. Please select the campus for this submission:

This question was not displayed to the respondent.

1.1aTIP. If one or more campuses that you will be applying this strategy to are not available in the list above, please enter the campus(es) CDCN number in the fields below.

Please, ensure the CDCN number is complete with leading zeros when applicable.

Example:Campus 235467 should be entered as 00235467

CDCN 1

CDCN 2

CDCN 3

CDCN 4

CDCN 5

CDCN 6

CDCN 7

CDCN 8

CDCN 9

CDCN 10

1.1aTAP. If the campus you are completing this submission for is not available in the list above, please enter the campus(es) CDCN number in the field below.

Please, ensure the CDCN number is complete with leading zeros when applicable.

Example: Campus 235467 should be entered as 00235467

This question was not displayed to the respondent.

1.2. Please enter your first and last name.

Keri Thornburg

1.3. Please enter your email.

keri.thornburg@abileneisd.org

1.4. Please select your role:

- Superintendent
- District Coordinator of School Improvement
- Other

2. Needs Assessment and Stakeholder Engagement

NOTICE:

To proceed with this submission, all Needs Assessment and Stakeholder Engagement assurances (items 2.1–2.6) must be marked **"Yes."**

If any of these items are marked **"No,"** you will be redirected to the end of the survey and must restart the submission once assurances 2.1–2.6 can be confirmed as **"Yes."**

2.1. I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in [Section 39A.053](#) of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)

- Yes
- No

2.2. I assure that all locally conducted needs assessments met the requirements in [Section 39A.053](#) of the Texas Education Code, and the results of the local needs assessment are available upon request.

- Yes

No

2. Needs Assessment and Stakeholder Engagement

2.3. I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan/Turnaround Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.4. I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.5. I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each plan, and the board posted the plan(s) on the district website prior to the hearing.

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.6. Has the board approved this plan(s)?

Yes

No

2. Needs Assessment and Stakeholder Engagement

2.7. Please select the date of board approval:

This question was not displayed to the respondent.

2.8. As part of the TAP submission, all campuses must upload stakeholder comments. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted.

Please upload a copy of public comments or additional documents explaining the lack of public comments:

This question was not displayed to the respondent.

3. Student Outcome Goals

NOTICE:

To proceed with this submission, the Student Outcome Goals the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26' must be completed first, so assurance 3.1 can be marked '**Yes**'. If you have not completed the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26', please do so before returning to complete the 'Targeted Improvement Plan and Turnaround Plan Form: School Year 25-26'.

If '**No**' is marked for item 3.1 you will be redirected to the end of the survey and must restart the submission once assurance item 3.1 can be confirmed as "**Yes.**"

3.1. I assure that all campuses included in this plan have set campus-wide goals for ELA/Reading and Math STAAR performance rates and scaled score goals for Domain III components (Academic Achievement,

Growth Status, ELP Status, and Student Success Status) for the 2025–2026 school year.

Yes

No

4. School Improvement Strategy

4.1. Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.

- Accelerating Campus Excellence (ACE) Model
- Closure/reassign
- Improve Graduation Rate
- Intensive Curriculum & Instruction Improvements
- School Model Change (excluding ACE)
- Turnaround Partnership (SB 1882)

4.2. Which, if any, grants has your school system been awarded to support this strategy?

- Strong Foundations Implementation (LASO 3)
- Strong Foundations Implementation School Improvement PLC (LASO 3)
- Instructional Leadership (LASO 3)
- ESF- Focus Support Grant 24-26
- School Action Fund Planning (Restart)
- School Action Fund Implementation (Restart)
- School Action Fund Planning (Reassign)
- School Action Fund Implementation (Reassign)
- School Action Fund Implementation (Redesign)
- School Action Fund Planning (Create New)
- School Action Fund Implementation (Create New)
- Our school system has not been awarded a grant to support this strategy
- Other (must enter grant into text box)

4.3. Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?

- LIFT
- LIFT PLC Support
- School Improvement Curriculum and Instruction Support Grant

- School Action Fund Planning (Restart)
- School Action Fund Implementation (Restart)
- School Action Fund Planning (Reassign)
- School Action Fund Implementation (Reassign)
- School Action Fund Implementation (Redesign)
- School Action Fund Planning (Create New)
- School Action Fund Implementation (Create New)
- Our school system does not intend to apply for a grant to support this strategy
- Other (must enter grant into text box)

4.4. Please name any organizations you are currently working with to build capacity and support strategy implementation.

[SAPL List for LASO 3](#)

[SAPL List for LASO 4](#)

- External Vendor on the State Approved Provider (SAPL) list
- ESCs
- District Staff
- Other (must include name)

4.6. Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

This question was not displayed to the respondent.

4.5a. How many district staff members will you be reporting capacity building information for?

This question was not displayed to the respondent.

4. School Improvement Strategy and District Staff

This question was not displayed to the respondent.

4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

This question was not displayed to the respondent.

4. School Improvement Strategy and District Staff

This question was not displayed to the respondent.

4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

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This question was not displayed to the respondent.

4. School Improvement Strategy and District Staff

This question was not displayed to the respondent.

4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

5. Curriculum and Instruction

5.1. Please select the adopted curriculum for: **K-5 Math**

- Not applicable
- Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matemáticas K-5, Edición 1
- Eureka Math TEKS Edition
- STEMscopes Texas Math
- Progressions by Alba Math
- Texas i-Ready Classroom Mathematics
- IM360 Texas powered by Kiddom
- Teacher created
- District created
- Other

5.2. Is this the curriculum that will be implemented for the duration of the plan for: **K-5 Math**?

- Yes
- No

5.3. What new curriculum will be adopted for: **K-5 Math**

This question was not displayed to the respondent.

5.4. When will the district adopt the new curriculum for: K-5 Math

This question was not displayed to the respondent.

5.5. How many instructional minutes per week are required/recommended for implementation of this curriculum?

450

5.6. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

5.7. Please select the adopted curriculum: K-5 RLA

- Not applicable
- Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1
- Amplify Texas Elementary Literacy Program in English and Spanish
- Texas myView Literacy
- 95 Phonics Core Program Classroom Kit
- Texas Magnetic Reading Foundations
- SPIRE Program
- Reading Horizons Discovery
- IMSE Comprehensive Orton-Gillingham Plus
- Just Right Reader English Decodables
- Structured Literacy with E.A.S.E. Second Edition
- Bridge to Reading
- Pioneer Valley Educational Press (Stepping Together, Phonics Launch, In Tandem)
- Ready4Reading
- From Phonics to Reading
- Wilson Language Training
- Teacher created Curriculum
- District created
- Other

5.8. Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

- Yes
- No

5.9. What new curriculum will be adopted for: K-5 RLA

This question was not displayed to the respondent.

5.10. When will the district adopt the new curriculum for: K-5 RLA

This question was not displayed to the respondent.

5.11. How many instructional minutes per week are required/recommended for implementation of this curriculum?

5.12. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

650

5.13. Please select the adopted curriculum for: **6-8 Math**

- Not applicable
- Bluebonnet Learning Math Grades 6-8
- Carnegie Learning 6–12 Texas Math Solution
- STEMscopes Texas Math
- Agile Mind (Texas Mathematics)
- Cosenza & Associates, LLC
- Texas i-Ready Classroom Mathematics
- IM360 Texas Math powered by Kiddom
- Teacher created
- District created
- Other

5.14. Is this the curriculum that will be implemented for the duration of the plan for: **6-8 Math**?

This question was not displayed to the respondent.

5.15. What new curriculum will be adopted for: **6-8 Math**

This question was not displayed to the respondent.

5.16. When will the district adopt the new curriculum for: **6-8 Math**

This question was not displayed to the respondent.

5.17. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.18. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.19. Please select the adopted curriculum for: **6-8 RLA**

- Not applicable
- Amplify Texas Literacy Program, Grades 6-8
- Odell Education
- Teacher created
- District created
- Other

5.20. Is this the curriculum that will be implemented for the duration of the plan for: **6-8 RLA?**

This question was not displayed to the respondent.

5.21. What new curriculum will be adopted for: **6-8 RLA**

This question was not displayed to the respondent.

5.22. When will the district adopt the new curriculum for: **6-8 RLA**

This question was not displayed to the respondent.

5.23. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.24. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.25. Please select the adopted curriculum for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**

- Not applicable
- Bluebonnet Learning, Secondary Mathematics Algebra 1
- Carnegie Learning 6–12 Texas Math Solution
- STEMscopes Math Texas
- Agile Mind (Texas Algebra 1, Texas Algebra 2, Texas Geometry)
- Bedford, Freeman & Worth Publishing Group LLC (Statistics and Probability with Applications (High School) 4E)

- Cosenza & Associates, LLC (Algebraic Reasoning)
- Kiddom (Texas Math: Algebra 1, Algebra 2, Algebra Supports, Geometry)
- Rice University OpenStax (Algebra 1)
- Teacher created
- District created
- Other

5.26. Is this the curriculum that will be implemented for the duration of the plan for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**?

This question was not displayed to the respondent.

5.27. What new curriculum will be adopted for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**

This question was not displayed to the respondent.

5.28. When will the district adopt the new curriculum for: **9-12 Math (Algebra 1, Algebra 2, Geometry)**

This question was not displayed to the respondent.

5.29. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.30. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.31. Please select the adopted curriculum for: **9-12 RLA**

- Not applicable
- Odell Education
- Teacher created
- District created
- Other

5.32. Is this the curriculum that will be implemented for the duration of the plan for: **9-12 RLA?**

This question was not displayed to the respondent.

5.33. What new curriculum will be adopted for: **9-12 RLA**

This question was not displayed to the respondent.

5.34. When will the district adopt the new curriculum for: **9-12 RLA**

This question was not displayed to the respondent.

5.35. How many instructional minutes per week are required/recommended for implementation of this curriculum?

This question was not displayed to the respondent.

5.36. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

This question was not displayed to the respondent.

5.37. How many instructional days are included in the 2025-2026 calendar?

171

5.38. If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?

NA

5.39. Please describe the assessment plan for the impacted campus(es).

Campuses will conduct beginning, middle and end of year assessments with MAP and mCLASS in reading and math. They will also assess students through exit tickets, unit assessments, and module assessments throughout the year. Spring STAAR benchmarks will be administered. Data will be tracked through eduphoria at the district and campus levels, and is reviewed regularly in PLCs with teachers.

5.40. Will the campus(es) implement a PLC structure?

Yes

No

5.41. How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by grade levels and by content areas.

5.42. How frequently will PLCs occur?

PLCs occur weekly at the individual campuses, and with other campus groups during district professional development days.

5.43. Who will facilitate PLCs?

PLCs are facilitated by PLC coaches, instructional coaches, campus administrators, and ESC support personnel.

5.44. Who is required to attend PLCs?

Core content teachers, special education teachers, administrators, and instructional coaches attend PLCs.

5.45. Please describe the PLC protocol to be used.

The district created a PLC protocol with ESC support based on Solution Tree, Get Better Faster, and Bluebonnet internalization protocols.

8. Graduation Rate

This question was not displayed to the respondent.

8.1. Please describe the overall strategy to improve the graduation rate at this campus/these campuses.

This question was not displayed to the respondent.

8.2. What student level data points will the campus track?

This question was not displayed to the respondent.

8.3. How frequently will student level data be reviewed and who will review the data?

This question was not displayed to the respondent.

8.4. What training will campus staff or mentors receive?

This question was not displayed to the respondent.

8.5. What is the attendance rate at the campus?

This question was not displayed to the respondent.

8.6. What strategies will the district implement to improve student attendance?

This question was not displayed to the respondent.

11. Capacity Building

This question was not displayed to the respondent.

11.1. Please describe your planned training/PD sessions (and who delivers and attends) for:

This question was not displayed to the respondent.

11.2. How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?

This question was not displayed to the respondent.

11.3. What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

This question was not displayed to the respondent.

11.4. How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

This question was not displayed to the respondent.

11.5. What capacity building supports related to supporting students in special populations will teachers and administrators receive?

This question was not displayed to the respondent.

10. Texas Partnerships

This question was not displayed to the respondent.

10.1. Please share the name and role of any district staff members that have **completed** TEA-approved authorizer training.

This question was not displayed to the respondent.

10.2. Please share the name and role of any district staff members that are **signed up** for or are **currently enrolled** in TEA-approved authorizer training.

This question was not displayed to the respondent.

10.3. Has the district adopted a local charter authorizing board policy?

This question was not displayed to the respondent.

10.4. Date the board approved or will vote on approving partnership

This question was not displayed to the respondent.

10.5. Has the district received approval for Texas Partnerships benefits for this campus/these campuses?

This question was not displayed to the respondent.

10.6. Name of proposed or approved operating partner:

This question was not displayed to the respondent.

10.7. Please describe the proposed or approved operating partner's track record of successful school turnaround.

This question was not displayed to the respondent.

9. School Model Change

This question was not displayed to the respondent.

9.1. Please provide a brief overview (2-3 sentences) of your school model change.

This question was not displayed to the respondent.

6. ACE

This question was not displayed to the respondent.

6.1. Has this campus (or this set of campuses) completed a planning year for the SAF grant for the ACE model?

This question was not displayed to the respondent.

6.2. Upload your school design plan. This plan must meet the criteria in TEC Section 39A.105(b). (Optional)

This question was not displayed to the respondent.

6.3. Would you like to provide more detail about the implementation of your ACE model? (Select yes if your School Design Plan does not meet the criteria in TEC Section 39A.105(b).)

This question was not displayed to the respondent.

6.4. Please describe the system the district will use to track teacher and administrator effectiveness at campuses implementing the ACE model.

This question was not displayed to the respondent.

6.5. What targets will the district set to identify which teachers and administrators are highly effective?

This question was not displayed to the respondent.

6.6. Please describe the incentives the district will offer to high-performing principals or teachers to remain at the campus.

This question was not displayed to the respondent.

6.7. Has the district made a minimum three-year commitment to continue incentives for the principal and teachers?

This question was not displayed to the respondent.

6.8. How will the district ensure that the principal assigned to each ACE campus has demonstrated a history of improvement in student academic growth at campuses in which the principal has previously worked?

This question was not displayed to the respondent.

6.9. Will the principal have final authority over personnel decisions at each campus implementing the ACE model?

This question was not displayed to the respondent.

6.10. How will the district ensure that at least 60 percent of the classroom teachers assigned to the campus are teachers who demonstrated instructional effectiveness during the previous school year?

This question was not displayed to the respondent.

6.11. Describe how the campus(es) will implement research-based instructional strategies.

This question was not displayed to the respondent.

6.12. Describe how the campus(es) will implement data-driven instructional practices.

This question was not displayed to the respondent.

6.13. Describe how the campus(es) will implement positive student culture on the campus.

This question was not displayed to the respondent.

6.14. Describe how the campus(es) will implement family and community engagement, including any partnerships with parent and community groups.

This question was not displayed to the respondent.

6.15. Describe how the campus(es) will implement extended learning opportunities for students, which may include service or workforce learning opportunities.

This question was not displayed to the respondent.

6.16. Describe how the campus(es) will provide student services before or after the instructional day that improve student performance (for example, tutoring, extracurricular activities, counseling services, and offering breakfast, lunch, and dinner to all students at the campus).

This question was not displayed to the respondent.

12. Milestones

12.1. Please share the key milestones for this strategy from August 2025 to August 2026 for **TIP**, key milestones from August 2026 to August 2028 for **TAP Development**, and key milestones from August 2025 to August 2027 for **TAP Development AND Implementation**. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.

