

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, August 10, 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
 - 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. 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 6:30 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
- IV. Recognitions
 - A. National Speech and Debate Competitors
 - B. TMEA State Honor Band Competitors
 - C. Abilene ISD Teachers of the Year
- V. Oral Communications from the Public
- VI. Consent Agenda

- A. The Board will consider accepting the June Financials.
 - B. The Board will consider approval of the Minutes of the July 6, 2026, Workshop and Regular Meeting.
 - C. The Board will consider approval of the District and Campus Improvement Plans.
 - D. The Board will consider approval of the Head Start/Early Head Start Self-Assessment and Improvement Plan.
 - E. The Board will consider approval of Texas Teacher Evaluation and Support System Appraisers for 2026-2027.
 - F. The Board will consider approval of the Board Operating Procedures.
 - G. The Board will consider approval of the 2026-2027 Student Code of Conduct.
 - H. The Board will consider approval of Policy BJCF (LOCAL) Update.
 - I. The Board will consider approval of Policy AE (LOCAL) Update.
- VII. Reports
- A. Teacher Incentive Allotment
- VIII. Business Items Requiring Board Action
- A. The Board will consider approval of the 2026-2027 AISD Employee Compensation Plan.
Mrs. Alison Sims, Chief Talent Officer
 - B. The Board will consider a Resolution establishing a rate for the 2026-2027 Early Notice of Departure (END).
Mrs. Alison Sims, Chief Talent Officer
 - C. The Board will discuss and consider approval of the Framework for the Long-Range Facility Planning Committee.
Mr. Jay Ashby, Chief of Strategic Operations
 - D. The Board will consider approval of the 2026-2027 Hazardous Bus Routes.
Dr. Gustavo Villanueva, Chief of Schools
- IX. 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.
 - D. Matters pertaining to Litigation, if any
 - E. Matters pertaining to Students, if any
- X. Adjournment

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

Meeting Date: August 10, 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 June 2026 financial reports. Included is additional information concerning tax collections, payroll information, employee counts, enrollment & average daily attendance.

Attached Supporting Documents: June 2026 Monthly Financial Packet

Fiscal Implications:

Administrative Recommendation: None

Contact Person: Jennifer Hinds



ABILENE ISD



MONTHLY FINANCIALS
JUNE 2026



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

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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. Joseph Waldron, Superintendent of Schools
From: Jennifer Hinds, Chief Financial Officer
Date: August 10, 2026
Re: June 2026 Financial Information

Attached are the financial reports for the General Fund for the month ended June 30, 2026, 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. At the end of June, 95.12% of taxes had been collected.

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 76.94% of the \$129.3 million budget expended to date.

Extracurricular Activities (FC 36) expenditures continue to run higher than the annual budget at 107.87% due to increased extra duty pay and travel costs.

Overall, year-to-date expenses are slightly under budget, with 75.10% of the \$163 million budget expended to date. This is directly related to the adjustment for the VATRE funds.

If you have any questions, please contact me.

Abilene Independent School District
Revenues and Expenditures - Budget vs. Actual
General Fund
Period Ending June 2026