In the summer of 2025, the district conducted professional development sessions in conjunction with ESC staff for curriculum implementation with Bluebonnet product and Eureka product training, and RBIS training. All elementary teachers, instructional coaches, and campus and district administrators attended the applicable trainings. Campus and district administrators and instructional coaches also received training on PLC protocols including internalization and instructional coaching with ESC support. Campus principals developed master schedules with common PLC schedules and required instructional minutes. Campus and district administrators received training from ESC staff on campus and district data and accountability. Instructional coaches meet biweekly with district administrators for coaching, PLC training, curriculum implementation, and data analysis trends. Throughout the 2025-26 school year, the district conducted quarterly observations and learning walks with the product advisor and implementation advisor. Campus administrators and instructional coaches also conduct ongoing observations with feedback each grading period with district created walkthrough forms. Data is tracked through Bluebonnet trackers and Strive. The data collected is used to determine campus-specific needs for the five district professional development days and ESC-provided flexible supports during the school year. Data from the MAP, unit, module, and benchmark assessments is reviewed during PLCs and instruction is adjusted based on data analysis. Data is shared at the district level with content coordinators, associate superintendent, executive director, and instructional coaches. During the summer of 2026, STAAR data will be analyzed to determine next steps and adjustments for the 2026-27 school year. Teachers will attend required core content professional development including instructional best practices.

13. Performance Management

13.1. Please describe how district and campus leaders will monitor the successful implementation of this plan.

Student outcome data is regularly analyzed and shared with district and campus administration along with the school board. Strive and the Bluebonnet walkthrough trackers are reviewed to determine which teachers need additional coaching and support. The instructional coaches meet bi-weekly to plan additional supports based on the data collected. PLC agendas are reviewed for future planning and instructional adjustments.

13.2. Who will be responsible for reviewing progress towards the milestones described in the previous section?

Campus administrators and instructional coaches are responsible for reviewing progress through weekly PLCs and walkthroughs. The content coordinators and instructional coaches meet bi-weekly with the executive director to monitor campus specific data. Data trackers are shared with the associate superintendent for curriculum and instruction on a regular basis.

13.3. How frequently will progress toward milestones be reviewed?

- Weekly
- Bi-Weekly (Meets Expectation)
- Monthly (Does not Meet Expectation)
- Other (Please Explain)

13.4. How will milestone progress data be collected?

Student outcome data is collected through eduphoria. Walkthrough and observation data is collected through Strive and Bluebonnet walkthrough forms. PLCs are monitored through weekly agendas.

13.5. How will milestone progress data be shared with district leadership and other relevant stakeholders?

The content coordinators and instructional coaches meet bi-weekly with the executive director to monitor campus specific data. Data trackers are shared with the associate superintendent for curriculum and instruction on a regular basis.

14. Resources

14.1. Please share the required costs to implement plan and source of funds:

Implementation costs include the salaries for instructional coaches (Title I funds), PLC coaches (LASO grant), and district content coordinators (district general funds). Additional funds were used for Bluebonnet curriculum supplies and materials (EMAT). LASO grant funds were also used for ESC product advising and implementation coaching, and ESC PLC support.

14.2. If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

If we do not receive additional grant funds, federal and local funds would be used to continue supports.

15. Additional Information

15.1. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

15.2. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

Embedded Data

SelectedRegion: 14

SelectedDistrict: ABILENE ISD-221901

SelectedCampuses: BASSETTI EL-221901153; BONHAM EL-221901103; TAYLOR EL-221901121

Location Data

Location: ([32.4358](#), [-99.7637](#))

Source: GeolIP Estimation



Abilene Independent School District Board Document - Agenda Item VI.F

Meeting Date: February 9, 2026

Meeting Type: Regular Meeting

Item Type: Consent

Future Action Required: No

If Yes, Month: N/A

Subject: Order Calling for the May 2, 2026 School Board Election

Background Information:

In accordance with the provision of the Texas Education Code, the Board of Trustees of the Abilene Independent School District should consider approval of the Order of Election for School Board Trustees, places 4,5, and 6 on the Board of Trustees

Attached Supporting Documents:

- Order of Election for School Board Trustees

Fiscal Implications:

Administrative Recommendation:

Order the election of places 4,5, and 6 on the Board of Trustees.

Contact Person:

Dr. Joseph Waldron, Deputy Superintendent



ORDER OF ELECTION FOR SCHOOL BOARD TRUSTEES

An election is hereby ordered to be held on May 2, 2026 for the purpose of:
(date)

Electing School Board Members, Places 4, 5, and 6

Early voting by personal appearance will be conducted each weekday beginning April 20 through April 28 at:

Taylor County Plaza: April 20 – April 24 8:00 a.m. to 5:00 p.m.
400 Oak Street, Suite 101
Extended Hours April 27 – April 28 7:00 a.m. to 7:00 p.m.

Branch Locations: April 20 – April 24
April 27 – April 28
Mall of Abilene – 4310 Buffalo Gap Rd. 10:00 a.m. to 6:00 p.m.
Abilene City Hall – 555 Walnut Street 8:00 a.m. to 5:00 p.m.
United Supermarket – 3301 S. 14th St. 10:00 a.m. to 6:00 p.m.

Applications for ballot by mail shall be mailed to:

Freda Ragan – Taylor County Elections Office

(Early Voting Clerk)

Early Voting Clerk – P.O. Box 3318 Abilene, Texas 79604
(Address) (City) (Zip Code)

Applications for a place on the ballot must be filed no later than the close of business on February 13, 2026

(Date)

Applications for ballots by mail must be received no later than the close of business on April 20, 2026

(Date)

Issued this the 9th day of February 2026

Angie Wiley, School Board President

Rodney Goodman, Vice President

Cindy Earles, Secretary

Bill Enriquez, Asst. Secretary

Dr. Danny Wheat, Member

Blair Schroeder, Member

Dr. Taylor Tidmore, Member

Abilene Independent School District Board Document - Agenda Item VI.G

Meeting Date: February 9, 2026

Meeting Type: Regular Meeting

Item Type: Consent

Future Action Required: No

If Yes, Month: N/A

Subject: Agreement and Contract with Taylor County Elections Office for Joint Election Service for the May 2, 2026 School Board Election

Background Information:

In accordance with the provision of the Texas Education Code, the Board of Trustees of the Abilene Independent School District should consider approval of an Agreement and Contract with Taylor County Elections Office to hold a Joint Election on May 2, 2026 to fill places 4, 5, and 6 on the Board of Trustees.

Attached Supporting Documents:

- Agreement and Contract with Taylor County Elections Office for Joint Election Service

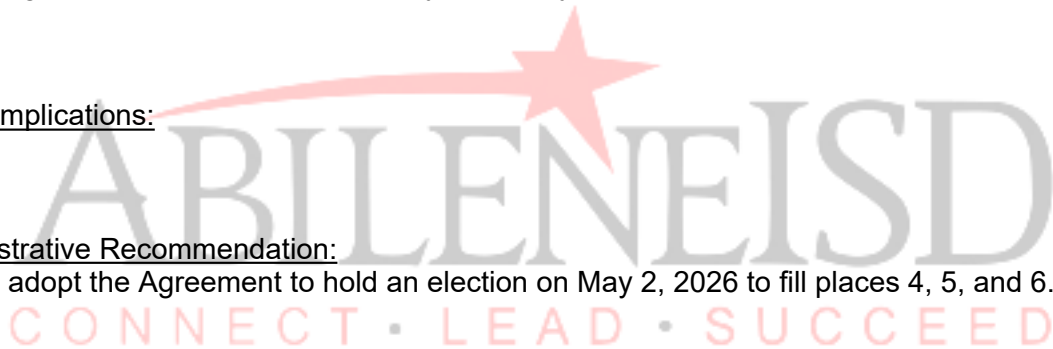
Fiscal Implications:

Administrative Recommendation:

Vote to adopt the Agreement to hold an election on May 2, 2026 to fill places 4, 5, and 6.

Contact Person:

Dr. Joseph Waldron, Deputy Superintendent



**THE STATE OF TEXAS
COUNTY OF TAYLOR**

JOINT ELECTION AGREEMENT AND CONTRACT FOR ELECTION SERVICES

THIS JOINT AGREEMENT AND CONTRACT FOR ELECTIONS SERVICES is made by and between Taylor County, a body corporate and politic under the laws of the State of Texas, hereinafter referred to as “County,” acting by and through Freda Ragan, Taylor County Elections Administrator, hereinafter referred to as “Elections Administrator,” and the Abilene Independent School District, hereinafter referred to as “Political Subdivision” or the “District” and individually a “Party” and together, the “Parties.”

This joint election agreement and contract for election services (“Agreement”) is made pursuant to Texas Election Code Sections 31.092 and 271.002, as amended, for a joint **May 2, 2026**, election to be administered by Freda Ragan, Taylor County Elections Administrator, hereinafter referred to as “Elections Administrator.”

RECITALS

WHEREAS, The Abilene Independent School District is holding a General Election on the uniform election date of May 2, 2026 (the “Election”) to elect school board trustees for Place 4, Place 5, and Place 6 .

WHEREAS, The County owns an electronic voting system, the Hart Intercivic Verity Duo Voting System, which has been duly approved by the Secretary of State pursuant to Texas Election Code Chapter 122, as amended, and is compliant with the accessibility requirements for persons with disabilities, set forth by Texas Election Code Section 61.012. Political Subdivision desires to use the County’s electronic voting system and to compensate the County for such use and to share in certain other expenses connected with joint elections in accordance with the applicable provisions of Chapters 31 and 271 of the Texas Election Code, as amended.

NOW THEREFORE, in consideration of the mutual covenants, agreements, and benefits to the parties, **IT IS AGREED** as follows:

I. ADMINISTRATION

The Parties agree to hold a “Joint Election” in accordance with Chapter 271 of the Texas Election Code, as amended, and this Agreement. The Taylor County Elections Administrator shall coordinate, supervise, and handle all aspects of administering the Joint Election as provided in this Agreement. Political Subdivision agrees to pay the Taylor County Elections Administrator for the District’s proportionate share of equipment, supplies, services, and administrative costs as provided in this Agreement. The Taylor County Elections Administrator shall serve as the administrator for the Joint Election; however, the Political Subdivision shall remain responsible for the lawful conduct of the Election. The Elections Administrator shall provide advisory services in connection with decisions to be made and actions to be taken by the officers of the Political Subdivision in regard to the Election.

It is understood that other political subdivisions may wish to participate in the use of the County’s electronic voting system and polling places, and it is agreed that Taylor County and the Elections Administrator may enter into other joint election agreements and contracts for election services for those purposes on terms and conditions generally similar to those set forth in this Agreement. Political Subdivision agrees that Taylor County may enter into joint election agreements with other political subdivisions that may have territory located partially or wholly within the boundaries of Political Subdivision, and in such cases all parties sharing common territory shall share a joint ballot on the County’s electronic voting system at the applicable polling locations.

At each polling location, joint participants shall share voting equipment and supplies to the extent possible. The participating parties shall share a mutual ballot in those precincts where jurisdictions overlap. However, in no instance shall a voter be permitted to receive a ballot containing an office or proposition stating a measure on which

the voter is ineligible to vote. Multiple ballot styles shall be available in those shared polling places where jurisdictions do not overlap.

II. LEGAL DOCUMENTS

Political Subdivision shall be responsible for the preparation, adoption, and publication of all required Election orders, resolutions, notices, and any other pertinent documents required by the Texas Election Code or applicable Texas law.

Preparation of the necessary materials for notices and the official ballot shall be the responsibility of Political Subdivision, including translation to languages other than English.

The Elections Administrator shall be responsible for the preparation and publication of the Notice of Election for all participating authorities. It is agreed that the expense of preparing and publishing of the Notice of Election shall be shared equally among each participating authority.

III. VOTING LOCATIONS

Taylor County has adopted a countywide polling location program. Voters from political subdivisions participating in this Joint Election may cast a ballot at any polling location open for this Election. The Elections Administrator will coordinate and arrange for Early Voting and Election Day voting locations. The Elections Administrator shall notify each participating political subdivision of the voting locations and any necessary changes to such locations.

If polling places for the May 2, 2026 Joint Election are different from the polling place(s) used by the Political Subdivision in its most recent election, the Elections Administrator agrees to post a notice no later than Wednesday, April 22, 2026 at the entrance to any previous polling locations in the jurisdiction stating that the polling location has changed and stating the polling location names and addresses in effect for the May 2, 2026 election.

The Parties agree and acknowledge that early and Election Day polling locations, as well as dates and times for voting, are subject to change, including, but not limited to, complying with social distancing, health, or safety requirements or restrictions, or any other requirement or restriction, established by a Governor's Executive Order or local emergency declaration or order.

IV. ELECTION JUDGES, CLERKS, AND OTHER PERSONNEL

The County shall be responsible for the appointment of the presiding judge and alternate judge for each polling location in accordance with Chapter 32 of the Texas Election Code, as amended. The Elections Administrator shall recruit polling location officials who are bilingual (fluent in both English and Spanish). The Elections Administrator shall make emergency appointments of Election officials if necessary.

The Elections Administrator shall notify all Election judges of the eligibility requirements of Subchapter C of Chapter 32 of the Texas Election Code, as amended, and will take the necessary steps to ensure that all Election judges appointed for the Joint Election are eligible to serve.

The Elections Administrator shall arrange for the training and compensation of all Election judges and clerks. The Elections Administrator shall arrange for the date, time, and place for presiding Election judges to pick up their Election supplies. Each presiding Election judge will be sent a letter from the Elections Administrator notifying the person of the appointment, the time and location of training and distribution of Election supplies, and the number of Election clerks that the presiding judge may appoint for the Election.

Each Election judge and clerk will receive compensation at an hourly rate established by the County pursuant to Texas Election Code Section 32.091, as amended. Judges and Clerks will be compensated for actual time spent working at a polling location and time spent attending any training classes required to successfully conduct the Election.

The Election judge will receive an additional sum of \$25.00 for picking up the Election supplies prior to Election Day and for returning the supplies and equipment to the Central Counting Station after the polls have closed.

The Elections Administrator may employ other personnel necessary for the proper administration of the Election, including such part-time help as is necessary to prepare for the Election, to ensure the timely delivery of supplies during early voting and on Election Day, and for the efficient tabulation of ballots at the central counting station. Part-time personnel working in support of the Early Voting Ballot Board and/or Central Counting Station on Election night will be compensated at the rate set by the County.

V. PREPARATION OF SUPPLIES AND VOTING EQUIPMENT

The Elections Administrator shall arrange for all Election supplies and voting equipment including, but not limited to official ballots, sample ballots, voter registration lists, and all forms, signs, maps and other materials used by the Election judges at the polling locations. At each polling location, joint participants shall share voting equipment and supplies to the extent possible. The participating parties shall share a mutual ballot in those precincts where jurisdictions overlap. However, in no instance shall a voter be permitted to receive a ballot containing an office or proposition stating a measure on which the voter is ineligible to vote. Multiple ballot styles shall be available in those shared polling places where jurisdictions do not overlap.

Political Subdivision shall furnish the Elections Administrator a list of all candidates and/or propositions showing the exact manner in which the candidate names and/or proposition(s) are to appear on the official ballot. Ballot drawing shall be conducted by each political subdivision, and the results of such drawing shall be reported to the Elections Administrator. Candidate names will be listed on the official ballot in the order determined by the ballot drawing. Political Subdivision shall be responsible for proofreading and approving the ballot insofar as it pertains to Political Subdivision's candidates and/or propositions.

VI. EARLY VOTING

The participating authorities agree to conduct joint early voting and to appoint the Elections Administrator as the Early Voting Clerk in accordance with Sections 31.097 and 271.006 of the Texas Election Code, as amended. The participating authorities agree to appoint the Elections Administrator's permanent County employees as deputy early voting clerks. The participating authorities further agree that the Elections Administrator may appoint other deputy early voting clerks to assist in the conduct of early voting as necessary, and that these additional deputy early voting clerks shall be compensated at an hourly rate set by the County pursuant to Section 83.052 of the Texas Election Code, as amended.

The Elections Administrator will coordinate and arrange for the use of early polling locations. After all candidate filing deadlines and candidate withdrawal deadlines have passed, final early polling locations will be determined. The Elections Administrator shall notify each participating political subdivision of the early polling locations and any necessary changes to such locations. Any qualified voter of the Joint Election may vote early by personal appearance at any one of the joint early polling locations.

As Early Voting Clerk, the Elections Administrator shall receive applications for early voting ballots to be voted by mail in accordance with Chapters 31 and 86 of the Texas Election Code, as amended. Any requests for early voting ballots to be voted by mail for the Election received by Political Subdivision shall be forwarded immediately by regular mail, email, fax or courier to the Elections Administrator for processing.

VII. EARLY VOTING BALLOT BOARD

An Early Voting Ballot Board shall be created to process early voting results from the Joint Election. The Election Administrator shall appoint the Presiding Judge and Alternate Judge of the Early Voting Ballot Board. The Presiding Judge, with the assistance of the Elections Administrator, shall appoint two or more members to constitute the Early Voting Ballot Board.

VIII. CENTRAL COUNTING STATION AND ELECTION RETURNS

The Elections Administrator shall be responsible for establishing and operating the central counting station to receive and tabulate the voted ballots in accordance with the provisions of the Texas Election Code, as amended, and this Agreement.

The participating authorities hereby, in accordance with Sections 127.002, 127.003, and 127.005 of the Texas Election Code, as amended, appoint the following central counting station officials:

Counting Station Manager	Freda Ragan, Elections Administrator
Tabulation Supervisor	Dan Murray, Assistant Elections Administrator
Presiding Judge	Tia Throop
Alternate Judge	To be determined

The Counting Station Manager or his/her representative shall deliver timely cumulative reports of the Election results as polling locations report to the central counting station and are tabulated. The Counting Station Manager shall be responsible for releasing cumulative totals and precinct returns from the Election to the joint participants, candidates, press, and public by distribution of hard copies or electronic transmittals by facsimile (when requested).

The Elections Administrator will prepare the unofficial canvass reports after all ballots have been counted and will deliver a copy of the unofficial canvass to the Political Subdivision as soon as possible after all returns have been tabulated. All participating authorities shall be responsible for the official canvass of their respective elections.

The Elections Administrator shall be responsible for conducting the post Election manual recount required by Section 127.201 of the Texas Election Code unless a waiver is granted by the Secretary of State.

IX. RUNOFF ELECTION

Political Subdivision shall have the option of extending the terms of this Agreement through its runoff election, if applicable. In the event of such runoff election, the terms of this agreement shall automatically extend unless the Political Subdivision notifies the Elections Administrator in writing within 10 days of the original election.

Political Subdivision shall reserve the right to reduce the number of early voting locations and/or Election Day voting locations in any runoff election.

X. ELECTION EXPENSES AND ALLOCATION OF COSTS

Any election held by Political Subdivision will be at the expense of the Political Subdivision. In the event of joint elections, it is agreed between all participating authorities to share the costs of administering the Joint Election. Allocation of costs, unless specifically stated otherwise, is mutually agreed to be shared among the total number of political subdivisions so participating.

Any expenses incurred in the rental of polling location facilities shall be pro-rated among the participants to the Joint Election.

It is agreed that the normal rental rate charged for the County’s voting equipment used on Election Day shall be pro-rated among the participants to this Joint Election.

Each participating political subdivision shall share the cost and reimburse the County for the wages of Early Voting Election Clerks that are appointed and employed to work at the early polling locations.

Each participating political subdivision agrees to reimburse the County for the wages for Election Day Judges and Clerks.

Each participating political subdivision shall share the cost and reimburse the County for overtime wages at time and a half to the permanent employees of the Elections Administrator for contractual duties performed outside the normal business hours of the County in accordance with Section 31.100(e) of the Texas Election Code, as amended.

Political Subdivision agrees to pay the County an administrative fee equal to ten percent (10%) of the District's total proportionate share of the Election cost in accordance with Section 31.100(d) of the Texas Election Code, as amended.

Estimated cost of services is stated in Attachment "A" hereto.

XI. WITHDRAWAL FROM CONTRACT DUE TO CANCELLATION OF ELECTION

Political Subdivision may withdraw from this Agreement, and the Joint Election should it cancel its Election in accordance with applicable law. In the event of cancellation under this section, the Elections Administrator shall be entitled to receive an administrative fee of \$75.00. The Elections Administrator shall submit an invoice for such a fee within 15 days of any such cancellation notice.

XII. RECORDS OF THE ELECTION

The Elections Administrator is hereby appointed general custodian of the voted ballots and all records of the Joint Election as authorized by Section 271.010 of the Texas Election Code.

Access to the Election records shall be available to each participating authority as well as to the public in accordance with applicable provisions of the Texas Election Code and the Texas Public Information Act, as amended. The Election records shall be stored at the office of the Elections Administrator. The Elections Administrator shall ensure that the records are maintained in an orderly manner so that the records are clearly identifiable and retrievable.

Records of the Election shall be retained and disposed of in accordance with the provisions of Section 66.058 of the Texas Election Code, as amended. If records of the Election are involved in any pending Election contest, investigation, litigation, or open records request, the Elections Administrator shall maintain the records until final resolution or until final judgment, whichever is applicable. It is the responsibility of the Political Subdivision to bring to the attention of the Elections Administrator any notice of pending Election contest, investigation, litigation or open records request which may be filed with Political Subdivision.

XIII. RECOUNTS

A recount may be obtained as provided by Title 13 of the Texas Election Code, as amended. Political Subdivision agrees that any recount shall take place at the offices of the Elections Administrator, and that the Elections Administrator shall serve as Recount Supervisor and Political Subdivision's official or employee who performs the duties of a secretary under the Texas Election Code shall serve as Recount Coordinator.

XIV. MISCELLANEOUS PROVISIONS

1. It is understood that to the extent space is available, that other districts and political subdivisions may wish to participate in the use of the County's Election equipment and polling locations, and it is agreed that the Elections Administrator may contract with such other districts or political subdivisions for such purposes and that in such event there shall be an adjustment of the share to be paid to the County by the participating authorities, as appropriate.
2. The Elections Administrator shall file copies of this Agreement with the Taylor County Treasurer and the Taylor County Auditor in accordance with Section 31.099 of the Texas Election Code, as amended.

3. In the event that legal action is filed challenging Political Subdivision's Election, each Party hereto shall defend its own actions, officials and employees.
4. Nothing in this Agreement prevents any Party from taking appropriate legal action against any other party and/or other election personnel for a breach of this Agreement or a violation of the Texas Election Code.
5. No Party to this Agreement shall be liable for delay or failure in the performance of its contractual obligations caused by or arising from any one or more events that are beyond its reasonable control, including, but not limited to, the following events: act of God; war; terrorism; riot; plague; epidemic; pandemic; outbreak of infectious disease or any other public health crisis or disaster; order or act of civil or military authority; or compliance with any law or governmental order, rule, regulation, or direction. Upon such delay or failure affecting one Party, that Party shall notify the other Party and use all reasonable efforts to cure or alleviate the cause of such delay or failure with a view to resuming performance of its contractual obligations as soon as practicable. Notwithstanding the foregoing, in every case the delay or failure to perform must be beyond control and without the fault or negligence of the Party claiming excusable delay.
6. Taylor County and Political Subdivision agree that under the Constitution and laws of the State of Texas, neither Taylor County nor the Political Subdivision can enter into an agreement whereby either party agrees to indemnify or hold harmless another party; therefore, all references of any kind, if any, to indemnifying or holding or saving harmless for any reason are hereby deleted.
7. This agreement shall be construed under and in accordance with the laws of the State of Texas, and all obligations of the parties created hereunder are performable in Taylor County, Texas.
8. In the event one or more of the provisions contained in the Agreement shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provision hereof and this agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.
9. All parties shall comply with all applicable laws, ordinances, and codes of the State of Texas, all local governments, and any other entities with local jurisdiction.
10. The waiver by any party of a breach of any provision of this agreement shall not operate as or be construed as a waiver of any subsequent breach.
11. Any amendments to this agreement shall be of no effect unless in writing and signed by all parties hereto.

XV. FINAL OBLIGATION AND PAYMENT

The Political Subdivision agrees it is obligated to pay to Taylor County all of the Political Subdivision's proportionate share of the Joint Election charges, fees, expenses, and costs as set forth under the terms of this Agreement, with the exact amount of the Political Subdivision's financial obligation under the terms of this Agreement to be timely calculated after the Joint Election.

XVI. JOINT CONTRACT ACCEPTANCE AND APPROVAL

IN TESTIMONY HEREOF, this agreement has been made on behalf of the parties hereto as follows, to-wit:

- (1) It has on the ____ day of _____, 2026 been executed by the Taylor County Elections Administrator pursuant to the Texas Election Code so authorizing.
- (2) It has on the ____ day of _____, 2026 been executed on behalf of the Abilene Independent School District pursuant to an action of the Abilene Independent School District so authorizing.

ACCEPTED AND AGREED TO BY THE ABILENE INDEPENDENT SCHOOL DISTRICT:

APPROVED:

By: _____
Dr. John Kuhn, Superintendent

ATTESTED:

School Board Secretary

ACCEPTED AND AGREED TO BY TAYLOR COUNTY ELECTIONS ADMINISTRATOR:

APPROVED:

By: _____
Freda Ragan
Taylor County Elections Administrator

ESTIMATED

Cost Share per Political Subdivision Joint City and School General Elections May 2, 2026

District	# of Registered Voters as of 01/30/26	% Share
City of Abilene	69,462	42.92%
City of Impact	17	00.01%
City of Tye	788	00.49%
City of Merkel	1,571	00.97%
City of Trent	198	00.12%
City of Tuscola	677	00.42%
Town of Buffalo Gap	466	00.29%
City of Lawn	209	00.13%
Abilene ISD	56,417	34.86%
Wylie ISD	21,372	13.20%
Merkel ISD	3,912	02.42%
Trent ISD	370	00.23%
Jim Ned CISD	6,149	03.80%
Blackwell CISD	81	00.05%
Lytle Lake Water District	155	00.09%
TOTAL	161,844	100.00%

Total Estimated Cost of Election (less 10% Admin Cost)	\$167,780.00
Less \$1,000 Base Charge per Entity	\$15,000.00
Total to be used to allocate % Cost to each entity	\$152,780.00

District	%Share	Cost	Base Charge	10% Admin	Total Estimated Cost
City of Abilene	42.92%	\$65,573.18	\$1,000.00	\$6,657.32	\$73,230.50
City of Impact	00.01%	\$15.27	\$1,000.00	\$101.52	\$1,116.79
City of Tye	00.49%	\$748.62	\$1,000.00	\$174.86	\$1,923.48
City of Merkel	00.97%	\$1,481.97	\$1,000.00	\$248.20	\$2,730.17
City of Trent	00.12%	\$183.33	\$1,000.00	\$118.33	\$1,301.66
City of Tuscola	00.42%	\$641.68	\$1,000.00	\$164.17	\$1,805.85
Town of Buffalo Gap	00.29%	\$443.06	\$1,000.00	\$144.31	\$1,587.37
City of Lawn	00.13%	\$198.61	\$1,000.00	\$119.86	\$1,318.47
Abilene ISD	34.86%	\$53,259.11	\$1,000.00	\$5,425.91	\$59,685.02
Wylie ISD	13.20%	\$20,166.96	\$1,000.00	\$2,116.70	\$23,283.66
Merkel ISD	02.42%	\$3,697.28	\$1,000.00	\$469.73	\$5,167.01
Trent ISD	00.23%	\$351.39	\$1,000.00	\$135.14	\$1,486.53

<i>Jim Ned CISD</i>	<i>03.80%</i>	<i>\$5,805.64</i>	<i>\$1,000.00</i>	<i>\$680.56</i>	<i>\$7,486.20</i>
<i>Blackwell CISD</i>	<i>00.05%</i>	<i>\$76.39</i>	<i>\$1,000.00</i>	<i>\$107.64</i>	<i>\$1,184.03</i>
<i>Lytle Lake Water Dist.</i>	<i>00.09%</i>	<i>\$137.51</i>	<i>\$1,000.00</i>	<i>\$113.75</i>	<i>\$1,251.26</i>
TOTAL	100.00%	\$152,780.00	\$15,000.00	\$16,778.00	\$184,558.00

NOTE: Final Actual Cost will be based upon number of registered voters that registered by the deadline of April 2, 2026

ESTIMATED COST

**Abilene Independent School District General Election
Saturday, May 2, 2026**

EQUIPMENT

Early Voting

Verity Controllers / Verity Duo's (BMDs) @ \$300.00 each	\$	17,700.00	
Verity Scanners @ \$500.00 each	\$	7,000.00	
Verity DUO Go Units for curbside voters @ \$25.00 each	\$	375.00	
EVID Electronic Poll Books	No Charge	\$	25,075.00

Election Day

Verity Controllers / Verity Duo's (BMDs) @ \$300.00 each	\$	49,500.00	
Verity Scanners @ \$500.00 each	\$	20,000.00	
Verity DUO Go Units for curbside voters @ \$25.00 each	\$	625.00	
EVID Electronic Poll Books	No Charge	\$	70,125.00

Equipment Transport - Delivery & Pickup

\$	1,600.00	\$	1,600.00
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LEGAL

Internal L&A Testing		No Charge	
Notice of Public L&A Testing (<i>post on website only</i>)		No Charge	
Notice of Election	\$	2,000.00	\$ 2,000.00

MISCELLANEOUS SERVICES

Election Kits for Judges @ \$50.00 each

Early Voting	\$	780.00	
Election Day	\$	1,200.00	

Internet Connectivity @ Polling Locations

\$	100.00
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Security - EV Deputies & CCS Deputies

1500

Printing & Processing Mail Ballots

1,000 @ \$3.00 each (includes postage)	\$	3,000.00
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DUO Ballot Paper - In Person Voting @ \$0.24/per sheet

Estimated voter turnout - 10,000.00	\$	2,400.00	
			\$ 8,980.00

PERSONNEL

Early Voting Ballot Board	\$	300.00	
Central Counting Station	\$	700.00	
Early Voting	\$	25,000.00	
Election Day	\$	27,000.00	
County Employee Overtime	\$	7,000.00	\$ 60,000.00

TOTAL ESTIMATED COST FOR ELECTION \$ 167,780.00

Total Estimated Cost of Election	\$167,780.00
Less \$1,000 base cost for each entity that will potentially hold elections	\$15,000.00
Total to be used to allocate % Cost to each entity	\$152,780.00

ABILENE ISD ESTIMATED COST

% Cost is based upon number of registered voters in district as of 1/30/26

Abilene ISD portion of cost - 34.86% of \$152,780.00	\$	53,259.11
Base Cost	\$	1,000.00
Sub Total	\$	54,259.11

10% Administrative Fee (minimum \$75.00)	\$	5,425.91
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TOTAL ESTIMATED COST \$ 59,685.02

Abilene Independent School District Board Document - Agenda Item VI.H

Meeting Date: February 9, 2026

Meeting Type: Regular Meeting

Item Type: Consent

Future Action Required: No

If Yes, Month: N/A

Subject: Proposed Polling Places for the Joint Election on May 2, 2026.