	<u>Amended Budget</u>	<u>Year To Date</u>	<u>Difference</u>	<u>%</u>
REVENUES				
5700s - Local	\$ 50,391,507	\$ 43,748,028	\$ (6,643,479)	86.82%
5800s - State	110,268,520	90,282,019	(19,986,501)	81.87%
5900s - Federal	2,391,000	1,541,142	(849,858)	64.46%
Total Revenues	<u>\$ 163,051,027</u>	<u>\$ 135,571,190</u>	<u>\$ (27,479,837)</u>	83.15%
EXPENDITURES				
11 - Instruction	\$ 85,793,307	\$ 65,749,803	\$ 20,043,504	76.64%
12 - Instructional Resources and Media Services	2,099,305	1,515,701	583,604	72.20%
13 - Curriculum and Instructional Staff Development	1,328,217	639,904	688,313	48.18%
21 - Instructional Leadership	3,192,048	2,149,776	1,042,272	67.35%
23 - School Leadership	9,734,392	6,804,286	2,930,106	69.90%
31 - Guidance, Counseling and Evaluation Services	8,201,327	5,931,947	2,269,380	72.33%
32 - Social Work Services	2,009,810	1,315,494	694,316	65.45%
33 - Health Services	2,119,369	1,676,084	443,285	79.08%
34 - Student Transportation	7,231,315	5,878,067	1,353,248	81.29%
36 - Extracurricular Activities	4,147,294	4,473,540	(326,246)	107.87%
41 - General Administration	7,923,119	4,859,459	3,063,660	61.33%
51 - Facilities Maintenance and Operations	16,596,162	12,625,897	3,970,265	76.08%
52 - Security and Monitoring Services	2,008,430	1,334,214	674,216	66.43%
53 - Data Processing Services	6,077,171	4,622,606	1,454,565	76.07%
61 - Community Services	747,774	562,872	184,902	75.27%
71 - Debt Service	2,607,865	1,185,267	1,422,598	45.45%
81 - Facilities Acquisition and Construction	249,320	249,320	-	100.00%
95 - Juvenile Justice Program	275,000	124,300	150,700	45.20%
99 - Intergovernmental Charges	721,320	756,208	(34,888)	104.84%
Total Expenditures	<u>\$ 163,062,545</u>	<u>\$ 122,454,745</u>	<u>\$ 40,607,800</u>	75.10%
EXCESS REVENUES AND OTHER RESOURCES				
OVER (UNDER) EXPENDITURES AND OTHER USES	<u>\$ (11,518)</u>	<u>\$ 13,116,445</u>	<u>\$ 13,104,927</u>	
EXPENDITURES BY OBJECT CODE:				
6100s - Payroll	\$ 129,351,006	\$ 99,521,669	\$ 29,829,337	76.94%
6200s - Purchased and Contracted Services	13,917,304	10,386,682	3,530,622	74.63%
6300s - Supplies and Materials	9,549,210	5,946,518	3,602,691	62.27%
6400s - Miscellaneous Expenditures	4,522,570	4,198,591	323,979	92.84%
6500s - Debt Service	2,607,865	1,185,267	1,422,598	45.45%
6600s - Capital Outlay	3,114,589	1,216,017	1,898,572	39.04%
Total Expenditures	<u>\$ 163,062,545</u>	<u>\$ 122,454,745</u>	<u>\$ 40,607,800</u>	75.10%

Abilene Independent School District
Revenues and Expenditures - Comparison
General Fund
Periods Ended June 2026 and 2025