Background Information:

The Board will vote to approve the Proposed Polling Places to be shared during the election on May 2, 2026 as set forth in the Joint Election Agreement.

Attached Supporting Documents:

- List of Proposed Polling Places

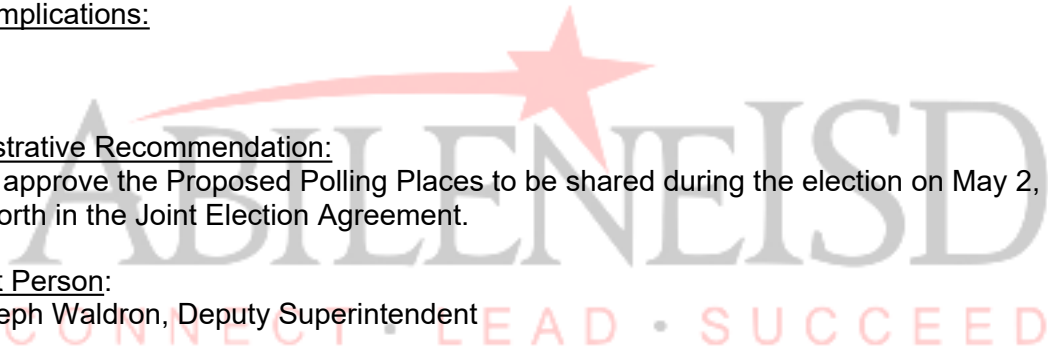
Fiscal Implications:

Administrative Recommendation:

Vote to approve the Proposed Polling Places to be shared during the election on May 2, 2026 as set forth in the Joint Election Agreement.

Contact Person:

Dr. Joseph Waldron, Deputy Superintendent



PROPOSED

COUNTY WIDE VOTE CENTER LOCATIONS UBICACIONES DE LOS CENTROS DE VOTACIÓN EN TODO EL CONDADO Taylor County - Condado de Taylor

Joint City and School General & Special Elections – May 2, 2026
Elecciones Generales y Especiales Conjuntas de la Ciudad y el Distrito Escolar – 2 de mayo de 2026
7:00 a.m. – 7:00 p.m.

Taylor County voters may vote at **ANY ONE** of the following locations on Election Day
*Los votantes del Condado de Taylor pueden votar en **CUALQUIERA** de los siguientes lugares
el día de las elecciones*

Vote Center <i>Centro de votación</i>	Physical Address <i>Dirección física</i>	Location <i>Ubicación</i>
Abilene City Hall	555 Walnut Street, Abilene TX 79601	Main Foyer <i>Vestíbulo principal</i>
Buffalo Gap Church of Christ	741 Litel Street, Buffalo Gap TX 79508	Fellowship Hall <i>Salón de Reuniones</i>
Christian Service Center	922 Woodlawn Drive, Abilene, TX 79603	Multi-Purpose Room East Wing <i>Sala de Usos Múltiples Ala Este</i>
ECCA Volunteer Fire Department	6870 FM 89, Tuscola, TX 79562	Main Room <i>Sala Principal</i>
First Baptist Church – Merkel	307 Locust Street, Merkel, TX 79536	Family Life Center/ <i>Centro de Vida Familiar</i>
First Baptist Church – Tuscola	702 Kent Street, Tuscola, TX 79562	Sanctuary <i>Santuario</i>
First Church of the Nazarene	2849 Beltway South, Abilene, TX 79606	Gym <i>Gimnasia</i>
Grace & Mercy Community Church	1402 Grape Street, Abilene, TX 79601	Fellowship Hall <i>Salón de Reuniones</i>
Hillcrest Church of Christ	650 E. Ambler Ave., Abilene, TX 79601	Multi-Purpose Room - Gym <i>Sala de Usos Múltiples - Gimnasio</i>
Lawn Baptist Church	518 Avenue D, Lawn, TX 79530	Family Life Center <i>Centro de Vida Familiar</i>
Minda Street Church of Christ	701 Minda Street, Abilene, TX 79602	Multi-Purpose Room <i>Sala de usos múltiples</i>
New Beginnings United Pentecostal	5535 Buffalo Gap Road, Abilene, TX 79606	Sanctuary <i>Santuario</i>
River of Life Church	539 Hwy 83/84, Abilene, TX 79606	Main Foyer <i>Vestíbulo Principal</i>
Southern Hills Church of Christ	3666 Buffalo Gap Road, Abilene, TX 79605	Foyer at Main Sanctuary <i>Vestíbulo del Santuario Principal</i>
Taylor County Plaza	400 Oak Street, Abilene, TX 79602	Suite 101-A <i>Suite 101-A</i>
Tye Community Center	103 Scott Street, Tye, TX 79563	Main Room <i>Sala Principal</i>
Victory Free Methodist Church	3333 S. 11 th Street, Abilene, TX 79605	West Building Multi-Purpose Room <i>Sala de Usos Múltiples del Edificio Oeste</i>
View Baptist Church	250 Boynton Road, Abilene, TX 79606	Fellowship Hall <i>Salón de Reuniones</i>
Westminster Presbyterian Church	4515 South 14 th Street, Abilene, TX 79605	Gym <i>Gimnasia</i>

PROPOSED

EARLY VOTING SCHEDULE CALENDARIO DE VOTACIÓN ANTICIPADA April 20, 2026 – April 28, 2026 20 de abril de 2026 – 28 de abril de 2026

Joint City and School General Elections – May 2, 2026
Elecciones Generales Conjuntas de Ciudades y Escuelas – 2 de mayo de 2026

MAIN EARLY VOTING LOCATION		
Taylor County Plaza 400 Oak Street, Suite 101-A Abilene, TX 79602 Extended Hours	April 20th	8:00 a.m. – 5:00 p.m.
	Monday (<i>lunes</i>)	
	TUESDAY, APRIL 21st – NO VOTING (San Jacinto Day – Legal Holiday) MARTES, 21 DE ABRIL – NO HAY VOTACIONES (Día de San Jacinto Día festive official)	
	April 22nd – April 24th	8:00 a.m. – 5:00 p.m.
	Wednesday – Friday (<i>miércoles – viernes</i>)	
	April 27th & April 28th	7:00 a.m. – 7:00 p.m.
	Monday & Tuesday (<i>lunes y martes</i>)	
TEMPORARY BRANCH LOCATIONS		
Mall of Abilene (Movie Theatre Entrance) 4310 Buffalo Gap Road Abilene, TX 79606	April 20th	10:00 a.m. – 6:00 p.m.
	Monday (<i>lunes</i>)	
	TUESDAY, APRIL 21st – NO VOTING (San Jacinto Day – Legal Holiday) MARTES, 21 DE ABRIL – NO HAY VOTACIONES (Día de San Jacinto Día festive official)	
	April 22nd – April 24th	10:00 a.m. – 6:00 p.m.
	Wednesday – Friday (<i>miércoles – viernes</i>)	
	April 27th & April 28th	10:00 a.m. – 6:00 p.m.
	Monday & Tuesday (<i>lunes y martes</i>)	
Abilene City Hall (east entrance) 555 Walnut Street Abilene, TX 79601	April 20th	8:00 a.m. – 5:00 p.m.
	Monday (<i>lunes</i>)	
	TUESDAY, APRIL 21st – NO VOTING (San Jacinto Day – Legal Holiday) MARTES, 21 DE ABRIL – NO HAY VOTACIONES (Día de San Jacinto Día festive official)	
	April 22nd – April 24th	8:00 a.m. – 5:00 p.m.
	Wednesday – Friday (<i>miércoles – viernes</i>)	
	April 27th & April 28th	8:00 a.m. – 5:00 p.m.
	Monday & Tuesday (<i>lunes y martes</i>)	
United N. 10th & Willis 920 N. Willis Street Abilene, TX 79603	April 20th	10:00 a.m. – 6:00 p.m.
	Monday (<i>lunes</i>)	
	TUESDAY, APRIL 21st – NO VOTING (San Jacinto Day – Legal Holiday) MARTES, 21 DE ABRIL – NO HAY VOTACIONES (Día de San Jacinto Día festive official)	
	April 22nd – April 24th	10:00 a.m. – 6:00 p.m.
	Wednesday – Friday (<i>miércoles – viernes</i>)	
	April 27th & April 28th	10:00 a.m. – 6:00 p.m.
	Monday & Tuesday (<i>lunes y martes</i>)	

April 2, 2026 – Last day to register to vote for the May 2, 2026, Joint City and School General Elections
2 de abril de 2026 – Último día para registrarse para votar en las Elecciones Generales Conjuntas de Ciudad y Escuela del 2 de mayo de 2026

April 20, 2026 – Last day to **RECEIVE** an application for a Ballot by Mail.
*20 de abril de 2026 - Último día para **RECIBIR** una solicitud de Boleta por Correo.*

Taylor County Elections
400 Oak Street, Suite 101
Abilene, TX 79602
325-674-1216
www.taylorcounty.texas.gov

Abilene Independent School District Board Document

Meeting Date: February 9, 2026

Meeting Type: Regular Board Meeting

Item Type: Consent Agenda

Future Action Required: No

If Yes, Month: n/a

Subject: AHS Out of Country Trip Request

Background Information:

Abilene High School's JROTC program is requesting approval for a trip to Costa Rica in July 2027. This is a non-budgeted trip request where students who choose to participate will be required to fundraise and/or pay their own way. AHS Principal, Emme Siburt, and Dr. Kuhn have approved. Out of country trips must be approved by the school board.

Attached Supporting Documents: Out-of-District, Non-Budgeted Student Trip Request Form

Fiscal Implications: None to district

Administrative Recommendation:

Approval of the trip

Contact Person:

Lyndsey Williamson
Emme Siburt



Abilene Independent School District Board Document - Agenda Item VI.J.

Meeting Date: February 8, 2026

Meeting Type: Regular

Item Type: Consent

Future Action Required: No

If Yes, Month: N/A

Subject: Jones County Trust Property Bid – Parcel 25772

Background Information: Kim Ramos from the law firm of Perdue, Brandon, Fielder, Collins and Mott reached out to inform us that a property in Jones County came up for bid as part it being delinquent in taxes. The law firm represents the Jones County Appraisal District (and many school districts) and has reached out to Abilene ISD for consideration of the bid due to the property being within our attendance zone. The property was placed in the Jones County Trust in 2021 and therefore cannot be awarded without consideration from each taxing entity on the property.

We are required to place this bid on the agenda.

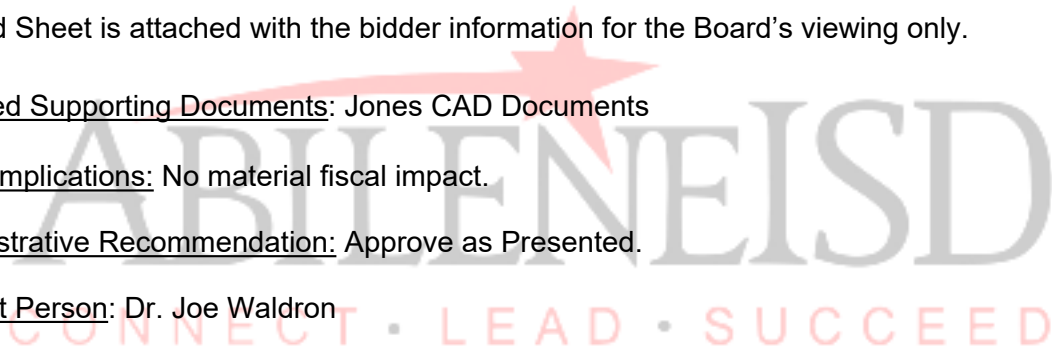
The Bid Sheet is attached with the bidder information for the Board's viewing only.

Attached Supporting Documents: Jones CAD Documents

Fiscal Implications: No material fiscal impact.

Administrative Recommendation: Approve as Presented.

Contact Person: Dr. Joe Waldron



January 22, 2026

Abilene I.S.D.
Attn: John Kuhn, Superintendent
241 Pine Street
Abilene, TX 79601

RE: Approval/Denial of Bid for Purchase of Property Held in Trust by Jones County

Dear Mr. Kuhn,

Our firm contracts with Jones County Appraisal District for the collection of delinquent property taxes. The bidder on the attached sheet has recently submitted a bid for the purchase of trust property that was struck-off to Jones County, In Trust, for foreclosed delinquent property taxes. Each taxing entity having an interest in a property must approve a bid in order for the bidder to be awarded the property. Please be advised that accepting the bid would allow the property to be placed back on the tax roll, and that the board may reject a bid for any reason.

Please place the property on your agenda as a separate item for consideration, and advise if you would like our attorney, Mollie Lerew to appear in person. **Please send me notification of acceptance or denial of each bid** by email at kramos@pbfc.com.

Your help and consideration are greatly appreciated. If you have any questions or concerns, please feel free to contact me.

Sincerely,

Kim Ramos

Kim Ramos
Office Manager

ACCT: 303110-000-1	PARCEL/TYPE: 25772 / R OWNER/SEQ: R30084/1	LOC CODE: 272 JUR CODE: CAD	GJO HST SAB
OWNER R30084	DISABLED VET:	LEGAL 1 A0443 47 T&P-16, TRACT 1, LEGAL 2 ACRES 5 LEGAL 3 TX011529 LEGAL 4	CAT CODE: E1 UTIL TYPE: ZONING: NEIGHBOR: RD TYPE: ROUTE CODE/ORDER: jp26/0 MTG: SEC ACCT:
JONES COUNTY IN TRUST	OWNER INT: 1.000000 HS CODE: CEILING YEAR: CEILING TAX:	Prop Addr: 3664 PR 322 ABILENE TX 79601	AGENT: MAP: K13/ GPS: -99.738826299999999, 32.535240199999999 APPR YEAR: 2025 APPR DATE: 09/12/2025 APPR NAME: SF
1100 12TH ST ANSON TX 79501			

User Code 1: User Code 2: JP User Code 3: B User Code 4: J User Code 5: User Code 6: JCAD

LAND								REAL								AG								
SEQ	ACRES	SQ FT	FRNT FT	REAR FT	FRNT FT AVG	DEPTH	DEP %	CLASS	COST	EXTRA COST	% RD	% GD	EXTRA ADJ %	EXTRA VAL I/F	MKT VAL	CLASS/CD	COST	EXTRA COST	TYPE	% GD	EXTRA ADJ %	EXTRA VAL I/F	VALUE	CAT
1	5.0000	87120.00	0.00	0.00	0.00	0.00	0.00	ABILENE	10,000.00	0.00	0.25	1.00	1.00	0	12,500	/	0.00	0		0.00	0.00	0	0	E1

IMPROVEMENTS																								
SEQ	TYPE	CLASS	CNDTN	HS	YR BLT	EFF YR	AGE	NOTES	TTL AREA	COST	% EX1	% EX2	% GD	% FC	% EC	% CP	EXTRA	TOTAL VAL	CALLS	CAT CODE				
1	MA	BV3+		Y	1970	1970	56		2,767	117.31	1.150	1.000	0.600	1.000	0.750	1.000	7.330	180,680	U37R13D2R31D12R5D12R32D25L	E1				
2	AGF2	1		Y	1970	1970	56		848	41.06	1.150	1.000	0.600	1.000	0.750	1.000	0	18,020	U33R24D19R4D14L28	E1				
3	CP	1		Y	1970	1970	56		584	23.46	1.150	1.000	0.600	1.000	0.750	1.000	0	7,090	D18R46U12L16D4L13U4L3U6L14	E1				
4	STR3	1		Y	1970	1970	56		778	99.71	1.150	1.000	0.600	1.000	0.750	1.000	0	41,350	U22R8U6R37D14L31D14L14	E1				
5	CP	1		Y	1970	1970	56		64	23.46	1.150	1.000	0.600	1.000	0.750	1.000	0	780	U8L8D8R8	E1				
6	STR3	1		Y	1970	1970	56		364	99.71	1.150	1.000	0.600	1.000	0.750	1.000	0	19,390	U14R26D14L26	E1				
7	SP	1		Y	1970	1970	56		140	29.33	1.150	1.000	0.600	1.000	0.750	1.000	0	2,120	D10R14U10L14	E1				

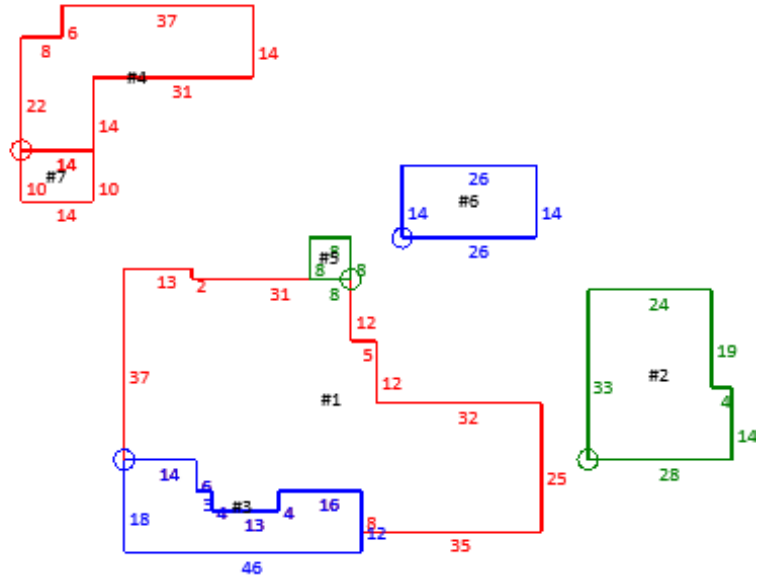
ACRES: 5.0000	OWNERS ACRES: 5.0000	LARGER TRACT: 5.0000	LAND HS: 0	IMP HS: 0	TOTAL MKT: 288,950
ABST NUM: 443		SIC CODE:	LAND NHS: 12,500	IMP NEW HS: 0	TOTAL TAXABLE: 288,950
ABST/SUBDIV: T&P-16		IRR WELLS: 0.00	PROD MKT: 0	IMP NHS: 276,450	OWNER INT: 1.000000
TRACT/LOT: 1		IRR ACRES: 0.00	PROD (AG/TIM): 0	IMP NEW NHS: 0	OWNER VALUE: 288,950
BLOCK:		CAPACITY: 0.00	TOTAL LAND MKT: 12,500	IMP TOTAL: 276,450	
		USE INCOME VALUE: N	IS VALUE OVERRIDDEN: N		

PREVIOUS OWNER					
SEQ	PREVIOUS OWNER	DEED DATE	VOLUME	PAGE	FILE #
4	COX SAMUEL	10/07/2025			252935
3	COX SAM & SHIRLEY	02/13/2004	D246821	CLARK CO	
2	STORY MICHAEL N ETUX KAY N	05/22/1990	729	195	

- #1 MA
- #2 AGF2
- #3 CP
- #4 STR3
- #5 CP
- #6 STR3
- #7 SP

COMMENTARY (*only shows 10 sequences)			
SEQ	COMMENTARY	VALUE	UNIT
1	CNST-WOOD B&C	0.00	
1	EXTF-OCMM BRICK	0.00	
1	FLOR-VNYL TILE	0.00	
1	INTF-EXP BEAM	0.00	
1	ROOF-COMP SHNG	0.00	
1	FP3AV2	4,500.00	D
1	SW3A	3.75	U
1	HOMESITE UTILITY	5,000.00	
4	ALUM-SDG-ALUMINU	0.00	
4	SW2	3.00	U

NOTES
2017-GATE//2020-LOCKED GATE//



ACCT: 303110-000-1	PARCEL/TYPE: 25772 / R OWNER/SEQ: R30084/1	LOC CODE: 272 JUR CODE: CAD	GJO HST SAB
OWNER R30084	DISABLED VET:	LEGAL 1 A0443 47 T&P-16, TRACT 1, LEGAL 2 ACRES 5 LEGAL 3 TX011529 LEGAL 4	CAT CODE: E1 UTIL TYPE: ZONING: NEIGHBOR: RD TYPE: ROUTE CODE/ORDER: jp26/0 MTG: SEC ACCT:
JONES COUNTY IN TRUST	OWNER INT: 1.000000 HS CODE: CEILING YEAR: CEILING TAX:	Prop Addr: 3664 PR 322 ABILENE TX 79601	AGENT: MAP: K13/ GPS: -99.738826299999999, 32.535240199999997 APPR YEAR: 2025 APPR DATE: 09/12/2025 APPR NAME: SF
1100 12TH ST ANSON TX 79501			

User Code 1: User Code 2: JP User Code 3: B User Code 4: J User Code 5: User Code 6: JCAD

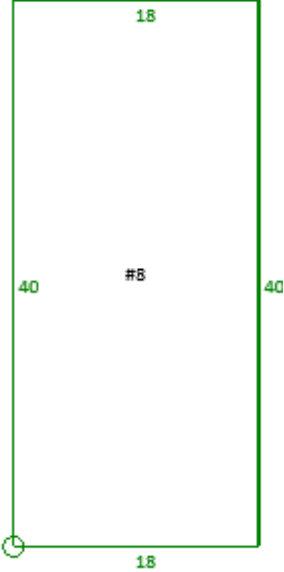
IMPROVEMENTS																				
SEQ	TYPE	CLASS	CNDTN	HS	YR BLT	EFF YR	AGE	NOTES	TTL AREA	COST	% EX1	% EX2	% GD	% FC	% EC	% CP	EXTRA	TOTAL VAL	CALLS	CAT CODE
8	POOL	POL1		Y	0	1900	126		720	16.25	1.000	1.000	0.600	1.000	1.000	1.000	0	7,020	U40R18D40L18	E1

ACRES: 5.0000	OWNERS ACRES: 5.0000	LARGER TRACT: 5.0000	LAND HS: 0	IMP HS: 0	TOTAL MKT: 288,950
ABST NUM: 443		SIC CODE:	LAND NHS: 12,500	IMP NEW HS: 0	TOTAL TAXABLE: 288,950
ABST/SUBDIV: T&P-16		IRR WELLS: 0.00	PROD MKT: 0	IMP NHS: 276,450	OWNER INT: 1.000000
TRACT/LOT: 1		IRR ACRES: 0.00	PROD (AG/TIM): 0	IMP NEW NHS: 0	OWNER VALUE: 288,950
BLOCK:		CAPACITY: 0.00	TOTAL LAND MKT: 12,500	IMP TOTAL: 276,450	
		USE INCOME VALUE: N	IS VALUE OVERRIDDEN: N		

PREVIOUS OWNER					
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2	STORY MICHAEL N ETUX KAY N	05/22/1990	729	195	

#8 POOL

NOTES
2017-GATE//2020-LOCKED GATE//



Abilene Independent School District Board Document - Agenda Item VI.K.

Meeting Date: February 9, 2026

Meeting Type: Regular

Item Type: Consent

Future Action Required: No

If Yes, Month: N/A

Subject: Nominations to the Jones County Central Appraisal District Board of Directors

Background Information:

The AISD Board of Trustees may nominate up to six individuals to serve on the Board of Directors of the Jones County Central Appraisal District. Current board members include Dale Spurgin, Tucker Teague, Jim Astin, Jim Bailey, Eugene Griffith, and Pete Klein.

To qualify for service on the Jones County CAD Board, an individual must have lived in Jones County for at least two years at the time they take office and may not be an employee of any taxing entity, although an AISD trustee is eligible to serve. Board members serve two year terms. Primary responsibilities include hiring the Chief Appraiser, adopting the CAD budget, and appointing the Appraisal Review Board.

In October 2025, Abilene ISD nominated and voted for Mr. Jim Bailey to serve on the Jones County CAD Board. Mr. Bailey and his family reside in Jones County within AISD in the Lake Fort Phantom area, and he is willing to continue serving.

On January 16, 2026, the district was notified that Mr. Eugene Griffith would be stepping down from the Jones County CAD Board of Directors. When a vacancy occurs, Texas Property Tax Code Section 6.03(l) allows each eligible taxing unit to nominate a candidate by resolution. The nomination must be submitted to the Chief Appraiser within 45 days of notification, after which the Chief Appraiser provides the board of directors with a list of nominees. The board of directors then fills the vacancy by majority vote.

AISD has already submitted a nomination for the board in October, however, if there is another individual who lives within AISD boundaries in Jones County that is willing to serve, that person may be nominated. Otherwise, the district can notify Jones County CAD that it does not have an additional nomination.

Attached Supporting Documents: Nomination Form

Fiscal Implications: None

Administrative Recommendation: Consider a nomination to the Jones County Central Appraisal District Board of Directors. If nomination is not made, the Jones CAD will be notified of no nomination.

Contact Person: Jennifer Hinds, Chief Financial Officer

RESOLUTION SUBMITTING NOMINATIONS FOR CANDIDATE(S)
FOR THE SELECTION TO THE BAORD OF DIRECTORS OF
THE JONES COUNTY APPRAISAL DISTRICT

Whereas, the _____, as a taxing entity funding the Appraisal District, is authorized to make nominations for the Jones County Appraisal District Board of Directors; and

Whereas, the Appraisal District has requested that each taxing unit submit the name of its nominees to the Chief Appraiser, and

Now Therefore, upon a vote of the _____
on _____, the Board voted to nominate;

As Board Members to the Jones County Appraisal District

Passed and Approved the ____ of _____ 2026.

President/Mayor/Superintendent

Secretary

Abilene Independent School District Board Document - Agenda Item VI.K.

Meeting Date: February 9, 2026

Meeting Type: Regular

Item Type: Consent

Future Action Required: No

If Yes, Month: N/A

Subject: Nominations to the Taylor County Central Appraisal District Board of Directors

Background Information:

The AISD Board of Trustees may nominate individuals to serve on the Board of Directors of the Taylor County Central Appraisal District. As a result of Senate Bill 2, Abilene ISD now holds one position on the Taylor County CAD Board. The current board member representing AISD is Mr. John Stearns, who agreed to accept nomination and was re elected in October 2024.

To qualify for service on the Taylor County CAD Board, an individual must have resided in Taylor County for at least two years at the time they take office and may not be an employee of any taxing entity, although a member of the AISD Board of Trustees is eligible to serve. Major responsibilities include employing the Chief Appraiser, adopting the budget, and appointing the Appraisal Review Board.

On January 21, 2026, the district was notified that Ms. Jessica Cantu, a board member appointed by the City of Abilene, resigned from her unexpired term on the Taylor County CAD Board of Directors, which is scheduled to expire December 31, 2027. Pursuant to the Texas Property Tax Code, nominations to fill the vacancy must be submitted within forty-five days of receipt of this notice. Following the nomination period, the Board of Directors will select a nominee from among the candidates submitted to fill the vacancy.

To assist the district in its consideration, the Taylor CAD Board of Directors respectfully submits Attorney Mark Hoover, résumé attached, as a nominee to fill the unexpired term. Mr. Hoover is retired from the City of Abilene, where he served as Assistant Director for Administrative Services.

Attached Supporting Documents: Notice of Board BOD Vacancy, Nomination Form, Mark Hoover Resume

Fiscal Implications: None

Administrative Recommendation: Consider nomination of Mark Hoover to the Taylor County Central Appraisal District Board of Directors.

Contact Person: Jennifer Hinds, Chief Financial Officer

CENTRAL APPRAISAL DISTRICT OF TAYLOR COUNTY

BOARD OF DIRECTORS

CECIL DAVIS, Chair
KENT LEFEVRE, Vice-Chair
JOHN STEARNS, Secretary
JESSICA CANTU
BOB BENHAM
LARRY BELL
DOWNING BOLLS, JR.
BO DUNAGIN
KAY MIDDLETON, Assessor-Collector



ADMINISTRATION

GARY EARNEST, CEO
ALLISON PERKINS, CFO
PATRICK CARROLL, COO
BROOKE HOWARD, CAO
GEORGE KING, CIO

January 21, 2026

Re: Notice of Board Vacancy and Request for Nominations

Dear Presiding Officer and Members of the Governing Body:

This letter serves as formal notice that a vacancy has occurred on the Board of Directors of the Taylor County Appraisal District following the resignation of Ms. Jessica Cantu, the representative appointed by the City of Abilene. Ms. Cantu's resignation creates a vacancy for the remainder of an unexpired term ending December 31, 2027.

Pursuant to Section 6.03(l) of the Texas Property Tax Code, the governing bodies entitled to vote on this position are hereby notified and asked to submit nominations to fill this vacancy. In accordance with the statute, nominations must be submitted within forty-five (45) days of receiving this notice. The Board will select a nominee from the submitted nominations to fill the vacancy.

To assist the governing bodies in their consideration, the Board of Directors respectfully offers **Attorney Mark Hoover** as a nominee to fill the unexpired term. Mr. Hoover is retired from the City of Abilene, where he served with distinction as Assistant Director for Administrative Services. In addition, Mr. Hoover served as Chairman of the Taylor County Appraisal Review Board for three years, during which time he presided over hearings and certified appraisal rolls exceeding \$20 billion in property value annually. His combined experience in municipal administration, appraisal oversight, and quasi-judicial proceedings provides a strong foundation for service on the Appraisal District Board of Directors. His résumé is enclosed for your review.

If you have any questions regarding this nomination process or require additional information, please contact Gary Earnest, Chief Appraiser, at (325) 676-9381, extension 124.

Thank you for your prompt attention to this matter and for your continued support of the Taylor County Appraisal District.

Respectfully,

John Stearns

John Stearns, Secretary

Board of Directors

Central Appraisal District of Taylor County

Enclosure: Résumé of Mark Hoover

Mark Hoover

2409 Christopher Drive
Abilene, Tx 79602

Tel: (325) 370-6087
mark.hoover727@gmail.com

EXPERIENCE

Appraisal Review Board, Central Appraisal District, Taylor County 2020 – 2025

Served on the Appraisal Review Board [ARB] as member (1 year), Secretary (1 year), and Board Chair (3 years). Heard and made decisions on property tax protest appeals for residential, commercial, and personal property cases under the Texas Property Tax Code. Wrote scripts for hearing panels to use including single-member, 3 member, and full member panels. Reviewed and edited Bylaws and Hearing Procedures for Taylor County ARB.