	Year to Date				Increase/ (Decrease)	%
	2025	Encumbr.	Actuals	2026		
REVENUES						
Local	\$ 38,576,628	\$ -	\$ 43,748,028	\$ 43,748,028	\$ 5,171,400	13.41%
State	77,759,958	-	90,282,019	90,282,019	12,522,061	16.10%
Federal	2,348,556	-	1,541,142	1,541,142	(807,414)	-34.38%
Total Revenues	\$ 118,685,142	\$ -	\$ 135,571,190	\$ 135,571,190	\$ 16,886,048	14.23%
EXPENDITURES						
Instruction	\$ 68,090,560	\$ 615,637	\$ 65,749,803	\$ 66,365,440	\$ (1,725,120)	-2.53%
Instructional Resources and Media Services	1,725,383	13,842	1,515,701	1,529,543	(195,840)	-11.35%
Curriculum and Instructional Staff Development	1,785,288	84,680	639,904	724,584	(1,060,704)	-59.41%
Instructional Leadership	2,375,175	29,456	2,149,776	2,179,232	(195,943)	-8.25%
School Leadership	7,766,336	45,556	6,804,286	6,849,842	(916,494)	-11.80%
Guidance, Counseling and Evaluation Services	5,727,257	6,781	5,931,947	5,938,728	211,471	3.69%
Social Work Services	1,579,078	265	1,315,494	1,315,759	(263,319)	-16.68%
Health Services	1,851,533	2,865	1,676,084	1,678,949	(172,584)	-9.32%
Student Transportation	6,193,850	862,956	5,878,067	6,741,023	547,173	8.83%
Extracurricular Activities	4,848,790	684,582	4,473,540	5,158,122	309,332	6.38%
General Administration	4,777,610	186,329	4,859,459	5,045,788	268,178	5.61%
Facilities Maintenance and Operations	14,423,021	509,365	12,625,897	13,135,262	(1,287,759)	-8.93%
Security and Monitoring Services	1,299,321	2,934	1,334,214	1,337,148	37,827	2.91%
Data Processing Services	5,441,102	216,365	4,622,606	4,838,971	(602,131)	-11.07%
Community Services	629,247	55,728	562,872	618,600	(10,647)	-1.69%
Debt Services	1,505,961	20,827	1,185,267	1,206,094	(299,867)	-19.91%
Facilities Acquisition and Construction	148,495	-	249,320	249,320	100,825	67.90%
Juvenile Justice Program	275,270	-	124,300	124,300	(150,970)	-54.84%
Intergovernmental Charges	722,204	-	756,208	756,208	34,004	4.71%
Total Expenditures	\$ 131,165,479	\$ 3,338,168	\$ 122,454,745	\$ 125,792,913	\$ (5,372,566)	-4.10%
OTHER						
EXCESS REVENUES AND OTHER RESOURCES OVER (UNDER) EXPENDITURES AND OTHER USES	\$ (12,480,337)	\$ (3,338,168)	\$ 13,116,445	\$ 9,778,277	\$ 22,258,614	
EXPENDITURES BY OBJECT CODE:						
Payroll	\$ 105,694,718	\$ 11,055	\$ 99,521,670	\$ 99,532,725	\$ (6,161,993)	-5.83%
Purchased and Contracted Services	11,387,731	752,969	10,386,682	11,139,651	(248,080)	-2.18%
Supplies and Materials	6,076,782	819,479	5,946,518	6,765,997	689,215	11.34%
Miscellaneous Expenditures	4,792,168	106,754	4,198,591	4,305,345	(486,823)	-10.16%
Debt Service	1,505,961	20,827	1,185,267	1,206,094	(299,867)	-19.91%
Capital Outlay	1,708,118	1,627,083	1,216,017	2,843,100	1,134,982	66.45%
Total Expenditures	\$ 131,165,479	\$ 3,338,168	\$ 122,454,745	\$ 125,792,913	\$ (5,372,566)	-4.10%

**Abilene Independent School District
Revenues and Expenditures
Governmental Fund Types
Period Ending June 2026**

	<u>Revenues/ Other Resources</u>	<u>Expenditures/ Other Uses</u>	<u>Revenues Over/(Under) Expenditures</u>
General Fund:			
190 Shotwell Complex	\$ 704,594	551,883	\$ 152,711
197 Extracurricular (beyond District)	13,171	368,929	\$ (355,758)
199 General Operating	134,853,425	124,872,101	\$ 9,981,324
Total	<u>\$ 135,571,190</u>	<u>\$ 125,792,913</u>	<u>\$ 9,778,277</u>
Special Revenue Fund:			
205 Head Start	2,073,140	2,669,453	(596,313)
206 McKinney Vento Grant	68,855	79,288	(10,433)
211 ESEA Title I	6,284,362	6,804,287	(519,925)
224 IDEA-B Formula	2,392,725	2,904,088	(511,363)
225 IDEA-B Preschool	94,905	129,768	(34,863)
226 IDEA-B Discretionary Deaf	36,230	36,230	-
240 Food Service	9,232,861	8,959,672	273,189
242 Summer Feeding	117,626	69,204	48,422
244 Carl Perkins-Vocational Education	175,751	191,298	(15,547)
255 ESEA Title II, TPTR	186,749	207,613	(20,864)
263 Title III	41,758	41,938	(180)
288 Early Head Start	2,004,305	2,580,874	(576,569)
289 Title IV, Part A - SSAEP	156,391	214,492	(58,101)
309 Adult Education-Federal	665,049	645,438	19,611
312 Temp. Assistance for Needy Families-Federal	24,882	24,846	36
410 Textbook	304,928	250,438	54,490
412 Childcare Services	69,731	12,417	57,314
429 State Funded Special Revenue Funds	1,235,791	1,314,015	(78,224)
431 Adult Education-State	66,592	66,601	(9)
435 Deaf Ed - State	-	3,407	(3,407)
461 Campus Activity Fund	290,296	272,413	17,883
480 Partners In Education	-	-	-
481 Holland Medical HS Community Donation	806	-	806
485 Dodge Jones Foundation- CHS Chinle Trip	16,000	16,000	-
487 Dodge Jones	-	-	-
488 Dian Graves Owen	2,936	-	2,936
489 Abilene Education Foundation	188,189	190,029	(1,840)
492 Kids Learning Together	86,534	30,059	56,475
493 Homeless Supply Program	-	7,250	(7,250)
496 Regional Day School for the Deaf-Local	265,881	272,528	(6,647)
499 Other	1,462	5,148	(3,686)
Total	<u>\$ 26,086,558</u>	<u>\$ 27,998,794</u>	<u>\$ (1,912,236)</u>
Debt Service Fund:			
599 Debt Service	<u>\$ 16,465,469</u>	<u>\$ 12,740,409</u>	<u>\$ 3,725,060</u>
Workers Comp Fund:			
770 Workers Comp	<u>\$ 626,599</u>	<u>\$ 821,099</u>	<u>\$ (194,500)</u>

**Abilene Independent School District
Employee Counts As of June 30, 2026**

		June 2026		
Org	Campus/Department	General Fund	Employee Counts Other Funds	Total
High Schools:				
001	Abilene High School	162.250	17.200	179.450
002	Cooper High School	156.250	19.315	175.565
009	Holland Medical HS-HSU	6.000	-	6.000
010	ATEMS High School	40.000	10.000	50.000
011	The LIFT	2.000	-	2.000
Middle Schools:				
044	Madison Middle School	59.600	11.875	71.475
045	Mann Middle School	65.591	15.000	80.591
047	Clack Middle School	68.500	10.000	78.500
048	Craig Middle School	70.500	12.000	82.500
Elementary Schools:				
102	Austin Elementary	62.750	10.610	73.360
103	Bonham Elementary	51.440	16.000	67.440
104	Bowie Elementary	58.250	10.500	68.750
108	Dyess Elementary	53.250	16.500	69.750
112	Alcorta Elementary	39.150	10.000	49.150
113	Purcell Elementary	49.795	16.000	65.795
116	Stafford Elementary	59.294	11.000	70.294
121	Taylor Elementary	62.750	7.500	70.250
150	Ward Elementary	42.150	11.500	53.650
152	Martinez Elementary	55.230	12.000	67.230
153	Bassetti Elementary	54.250	12.000	66.250
Other Campuses:				
003	Woodson Center for Excellence	36.000	3.000	39.000
004	Adult Education	-	5.000	5.000
006	DAEP	20.000	-	20.000
008	Juvenile Detention Ctr	2.000	-	2.000
107	Crockett Early Head Start	2.000	64.060	66.060
120	Hartford/SAP	-	-	-
131	Planetarium	0.500	-	0.500
156	Long Early Learning Center	72.000	71.440	143.440
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	10.000	-	10.000
731	Purchasing Department	7.500	-	7.500
733	Textbook/Instructional Materials	0.500	-	0.500
734	Leadership	5.500	-	5.500
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	92.000	-	92.000
801	Curriculum & Instruction	15.000	1.000	16.000
804	Fine Arts	3.000	-	3.000
806	LRC Services	2.000	-	2.000
808	Technology Center	27.500	-	27.500
810	Employee Benefits	1.000	-	1.000
819	Social Workers	5.000	-	5.000
832	Director of CTE	3.000	-	3.000
852	Academic Supplort/Staff Development	1.000	-	1.000
862	Communications	6.000	-	6.000
863	Special Education	48.950	9.050	58.000
867	Bilingual Coordinator	5.000	-	5.000
872	Attendance Officers	1.000	-	1.000
873	Health Services	2.000	-	2.000
874	Athletics	6.000	-	6.000
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	-	21.000	21.000
939	Catering (Food Service)	-	2.000	2.000
951	Maintenance	50.000	-	50.000
952	Warehouse	6.000	-	6.000
953	Custodial	7.000	-	7.000
954	Energy Management	1.000	-	1.000
Total		1,696.950	412.550	2,109.500