City of Abilene 2004 – 2016

Served as Assistant Director for Administrative Services. Provided services and support to the entire City organization in the areas of Human Resources, Risk Management, Information Technology including networking, software including applications development and support, Telecommunications, Training and Development, GIS, 9-1-1 Administration, and Police Communications. Reviewed City contracts for approvals. Appeared before City Council meetings when needed to represent the department, as well as on various committees and in various organizations.

Texas Department of Human Services, Abilene Assistant Regional Administrator, 2000 - 2003

Assisted the Regional Administrator the past three years in administering and directing human service programs for the Department. Responsible for employing appropriate organizational and management skills to employ policies, procedures, and standards of TDHS. Accountable for the quality of management utilized in carrying out the agency mission. Served as agency spokesperson regarding content of all programs and the management practices within the region. Lead responsibility for administration and direction of all support areas including Business Services, Human Resources, Information Technology, TIERS, Educational Services, Legal, Civil Rights, and Administrative Support. Supported the Regional Administrator in administering programs for Texas Works, Long Term Care Services, and Long Term Care Regulatory. Participated in quality control reviews, service improvement plans, service delivery issues and needs for Texas Works; redesign discussions, contract administration, employee Telework participation and impact on client service delivery in Long Term Care Services; and staffing concerns, performance issues, service delivery, and records management in Long Term Care Regulatory. Demonstrated skills in developing, implementing, and monitoring a \$28 million budget for the region. Leader or participant on statewide workgroups addressing Quick Hit/Workload Relief, Agency Infrastructure Change Management, and Conflict Resolution. Participated in a Direction Setting Conference with other regional and state office executive staff.

Texas Department of Human Services, Abilene, TX
Director of Legal Services and Regional Attorney, 1985 - 2000

Administrator and Attorney. Responsible for many administrative decisions and directions for the region, including executive team management, budget, personnel, business services co-location activities, and inter-regional cooperation initiatives. Participate in program planning decisions, including Texas Works, Long Term Care Services, and Long Term Care Regulatory. Serve as a community resource for the public, federal and state representatives, other state agencies, private organizations, and client/client representatives. Responsible for all legal activities in the 60 county West Central Texas region.

Attorney General of Texas, Midland, TX
Assistant Attorney General, 1983 - 1985

Assistant Attorney General and Regional Director of Child Support Enforcement. Responsible for all legal and administrative activities in a 23 county West Texas region stretching from Midland-Odessa to El Paso. Served as the Attorney General's regional liaison with the local judiciary, private attorneys, county judges and commissioners courts, and numerous community groups affected by and involved with the collection of child support for welfare and non-welfare clients. Designed and implemented policies, procedures, and strategies for the establishment, collection, and enforcement of child support payments that met Federal and State requirements. Supervised legal and paralegal personnel.

Texas Department of Human Services, Midland, TX
Regional Director for Child Support, 1977 - 1983

Regional Director for Child Support Enforcement. Responsible for all administrative and legal activities in a 23 county West Texas region stretching from Midland-Odessa to El Paso. Served on and provided advice and consultation as a member of the Regional Executive Team. Managed all aspects of an annual budget including planning, requesting, allocating, and expending phases. Managed Agency and El Paso County personnel including legal and paralegal staff. Designed and implemented policies, procedures, and strategies for the program that met Federal and State requirements, for both my regional area as well as for a statewide use in the Agency.

Texas Department of Human Services, Midland, TX
Child Support Attorney, 1974 - 1977

Performed Child Support program duties as the unit attorney and supervisor. Managed two offices in Midland and San Angelo and covered 30 counties.

EDUCATION

University of California, Davis, California
B.A., Political Science, 1970

Texas Tech University , Lubbock, Texas
J.D. , Law, 1974

Community Involvement

Abilene Philharmonic Association

Board member and President, 2004 – 2010

Abilene Philharmonic Foundation

Board member and President, 2017 – 2023

Regional Crime Victims Crisis Center

Board member and Vice-President, 1991 – 2003

Abilene Friends of the Library

Meals on Wheels

Kiwanis Club of Abilene

Member, President, Lt. Governor; 2004 - present

United Way Volunteer, Midland and Abilene

Aldersgate Abilene Methodist Church

Member, 1985 – 2025; served in numerous official capacities at both the local, district, and conference levels.

RESOLUTION NO. _____

A RESOLUTION OF THE GOVERNING BODY OF ABILENE INDEPENDENT SCHOOL DISTRICT NOMINATING A CANDIDATE FOR A VACANT POSITION ON THE BOARD OF DIRECTORS OF THE TAYLOR COUNTY APPRAISAL DISTRICT

WHEREAS, the governing body of the Abilene Independent School District (Abilene ISD) within the boundary of the Taylor County Appraisal District has the right and responsibility to nominate a person for a vacant position on the board of directors of the Taylor County Appraisal District.

WHEREAS, the Abilene ISD desires to exercise its right to nominate a candidate for such position on said board of directors.

NOW, THEREFORE, BE IT RESOLVED BY ABILENE ISD, ABILENE, TEXAS:

SECTION 1: the facts and recitations outlined in the preamble of this resolution be, and they are hereby adopted, ratified, and confirmed.

SECTION 2: Abilene ISD hereby resolves to nominate the following individual to fill a vacant position on the Board of Directors of the Taylor County Appraisal District for the remainder of an unexpired term ending December 31, 2027:

- **Mark Hoover**

SECTION 3: The presiding officer of the governing body of this taxing unit is hereby authorized and directed to deliver or cause to be delivered a certified copy of this resolution to the chief appraiser of the Taylor County Appraisal District.

PASSED AND APPROVED THIS THE ____ DAY OF _____, 2026.

ANGIE WYLIE, PRESIDENT

ATTEST:

CINDY EARLES, SECRETARY

Abilene Independent School District Board Document - Agenda Item XX.XX

Meeting Date: February 9, 2026

Meeting Type: Regular Board Meeting

Item Type: Action Item

Future Action Required: Yes

If Yes, Month: February

Subject: Abilene ISD Plan for Meeting Teacher Certification Requirements

Background Information:

Texas Education Code § 21.0032(a) was created as part of House Bill 2 (HB 2) passed by the 89th Texas Legislature. This provision requires districts to address the use of uncertified teachers in foundation curriculum courses (English Language Arts, Math, Science, and Social Studies) to implement a TEA-approved plan to reach full certification compliance by the 2029-2030 school year.

Attached Supporting Documents:

Abilene ISD Plan for Meeting Teacher Certification Requirements

Abilene ISD Plan for Meeting Teacher Certification Requirements Presentation

MOU – iTeach, McMurry University, Region 14

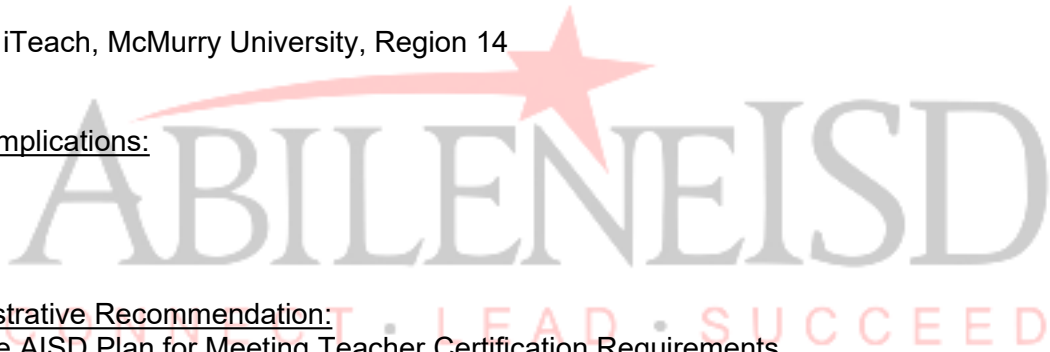
Fiscal Implications:

None

Administrative Recommendation:

Approve AISD Plan for Meeting Teacher Certification Requirements

Contact Person: Alison Sims





Abilene ISD Plan for Meeting Teacher Certification Requirements by School Year 29-30

Pursuant to Tex. Educ. Code § 21.0032(a-1), Abilene Independent School District has created a plan to delay the full implementation of certification requirements for teachers of record in foundation curriculum courses until the beginning of the 2029-2030 school year.

District Name: Abilene Independent School District

County-District Number (CDN): 221-901

Superintendent Name & Email: Dr. John Kuhn, john.kuhn@abileneisd.org

Point of Contact for Plan Implementation: Mrs. Alison Sims

Board Approval Date: [Projected date: February 9, 2026](#)

Date Posted to District Website: [Projected date: February 10, 2026](#)

Link to Posted Plan:

UNCERTIFIED TEACHERS BREAKDOWN BY GRADE LEVEL AND/OR SUBJECT AREA:

Elementary

<u>K</u> 14	<u>1st</u> 6	<u>2nd</u> 3	<u>3rd</u> 6	<u>4th</u> 4	<u>5th</u> 4	<u>Multi-grade</u> 2
<u>Sub Total: 39</u>						

English

<u>6th - 8th</u> 8	<u>9th - 12th</u> 8	<u>Sub Total:</u> 16
---	--	-------------------------

Mathematics

<u>6th - 8th</u> 8	<u>9th - 12th</u> 3	<u>Sub Total:</u> 11
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Science

<u>6th - 8th</u> 3	<u>9th - 12th</u> 5	<u>Sub Total:</u> 8
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Social Studies

<u>6th - 8th</u> 4	<u>9th - 12th</u> 2	<u>Sub Total:</u> 6
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Average number of new uncertified teachers hired by the district over the past three school years (2022-23, 2023-24, 2024-25)	<u>Total</u> 34
--	----------------------------------

EDUCATOR PREPARATION PROGRAM PARTNERSHIPS

Name of EPP	Description of Partnership <small>(How will the EPP support certification, training, mentorship etc.)</small>
Region 14 ESC	See attached MOU
iTeach Texas	See attached MOU
McMurry University	Aide to teacher program

TIMELINE & STRATEGIC PLAN FOR TRANSITION TO COMPLIANCE

Year	Goals	Key Strategies to reduce uncertified teachers & build pipeline.	Responsible Parties	Monitoring Metrics
2025-2026	Achieve a 15% reduction in the number of uncertified teachers in foundation subjects.	1. Review and revise DOI language to match TEA guidelines 2. Conduct a district-wide certification audit and maintain a centralized spreadsheet documenting the progress of each uncertified teacher.	Abilene ISD Human Resources Department	% of uncertified teachers as of June 30, 2026

		3. Continue stipends for certified teachers in high-needs areas.		
2026-2027	Achieve a 25% reduction in the number of uncertified teachers in foundation subjects relative to the 2025–2026 baseline year.	<p>1. For any newly hired teacher of record in foundation courses a valid standard certificate—or an intern or probationary permit with a clearly defined pathway to a standard certificate—shall be required at the time of hire.</p> <p>2. Continue the development and implementation of the Teacher Impact Model to prepare high-achieving paraprofessionals for the teaching profession as they complete their bachelor’s degrees and obtain teacher certification.</p>	<p>Human Resources Department</p> <p>Office of Innovation, Curriculum and Instruction Department</p>	% of uncertified teachers as of June 30, 2027
2027-2028	Achieve a 50% reduction in the number of uncertified teachers in foundation subjects relative to the 2025–2026 baseline year.	<p>1. For any newly hired teacher of record in foundation courses a valid standard certificate—or an intern or probationary permit with a clearly defined pathway to a standard certificate—shall be required at the time of hire.</p> <p>2. Expand the implementation of the Teacher Impact Model to prepare high-achieving paraprofessionals for the teaching profession as they complete their bachelor’s degrees and obtain teacher certification.</p> <p>3. Uncertified teachers with fewer than 5 years of experience will be ineligible for Board</p>	<p>Human Resources Department</p> <p>Office of Innovation, Curriculum and Instruction Department</p>	% of uncertified teachers as of June 30, 2028

		approved pay increases.		
2028-2029	Achieve a 75% reduction in the number of uncertified teachers in foundation subjects relative to the 2025–2026 baseline year.	For any assignment in which a teacher does not hold a standard certificate, the district shall reassign the individual to a non-foundation course for which a waiver may be permissible under DOI, or restructure the position into a co-teaching model until standard certification is obtained.	Human Resources Department	% of uncertified teachers as of June 30, 2029
2029-2030	Full compliance with TEA requirements (0% uncertified in foundation subjects)	Continue implementing strategies established in previous school years and actively pursue partnerships with the Texas Education Agency and local universities to strengthen the teacher candidate pipeline.	Human Resources Department, Curriculum and Instruction Department, Office of Innovation	100% of teachers in foundation subjects are fully certified

STRATEGIES TO SUPPORT UNCERTIFIED TEACHERS

Year	Strategy Description	Responsible Parties	Monitoring Metrics
2025-26	Apply for PREP Allotment through LASO Cycle 4 mentorship grant Create a certification plan with all uncertified teachers employed by the district.	Executive Director of Innovation Associate Superintendent for Development of Human Resources, Executive Director of Human Resources	Award of grant, compliance with grant requirements 100% of uncertified teachers have a written certification plan by 6/2026
2026-27	1. Implement hiring contract language that clearly articulates expectations that any candidate employed under a permit or	Human Resources Department	25% of uncertified teachers pass content test relative

	<p>temporary certification must obtain standard certification by a specified date. Candidates serving under a non-standard certificate shall be issued a Letter of Reasonable Assurance rather than a teacher contract.</p> <p>2. Reimburse uncertified teachers for taking and passing the required tests for certification.</p> <p>3. Continue monitoring of Individualized Certification Plans.</p> <p>4. Develop a compensation plan that compensates uncertified teachers with fewer than five years of experience at a different pay level than certified teachers.</p>	<p>Finance Department</p> <p>Human Resources Department</p>	<p>to the 2025-26 baseline by end of year</p>
2027-28	<p>1. Reimburse uncertified teachers for taking and passing the required tests for certification</p> <p>2. Continue monitoring of Individualized Certification Plans.</p> <p>3. Continue implementation of compensation plan differences for noncertified teachers with fewer than five years of experience.</p>	<p>Finance Department</p> <p>Human Resources Department</p>	<p>50% of uncertified teachers relative to the 2025-26 baseline pass content test by end of year</p>
2028-29	<p>1. Reimburse uncertified teachers for taking and passing the required tests for certification</p> <p>2. Continue monitoring of Individualized Certification Plans.</p> <p>3. Continue implementation of compensation plan differences for noncertified teachers with fewer than five years of experience.</p> <p>4. Based on Individualized Certification Plan needs, provide targeted tutoring to candidates who still need to pass certification tests.</p>	<p>Finance Department</p> <p>Human Resources Department</p>	<p>75% of uncertified teachers relative to the 2025-26 baseline pass content test by end of year</p>



Attestation:

The district board of trustees has reviewed and approved this plan for meeting statutory teacher certification requirements.

Board President Signature: _____ **Date:** _____

Superintendent Signature: _____ **Date:** _____



Memorandum of Understanding

BETWEEN ABILENE ISD AND Iteach

This MOU is entered into this day by and between ABILENE ISD, a LOCAL EDUCATION AGENCY, (LEA), organized and existing under the laws of the state of Texas], hereinafter called "DISTRICT" and K12 Coalition d/b/a iteachU.S. (iteach), hereinafter referred to as the "Educator Preparation Program" or "EPP", (each a "Party," and collectively, the "Parties").