*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	1,771.950	450.750	2,222.700	(21.300)	1,885.450	533.160	2,418.610	(195.910)
February	1,771.950	450.750	2,222.700	-	1,876.450	522.150	2,398.600	(175.900)
March	1,790.450	444.250	2,234.700	12.000	1,864.450	507.150	2,371.600	(136.900)
April	1,790.450	444.250	2,234.700	-	1,735.450	476.150	2,211.600	23.100
May	1,681.450	403.050	2,084.500	(150.200)	1,718.450	491.150	2,216.600	(132.100)
June	1,696.950	412.550	2,109.500	25.000	1,719.950	492.150	2,212.100	(102.600)
July				-				-
August				-				-
Fiscal Year 2026				(146.600)				

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	1,771.950	(6.000)	450.750	(15.300)	2,222.700	(21.300)
February	1,771.950	-	450.750	-	2,222.700	-
March	1,790.450	18.500	444.250	(6.500)	2,234.700	12.000
April	1,790.450	-	444.250	-	2,234.700	-
May	1,681.450	(109.000)	403.050	(41.200)	2,084.500	(150.200)
June	1,696.950	15.500	412.550	9.500	2,109.500	25.000
July	-		-		-	
August						
Fiscal Year 2026						(146.600)

**Fiscal Year 2025-2026
Employee Counts**

	FY26	FY25	Change vs	FY26	FY25	Change vs	FY26	FY25	Change vs
Month	General Fund	General Fund	Prior Year	Other Funds	Other Funds	Prior Year	Total	Total	Prior Year
September	1,786.070	1,909.950	(123.880)	470.030	549.050	(79.020)	2,256.100	2,459.000	(202.900)
October	1,786.070	1,892.950	(106.880)	470.030	558.050	(88.020)	2,256.100	2,451.000	(194.900)
November	1,777.950	1,899.950	(122.000)	466.050	555.050	(89.000)	2,244.000	2,455.000	(211.000)
December	1,777.950	1,897.950	(120.000)	466.050	544.050	(78.000)	2,244.000	2,442.000	(198.000)
January	1,771.950	1,885.450	(113.500)	450.750	533.160	(82.410)	2,222.700	2,418.610	(195.910)
February	1,771.950	1,876.450	(104.500)	450.750	522.150	(71.400)	2,222.700	2,398.600	(175.900)
March	1,790.450	1,864.450	(74.000)	444.250	507.150	(62.900)	2,234.700	2,371.600	(136.900)
April	1,790.450	1,735.450	55.000	444.250	476.150	(31.900)	2,234.700	2,211.600	23.100
May	1,681.450	1,718.450	(37.000)	403.050	491.150	(88.100)	2,084.500	2,216.600	(132.100)
June	1,696.950	1,719.950	(23.000)	412.550	492.150	(79.600)	2,109.500	2,212.100	(102.600)
July	-	-	-	-	-	-	-	-	-
August	-	-	-	-	-	-	-	-	-
Fiscal Year 2026									

**ABILENE INDEPENDENT SCHOOL DISTRICT
SUPPLEMENTAL INFORMATION
PERIOD ENDED JUNE 30, 2026**

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%
January	49,132,266	80.60%	47,498,417	80.67%	(40,217.00)	-0.07%
February	53,245,121	87.35%	50,837,131	86.35%	610,388.00	1.00%
March	54,161,117	88.85%	51,846,140	88.06%	484,051.00	0.79%
April	54,470,566	89.36%	52,335,235	88.89%	287,573.00	0.47%
May	54,818,920	89.93%	52,681,184	89.48%	276,292.00	0.45%
June	57,980,765	95.12%	55,838,169	94.84%	170,943.00	0.28%

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		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)
January	2,195	2,384	(189)
February	2,191	2,375	(184)
March	2,176	2,366	(190)
April	2,169	2,333	(164)
May	2,155	2,321	(167)
June	2,138	2,312	(174)

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 INDEPENDENT SCHOOL DISTRICT
STUDENT ENROLLMENT & ATTENDANCE DATA
PERIOD ENDED JUNE 30, 2026**

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	14,263	14,435	(172.00)
February	14,208	14,446	(238.00)
March	14,166	14,436	(270.00)
April	14,058	14,383	(325.00)
May	13,989	14,304	(315.00)
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	89.30%	86.10%	3.20%
February	91.20%	92.20%	-1.00%
March	93.70%	93.50%	0.20%
April	93.40%	94.80%	-1.40%
May	88.30%	90.20%	-1.90%
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	12,737	12,429	308.32
February	12,958	13,319	(361.52)
March	13,274	13,498	(224.12)
April	13,130	13,635	(504.91)
May	12,352	12,902	(549.92)
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 JUNE 30, 2026**

PROJECTED AVERAGE DAILY ATTENDANCE:

		2025-2026		Budget VS. Actual	
		Cumulative	Projected End of Year		Cumulative
		ADA	ADA	WADA	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	ENDS 2/17/2026	13,069.560	13,069.560	19,395.582	469.560 1,145.443
Fifth	ENDS 4/06/2026	13,026.460	13,026.460	19,352.334	426.460 1,102.195
Sixth	ENDS 5/27/2026	13,051.970	13,051.970	19,377.932	451.970 1,127.793

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 ISD
Monthly Donations Report
2026 June**

Date	Campus/Department	Donor Name	Donor Address	Value	Description of Donation	Purpose of Donation	Fund
6/1/2026	Fine Arts	Joe Waldron	3201 Settlers Way- 79601	\$ 800.00	Items	Instrument to Family in Need	
6/15/2026	Communication	Lawrence Hall Chevrolet	1385 S. Danville 79605	\$ 300.00	Monetary	Convocation	199
6/16/2026	Communication	H-E-B Grocery		\$ 1,500.00	Monetary	Convocation	199
6/22/2026	Communication	Teinert Construction	PO Box 5327 Lubbock, TX 79408	\$ 1,000.00	Monetary	Convocation	199
6/25/2026	Communication	Hendrick Health		\$ 1,500.00	Monetary	Convocation	199

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

Meeting Date: August 10, 2026

Meeting Type: Regular Meeting

Item Type: Consent

Future Action Required: No

If Yes, Month: N/A

Subject: July 2026 Minutes

Background Information:

Attached Supporting Documents:

- July 6, 2026 – Workshop and Regular 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 July 6, 2026,
Workshop and Regular Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Workshop and Regular Meeting at 5:00 p.m., July 6, 2026, in the Boardroom at One AISD Center 241 Pine Street, Abilene, Texas 79601. Dr. Taylor Tidmore, Vice 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: Dr. Taylor Tidmore, Vice President; Mr. Rodney Goodman, Secretary; Mrs. Angie Wiley, Assistant Secretary, Dr. Danny Wheat, and Mrs. Amanda Pittman. Members absent: Mr. Blair Schroeder, President; and Mrs. Alana Jeter.

Administrators present for all or part of the meeting: Dr. Joseph Waldron, Superintendent; Mrs. Lyndsey Williamson, Chief Academic Officer; Mrs. Jennifer Hinds, Chief Financial Officer; Mrs. Alison Sims, Chief Talent Officer; Dr. Jordan Ziemer, Chief Communications Officer; Mr. Jay Ashby, Chief of Strategic Operations; and Mrs. Robin Jones, Assistant to the Superintendent and Board of Trustees.

- I. Call to Order
- II. Board Workshop Agenda

Dr. Taylor Tidmore asked Dr. Joe Waldron to give an overview of the Workshop portion of the agenda.