WHEREAS, EPP is a state-approved provider of educator preparation engaged in the preparation of teacher candidates for certification/licensure;

WHEREAS, field experiences are essential to accomplish the educational objectives for those teacher candidates enrolled in the EPP;

~~WHEREAS, the EPP desires to establish a partnership with the DISTRICT for the purposes of clinical supervision of non-traditional teacher candidates;~~

WHEREAS, while recognizing that each partnership is unique, the EPP and DISTRICT agree to share responsibility for candidate preparation through a mutually beneficial partnership;

NOW, THEREFORE, in consideration of the mutual promises contained herein, the parties agree as follows:

ARTICLE I TERM OF MOU

1. This MOU shall commence upon approval of the DISTRICT by the Office of the Superintendent (or appropriate approving person/body) and EPP. This MOU will terminate one year from the effective date of this agreement, or prior to that date should either party give written notice of termination in accordance with Article I, Section 3 herein.
2. This MOU will automatically renew for another year, each year, until either party provides written notice of termination in accordance with Article I, Section 3 herein.
3. Either party may terminate this MOU for any reason by giving the other party at least thirty (30) days written notice.



ARTICLE II

DISTRICT'S RESPONSIBILITIES

1. The DISTRICT will verify individuals that meet prerequisites for teaching.
2. The DISTRICT will provide necessary candidate support such as mentorship, classroom observation opportunities, and assistance with gathering the necessary documentation for certification.
3. The DISTRICT will coordinate with iteach to ensure that candidates are placed in appropriate classrooms for their field experience, providing access for necessary resources and setting that allow candidates to meet program requirements.
4. The DISTRICT will allow EPP employees to support and observe teacher candidates, if applicable, (in person and/or virtually), provided any such EPP employees meet all requirements as required by applicable state law or policy.
5. The DISTRICT will collaborate with iteach and the State Education/Certification Agency to ensure that candidates have all necessary documents for applying for their certification.

ARTICLE III

EPP'S RESPONSIBILITIES

1. ~~The EPP will review and admit those candidates that meet state and program requirements.~~
2. The EPP will provide candidates access to its 100% online, self-paced teacher certification program, which includes comprehensive coursework designed to meet state certification requirements.
3. The EPP will offer ongoing support to candidates throughout the program, including access to academic advisors, instructional coaching, test preparation resources, and professional development opportunities.
4. The EPP will assign qualified supervisors to observe, evaluate, and provide feedback to candidates during their teaching experience, ensuring they meet the required competencies.
5. The EPP will ensure that its program complies with all State Education/ Certification Agency regulations, including deadlines, certification requirements, and standards for alternative teacher preparation programs.

ARTICLE IV

JOINT RESPONSIBILITIES

1. The EPP and DISTRICT will maintain open lines of communication to ensure both entities are informed about the progress of candidates, programmatic feedback and updates, and required forms to be completed.
2. The EPP and DISTRICT each agree to designate a representative to serve as a primary point of contact and liaison between the parties regarding activities described in this MOU.
3. The DISTRICT and EPP shall collaborate to select and assign appropriate Clinical Mentors for Teacher Candidates, acknowledging that the DISTRICT shall maintain ultimate authority to determine which DISTRICT employee best meets the needs of each Teacher Candidate. The DISTRICT shall retain full administrative and supervisory authority over its employees who serve as Clinical Mentors.
4. The DISTRICT and EPP shall collaborate to ensure that Clinical Mentors who supervise Teacher Candidates meet all requirements agreed upon by the parties and required by applicable state law or policy.
5. The EPP and/or DISTRICT will recommend certification to the State Education/ Certification Agency when program and state certification requirements have been successfully met.



ARTICLE V PAYMENTS

Teacher candidates are responsible for payment of all program fees unless the candidate is covered under a separate third-party agreement. Program fees must be paid in full prior to recommendation for certification and/or verification of educator preparation program completion.

ARTICLE VI RELATIONSHIP OF THE PARTIES

It is understood and agreed that the EPP is an independent employer and none of its employees or agents shall be deemed for any purposes to be employees or agents of DISTRICT. EPP acknowledges it exercises no control over salary and benefits offered to teacher candidates and exercises no control over the continued employment of teacher candidates per this MOU. The DISTRICT retains full authority over termination, suspension, and discipline of teacher candidates hired by the DISTRICT.

ARTICLE VII RECORDS AND CONFIDENTIALITY OF STUDENT INFORMATION

1. Teacher candidates and EPP representatives may be provided access to education records of DISTRICT students and/or personally identifiable information contained in such records at the discretion of the DISTRICT as a contractor performing an institutional function of DISTRICT pursuant to this MOU. EPP agrees that all student records or personally identifiable information contained in student records that may be obtained in the course of providing services to the DISTRICT under this MOU shall be subject to confidentiality and disclosure provisions of applicable federal and state statutes and regulations as well as DISTRICT policies. EPP will require that its candidates and representatives comply with them at all times while providing services pursuant to this MOU.
2. EPP shall notify teacher candidates that, in addition to the confidentiality provisions herein, they must coordinate with the DISTRICT before conducting any research or publishing any material related to the teacher candidate's placement in the DISTRICT that includes DISTRICT student records or personally identifiable information, such as video recordings, audio recordings, or photographs of students. Prior, written parent or guardian or eligible student consent must be obtained before taking any video recordings, audio recordings, or photographs of any DISTRICT students.
3. Nothing in this MOU gives the EPP, teacher candidates, or representatives any right to access DISTRICT student records or personally identifiable information.

ARTICLE VIII INDEMNITY WAIVER OF IMMUNITY

To the extent permissible under Texas law, each party hereto shall defend, indemnify and hold harmless the other party from and against any and all claims, demands, loss, damage, costs and expenses, including court costs and reasonable fees and expenses of counsel, which may be asserted against, imposed upon or incurred or sustained by the other company as a result of acts or omissions which are solely under the control of the other. No provision hereof shall operate to diminish any remedy or claim otherwise available to the law.

ARTICLE IX GOVERNING LAW/LEGAL CONSTRUCTION

The laws of Texas shall govern the validity of this MOU and any of its terms or provisions, as well as the rights and duties of the parties. Any disputes arising from this MOU shall be resolved through good faith negotiation between the parties. If a resolution cannot be reached, the parties agree to seek mediation or arbitration as a means of dispute resolution.



ARTICLE X

DISTRICT or EPP specific requests not already addressed in the document:

1. [REQUEST]
2. [REQUEST]
3. [REQUEST]

IN WITNESS WHEREOF, the parties have executed this Memorandum of Understanding as of the day and year indicated below..

Chad Fagan

K12 Coalition d/b/a iteachU.S.

Title: Program Director

Date: 9-15-2025

Alison Jimenez

Abilene ISD signature

Title: Assoc. Supt. for Human Resources

Date: 9/2/2025

AFFILIATION AGREEMENT BETWEEN
REGION 14 ESC ALTERNATIVE CERTIFICATION PROGRAM (R14 ACP)
AND
ABILENE INDEPENDENT SCHOOL DISTRICT (AGENCY)

PURPOSE

This Affiliation Agreement is between Abilene Independent School District (“AISD or “Agency”) and Region 14 ESC Alternative Certification Program (R14 ACP) to establish obligations toward the mutual goal of facilitating clinical teaching experiences of interns enrolled in the R14 Alternative Certification Program. Specifically, the parties agree to the following:

RESPONSIBILITIES

The parties agree to the responsibilities and requirements outlined in this Agreement. Any rules applicable to a specific campus will be provided to the interns for review and acknowledgement of the interns’ willingness to abide by such rules.

Region 14 ESC Alternative Certification Program agrees to:

1. Send interns to the Agency for clinical teaching experience who have completed the majority of the requirements for teacher certification as outlined by the Texas Education Agency;
2. Provide information requested by the Agency related to interns participating in the clinical teaching experience unless prohibited from doing so by federal or state law;
3. Assign each intern with a field-based supervisor who will observe and coach the intern and collaborate with Agency personnel to resolve any problems that may arise;
4. Instruct interns to provide their own transportation while participating in the clinical experience at the Agency;
5. Instruct interns to notify Agency and follow Agency procedures when unable to report to Agency due to illness or other emergencies;
6. Conduct a criminal background check on any intern enrolled in R14 ACP;
7. Remove an intern from the clinical experience if the Agency determines that intern has violated the rules and regulations of the Agency; has disclosed information that is confidential by law; or has engaged in conduct that disrupts the activities of the Agency or threatens the safety of Agency personnel or students.

Abilene ISD agrees to:

1. Allow R14 ACP interns and faculty to utilize campus facilities upon prior approval for the clinical teaching requirement;
2. Provide necessary access to Agency facilities for R14 ACP field supervisors and interns as part of the interns’ clinical teaching experience;
3. Provide certified cooperating teachers for R14 ACP interns during clinical teaching;
4. Permit R14 ACP field supervisors to conduct observations of interns and meet with interns and cooperating teachers regarding interns’ progress;
5. Report any unsatisfactory conduct or performance of an intern to R14 ACP;
6. Provide interns with information regarding policies and procedures of the Agency to ensure that interns meet Agency expectations.

MISCELLANEOUS

Term and Termination. This Agreement will be in effect from the date both parties have signed and shall continue until terminated at the option of either party. The terms and conditions of this Agreement may be modified only upon mutual written consent of the Parties at any time.

Entire Agreement. This Agreement constitutes the entire agreement between the parties and supersedes any and all prior and contemporaneous oral or written understandings. This Agreement may not be altered, amended, or modified except by a written document executed by both parties.

Status of the Interns. The parties agree that participation in the clinical teaching experience is primarily for interns’ benefit and does not create an employer-employee relationship. The faculty and interns in R14 ACP are not employees of the Agency.

Legal Compliance. Both parties agree in all cases to comply with all federal, state, and local laws applicable to this Agreement.

Governing Law and Venue. This Agreement shall be governed by, construed and enforced in accordance with the substantive laws of the State of Texas.

Executed as of the date both parties have signed, by and between R14 ACP and the Agency through their duly authorized officers, thereby binding the parties for to the terms and provisions of this Agreement.

AGENCY – Abilene Independent School District

REGION 14 ESC ALTERNATIVE CERTIFICATION PROGRAM

Alison Sims
[Alison Sims \(Aug 7, 2023 15:37 CDT\)](#)

Shane Fields

Signature

Signature

Associate Superintendent for Development of Human Resources

Region 14 Executive Director

Title

Title

Date: 8/7/2023

Date: 8/7/2023










MOU Abilene ISD

Final Audit Report

2023-08-08

Created:	2023-08-07
By:	Tina Wyatt (twyatt@esc14.net)
Status:	Signed
Transaction ID:	CBJCHBCAABAA5QD9TKL6vUkmAp_Ufkx6b2kjpoJvjt6E

"MOU Abilene ISD" History

-  Document created by Tina Wyatt (twyatt@esc14.net)
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-  Document emailed to alison.sims@abileneisd.org for signature
2023-08-07 - 7:30:31 PM GMT
-  Email viewed by alison.sims@abileneisd.org
2023-08-07 - 8:33:19 PM GMT- IP address: 172.99.17.201
-  Signer alison.sims@abileneisd.org entered name at signing as Alison Sims
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-  Document e-signed by Alison Sims (alison.sims@abileneisd.org)
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-  Document emailed to Shane Fields (sfields@esc14.net) for signature
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-  Email viewed by Shane Fields (sfields@esc14.net)
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-  Document e-signed by Shane Fields (sfields@esc14.net)
Signature Date: 2023-08-08 - 2:02:55 AM GMT - Time Source: server- IP address: 12.197.53.130
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2023-08-08 - 2:02:55 AM GMT

**AFFILIATION AGREEMENT BETWEEN
MCMURRY UNIVERSITY (McM)
AND
ABILENE INDEPENDENT SCHOOL DISTRICT (AGENCY)**

PURPOSE

This Affiliation Agreement is between Abilene Independent School District ("AISD" or "Agency") and McMurry University ("McM") to establish obligations in furtherance of the mutual goal of facilitating clinical teaching experiences of students enrolled in teacher education programs at McMurry University ("students"). Specifically, the parties agree to the following:

RESPONSIBILITIES

The parties agree to the specific responsibilities and requirements outlined in this Agreement. Any rules and applicable to a specific campus will be provided to the student for review and acknowledgement of the student's willingness to abide by such rules.

McMurry University, by and through its Department of Curriculum and Instruction, agrees to:

1. Send to the agency for clinical teaching experiences students in its teacher education programs who have completed a substantial segment of their required academic program and who are believed to be ready to perform in and benefit from the clinical teaching experiences;
2. Provide information requested by the agency related to students participating in the clinical teaching experience unless prohibited from doing so by federal or state law;
3. Assign a specific members of the faculty to work directly with a designated agency teacher (or teachers) in a mutual effort to further students' learning experience and in resolving problems which may arise;
4. Require students to submit to appropriate criminal background checks as may be required by the agency;
5. Require students to maintain their own individual student professional liability insurance during the term of the clinical teaching experience;
6. Instruct students to notify the agency following its procedures when unable to attend due to illness or other emergencies;
7. Defend, indemnify and hold Agency, its board, employees or agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement (collectively "Claims") but only in proportion to and to the extent such Claims are caused by or result from the negligent or intentional acts or omissions of McM, its officers, employees or agents, and only to the extent such Claims are covered by McM's liability insurance policy and do not to exceed the limits of such policy; and
8. Accept responsibility for the final determination of the student's grade for the course in clinical teaching.

THE AGENCY (AISD) agrees

1. Allow McM candidates and faculty to utilize campus facilities upon prior approval for the clinical experience requirement;
2. Provide supervision for McM students by credentialed professionals;
3. Provide necessary access for faculty and students to complete clinical requirements at its facilities as part of the student's clinical teaching experience and

4. Provide reasonable measures to protect the safety of students but without waiver of the Agency's sovereign immunities from liability as an independent school district under Texas law.

MISCELLANEOUS

Term and Termination. This agreement will be in effect from the date of execution and shall continue until termination at the option of either party. A party wishing to unilaterally discontinue the Agreement during a school year should, if reasonably practicable, notify the other party in writing prior dismissing any student, or prior to proposing or accepting the placement of any student for the upcoming semester; however, either party may terminate at any time it deems such termination to be in its best interest.

Entire Agreement. This agreement constitutes the entire agreement between the parties and supersedes any and all prior contemporaneous oral or written understandings. This Agreement may not be altered, amended, or modified except by a written document executed by both parties.

Status of the Students. The parties agree that participation in the clinical teaching experience is primarily for the benefit of students and does not create an employer-employee relationship, and the faculty and students in McM's education programs are not employees of the agency.


Legal Compliance. Both parties agree in all cases, to comply with all federal, state, and local laws applicable to this Agreement.

Governing Law and Venue. This Agreement shall be governed by, construed, and enforced in accordance with the substantive laws of the State of Texas (but not including its conflict of laws rules if and to the extent such rules would apply the substantive laws of another jurisdiction). Venue for litigation of any dispute arising under this agreement or any lawsuit to enforce or interpret this agreement shall be in an appropriate court located in Taylor County, Texas.

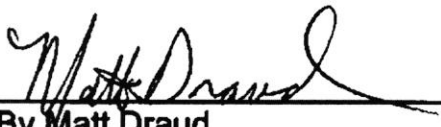
Executed as of the dates below, by and between McM and the Agency through their duly authorize officers, thereby binding the parties for to the terms and provisions of this Agreement.

SIGNED AND EXECUTED THIS 7th DAY OF August, 2023.

AGENCY- Abilene ISD


Printed Name: Alison Sims
Title Associate Superintendent
for Development of Human
Resources

McMURRY UNIVERSITY


By Matt Draud
Vice President of Academic Affairs



Board of Trustees Meeting

February 9, 2026



Teacher Certification Compliance Plan

Alison Sims



Purpose of the Plan

TEC §21.0032(a-1) - requires districts employing uncertified teachers to adopt a Board-approved plan outlining measurable steps to achieve full certification compliance for all foundation curriculum teachers by the 2029–2030 school year. The plan must be reviewed annually and posted publicly.



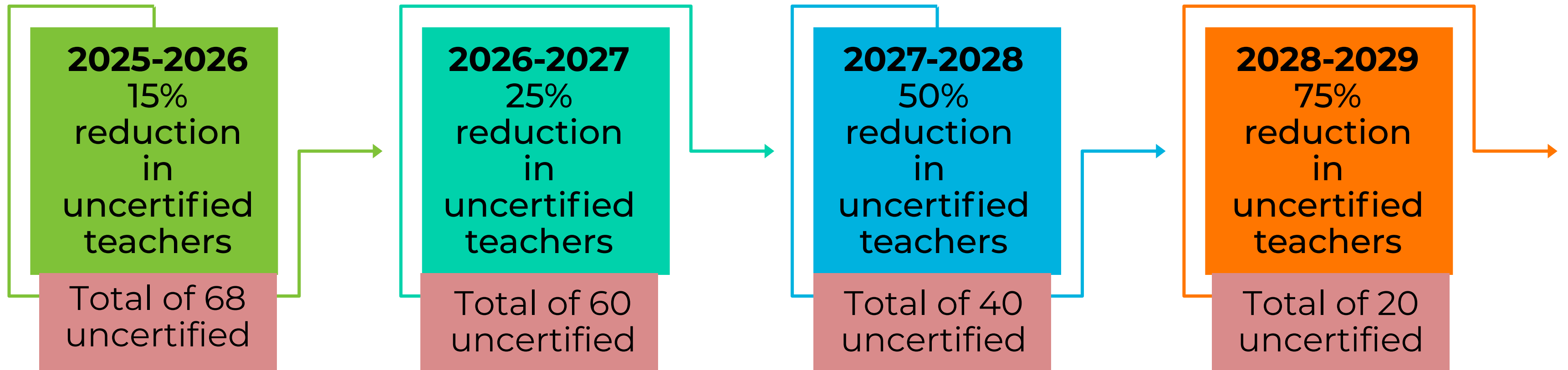
Current Numbers of Uncertified Teachers

Subject	Number
Elementary	39
English Language Arts	16
Math	11
Science	8
Social Studies	6

Average number of new
uncertified teachers hired
per year since 2022:
34



Strategic Timeline Overview



2029-2030
full compliance -
100% of core
teachers certified



Implementation Plan

2025-2026

- Conduct full audit of uncertified teachers
- Begin creation of individual teacher certification plans

2026-2027

- No hiring of uncertified teachers in foundation subjects
- Alternative pay scale for uncertified teachers
- Reimburse uncertified teachers for passing certification test
- Monitor individual certification plans

2027-2028

- Targeted exam preparation support for candidates who have not yet passed required certification assessments
- Continue interventions from 2025-2026 and 2026-2027

2028-2029

- Principals reassign uncertified teachers in foundation subjects to non-core classes
- Restructure teaching position into a co-teaching model



Next Steps



- Board approval of plan
- Plan posted to Abilene ISD webpage
- Submission to TEA
- Plan Approval from TEA
- Annual tracking and monitoring of plan



Abilene Independent School District Board Document - Agenda Item XX.XX

Meeting Date: February 9, 2026

Meeting Type: Regular Board Meeting

Item Type: Action Item

Future Action Required: Yes

If Yes, Month: February

Subject: Consider adopting resolution regarding Daily Prayer Period

Background Information:

Senate Bill 11 (SB 11), enacted during the 89th Texas Legislative Session, authorizes school districts to adopt a policy requiring each campus to provide an opportunity for a daily prayer period. Each school district's board of trustees is required to conduct a recorded vote on this matter no later than March 1, 2026.

Attached Supporting Documents:

Senate Bill 11 Presentation

Board Policy FNA (LOCAL)

Board Policy FNAB (LOCAL)

Fiscal Implications:

None

Administrative Recommendation:

Hold recorded vote after discussion

Contact Person: Alison Sims

**Student Expression
of Religious
Viewpoints**

The District shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and shall not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

**Student Speakers at
Nongraduation
Events**

The District hereby creates a limited public forum for student speakers at all school events at which a student is to publicly speak. For each speaker, the District shall set a maximum time limit reasonable and appropriate to the occasion.

For purposes of this policy, a "school event" is a school-sponsored event or activity that does not constitute part of the required instruction for a segment of the school's curriculum, regardless of whether the event takes place during or after the school day.

For purposes of this policy, "to publicly speak" means to address an audience at a school event using the student's own words. A student is not using his or her own words when the student is reading or performing from an approved script, is delivering a message that has been approved in advance or otherwise supervised by school officials, or is making brief introductions or announcements.

**Introductory
Speakers**

Abilene ISD does not have forums requiring introductions by student speakers. This policy will be revised if future opportunities arise for such forums.

**Other Student
Speakers**

Certain students who have attained special positions of honor in the school have traditionally addressed school audiences from time to time as a tangential component of their achieved positions of honor, such as the captains of various sports teams, student council officers, class officers, homecoming kings and queens, prom kings and queens, and the like, and have attained their positions based on neutral criteria. Nothing in this policy eliminates the continuation of the practice of having these students, regardless of grade level, address school audiences in the normal course of their respective positions. The District shall create a limited public forum for the speakers and shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and shall not discriminate against a student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

The District hereby creates a limited public forum consisting of an opportunity for a student to speak to begin graduation ceremonies

**Student Speakers at
Graduation
Ceremonies**

and another student to speak to end graduation ceremonies. For each speaker, the District shall set a maximum time limit reasonable and appropriate to the occasion.

Opening and
Closing Remarks

The forum shall be limited in the manner provided by this section on student speakers at graduation.

Eligibility

Only students who are graduating and who rank third through sixth in class rank (and these positions are determined to be positions of honor based on neutral criteria) shall be eligible to use the limited public forum. A student who shall otherwise have a speaking role in the graduation ceremonies is ineligible to give the opening and closing remarks. Students who are eligible shall be notified and given an opportunity to volunteer. Students are not eligible to volunteer if they were in a disciplinary placement during any part of the spring semester.

*Content of
Opening and
Closing Remarks*

The topic of the opening and closing remarks shall be related to the purpose of the graduation ceremony and to the purpose of marking the opening and closing of the event; honoring the occasion, the participants, and those in attendance; bringing the audience to order; and focusing the audience on the purpose of the event.

Other Student
Speakers

In addition to the students giving the opening and closing remarks, the valedictorian and salutatorian may have speaking roles at graduation ceremonies. For each speaker, the District shall set a maximum time limit reasonable and appropriate to the occasion and to the position held by the speaker. For this purpose, the District creates a limited public forum for these students to deliver the addresses. The subject of the addresses shall be related to the purpose of the graduation ceremony, marking and honoring the occasion, honoring the participants and those in attendance, and the student's perspective on purpose, achievement, life, school, graduation, and looking forward to the future.

The student shall stay on the subject, and the student shall not engage in speech that:

- Is obscene, vulgar, offensively lewd, or indecent;
- Creates reasonable cause to believe that the speech would result in material and substantial interference with school activities or the rights of others;
- Promotes illegal drug use;
- Violates the intellectual property rights, privacy rights, or other rights of another person;

- Contains defamatory statements about public figures or others; or
- Advocates imminent lawless action and is likely to incite or produce such action.

The District shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and shall not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Disclaimer

A written disclaimer shall be printed in the graduation program that states, "The students who shall be speaking at the graduation ceremony were selected based on neutral criteria to deliver messages of the students' own choices. The content of each student speaker's message is the private expression of the individual student and does not reflect the endorsement, sponsorship, position, or expression of the District."

**Religious
Expression in Class
Assignments**

A student may express his or her beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of the student's submission. Homework and classroom work shall be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school. A student shall not be penalized or rewarded because of religious content. If a teacher's assignment involves writing a poem, the work of a student who submits a poem in the form of a prayer (for example, a psalm) should be judged on the basis of academic standards, including literary quality, and not penalized or rewarded because of its religious content.

**Freedom to Organize
Religious Groups
and Activities**

Students may organize prayer groups, religious clubs, "see you at the pole" gatherings, and other religious gatherings before, during, and after school to the same extent that students are permitted to organize other noncurricular student activities and groups. [See FNAB] Religious groups shall be given the same access to school facilities for assembling as is given to other noncurricular groups, without discrimination based on the religious content of the group's expression. If student groups that meet for nonreligious activities are permitted to advertise or announce the groups' meetings, for example, by advertising in a student newspaper, putting up posters, making announcements on a student activities bulletin board or public address system, or handing out leaflets, school authorities shall not discriminate against groups that meet for prayer or

other religious speech. School authorities may disclaim sponsorship of noncurricular groups and events, provided the disclaimer is administered in a manner that does not favor or disfavor groups that meet to engage in prayer or other religious speech.

STUDENT EXPRESSION
USE OF SCHOOL FACILITIES FOR NONSCHOOL PURPOSES

FNAB
(LOCAL)

For purposes of the Equal Access Act, the District has established a limited open forum for secondary school students enrolled in the District. Each District secondary school campus shall offer an opportunity for noncurriculum-related student groups to meet on school premises during noninstructional time.

The District has not established a limited public forum for elementary school students to meet as noncurriculum-related student groups on school premises during noninstructional time. [See GKD for community access]

Sponsorship

Noncurriculum-related student groups shall not be sponsored by the District and shall in no way imply to students or to the public that they are school-sponsored. All letterheads, flyers, posters, or other communications that identify the group shall contain a disclaimer of such sponsorship.

District personnel shall not promote, lead, or participate in the meetings of noncurriculum-related student groups.

[For student activities sponsored by the District and having subject matter and purposes directly related to the school's curriculum, see FM]

Requests

To receive permission to meet on school premises during noninstructional time, interested students shall file a written request with the principal or designee on a form provided by the District.

The students making the request shall indicate that they have read and understand the policies and rules governing nonsponsored, noncurriculum-related student groups and that the group will abide by those rules.

Approval

The principal or designee shall approve or reject the request within seven school days, subject to the availability of suitable meeting space and without regard to the religious, political, philosophical, or other content of the speech likely to be associated with the group's meetings.

Approval to meet as a nonsponsored, noncurriculum-related group shall be granted for one school year at a time, subject to the provisions of this policy.

Meetings

The principal or designee shall designate noninstructional time for meetings of nonsponsored, noncurriculum-related student groups and shall assign each approved group an appropriate location and time.

Employee Monitor

The principal shall assign a District employee to attend and monitor each student group meeting. Monitors shall be present at meetings

STUDENT EXPRESSION
USE OF SCHOOL FACILITIES FOR NONSCHOOL PURPOSES

FNAB
(LOCAL)

and activities in a nonparticipatory capacity to maintain order and protect school property.

No employee shall be required to monitor meetings at which the content of the speech would be objectionable to the employee.

**Announcements and
Publicity**

All nonsponsored, noncurriculum-related student groups shall be given access on the same basis for making announcements and publicizing their meetings and activities, in accordance with guidelines developed by the principal or designee.

[For distribution of nonschool materials, see FNAA]

Violations

Failure of a student group to comply with applicable rules may result in loss of the right to meet on school premises.

In addition, students who violate applicable rules are subject to disciplinary action in accordance with the Student Code of Conduct.

Appeals

Decisions made by the administration in accordance with this policy may be appealed in accordance with FNG(LOCAL).



Board of Trustees Meeting

February 9, 2026



Senate Bill 11

Alison Sims



Senate Bill 11

Alison Sims



Senate Bill 11

- Senate Bill 11 (SB 11) was passed during the 89th Texas Legislative Session.
- SB 11 allows school districts to adopt a policy requiring each campus to provide a daily period for prayer and reading of religious texts.
- This is commonly referred to as the “Daily Prayer Period.”
- Each school board in Texas is required to take a recorded vote on whether to adopt or decline the policy.
- The board’s decision must be made through a formal resolution.
- The resolution must be adopted no later than March 1, 2026.



Current District Policies that Address Prayer and Religious Expression

- **FNA(LEGAL)**: Outlines the legal framework governing student and staff religious expression, consistent with law and court rulings.
- **FNA(LOCAL)**: Provides the district's local rules on how religious expression (including prayer and reading religious texts) is handled on campuses.
- **FNAB(LOCAL)**: Covers the district's local guidelines for participation in organized religious activities such as "See You at the Pole."
- Together, these policies permit students and staff to engage in voluntary prayer and religious activities, as long as participation is student-initiated and not disruptive.



Requirements of SB 11 - if adopted

- Parent written consent is required for a student to participate in the Daily Prayer Period.
- The consent must affirm that the student is participating voluntarily, has no objection, and waives Establishment Clause and other federal and state law claims.
- Employees must provide the same written consent and waiver to participate.
- The district must ensure that prayer or reading of religious texts does not occur within the physical presence or audible range of non-participants.
- The Daily Prayer Period may not take place during instructional time, though it may occur during the school day.
- The Daily Prayer Period may only occur in a space where all individuals present have provided consent.
- If adopted, the policy requires a Daily Prayer Period every school day; the statute does not allow weekly or intermittent implementation.



Questions, Board Discussion, and Vote

Abilene Independent School District Board Document

Meeting Date: February 9, 2026

Meeting Type: Regular Board Meeting

Item Type: Board Action (no presentation) Future Action Required: No If Yes, Month: n/a

Subject: Appealed Library Materials Board Decision on January 8, 2026

Background Information:

At the January 8, 2026, Board Workshop the SLAC's recommendations on challenged library materials were presented to the board. The board voted to approve the recommendation of the SLAC regarding which challenged materials should remain in the district's library catalog and which titles should be removed. The board voted to keep the following titles in the high school libraries:

- *99 Days*
- *Black Flamingo*
- *Crank* (reclassified to 11th/12th graders)
- *Like a Love Story* (reclassified to 11th/12th graders)
- *The Haters* (reclassified to 11th/12th graders)
- *Yolk* (reclassified to 11th/12th graders)

Per SB 13, if an appeal is made, the board of trustees shall take action at the first open meeting of the board held after the date the appeal is filed. If the decision is to not remove the library material(s), the board is not required to take any action in response to a written challenge of the library material(s) submitted before the second anniversary of the date of the determination to not remove the library material.

School board members have been given access to the challenge forms that were submitted to the district, SLAC notes, the SLAC meeting audio recordings, and access to the books to assist them.

Attached Supporting Documents: None

Fiscal Implications: None

Administrative Recommendation:

After reviewing the materials, uphold the recommendation of the SLAC unless they agree that any title(s) is not appropriate to remain in the district's library catalog.

Contact Person:

Lyndsey Williamson