A. Budget Workshop

Mrs. Jennifer Hinds presented information focused on the budget timeline, taxable value update, and discussion about potential tax rates. Revenue and expense for Fiscal Year 2027 and analysis of projected potential compensation raises were also discussed

B. 2026-2027 AISD Employee Compensation Plan

Mrs. Alison Sims provided an overview of Abilene ISD's current compensation position, key findings from the district's compensation study, and potential areas for future investment. Competitiveness in the market, strategic compensation priorities, and focus areas for recruitment and retention were also discussed. Administration continues to evaluate compensation options for the 2026-2027 school year.

C. Board Policy BJCF (LOCAL) Update

Mrs. Alison Sims shared an update to Policy BJCF (LOCAL) which establishes specific performance, conduct, legal, and professional standards that may justify nonrenewal of the superintendent's contract while ensuring due process through written notice, an opportunity for a hearing, and a final Board determination based on evidence. The policy update reflects new SB 12 requirements, specifically knowingly implementing, directing, or assigning instructional programs, activities, or DEI-related duties that are prohibited by state law.

D. Student Code of Conduct

Mrs. Alison Camp, Executive Director for Student Services, presented changes to the Student Code of Conduct which include moving "Certain Felonies" section from discretionary expulsion to mandatory expulsion; adjustments to the dress code section; and decreasing the price of Yondr bags.

E. Board Operating Procedures

Mrs. Angie Wiley shared an updated version of the Board Operating Procedures to be approved at the August 10, 2026 Regular Meeting.

- III. 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.

Dr. Taylor Tidmore announced that a Closed Session would be held under the provisions of Texas Code, Chapter 551. The Board convened in Closed Session at 6:05 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
- B. Consultation with Legal Counsel regarding Pending or Contemplated Litigation and/or Privileged Legal Advice (Section 551.071)
- C. The Board may discuss the Value, Exchange and/or Disposition of Real Property. (Section 551.072)
- D. The Board may discuss matters of Safety and Security. (Section 551.076)
 - I. District Audit Report

- E. The Board may discuss matters pertaining to Students necessarily involving personally identifiable information, e.g. Student Discipline. (Sections 551.082, 551.0821)

IV. Reconvene from Closed Session (Approximately 7:00 p.m.)

The Board reconvened at 7:15 p.m.

A. Invocation

Dr. Taylor Tidmore called on Mrs. Lyndsey Williamson 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/Information

Dr. Joseph Waldron shared the following announcements:

- Enrollment/Registration Event (July 23-24)
- Administrative Retreat (July 27)
- Convocation (August 11 at 11 a.m. – Beltway Park Church)
- Start of School (August 19)
- TASB Toolkit Publication highlights the work of the Abilene ISD Communications Team, specifically Truman Young with photos of our staff and students throughout. It also includes a case study highlighting our Board of Trustees.

V. Recognitions

A. UIL Texas State Solo & Ensemble Outstanding Performers

Mr. Clay Johnson, Executive Director for Fine Arts, recognized Max Frick (CHS Band), Micah Mallet (AHS Choir), and Syler Richardson (AHS Choir) for their outstanding performances.

VI. Oral Communication from the Public

Dr. Taylor Tidmore asked if anyone wishing to address the Board had completed a public comment card. There was none.

VII. Consent Agenda

Dr. Taylor Tidmore asked if there was a motion regarding the Consent Agenda. Dr. Danny Wheat made a motion to approve the Consent Agenda as presented. The motion was seconded by Mr. Rodney Goodman and passed 5-0.

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

Nays: None

- A. The Board will consider approval of the Budget Amendments.
- B. The Board will consider accepting the May Financials.
- C. The Board will consider approval of the Minutes of the June 4, 2026, Workshop Meeting, and June 8, 2026, Regular Meeting.
- D. The Board will consider approval of the Investment Report for Quarter Ending May 31, 2026.
- E. The Board will consider approval of District Investment Policy CDA.
- F. The Board will consider approval of the Business Procedures Manual.
- G. The Board will consider a Resolution Amending Authorized Representatives for TexPool/Federated Hermes.
- H. The Board will consider a Resolution Amending Authorized Representatives and Signers for First Financial Bank.
- I. The Board will consider a Resolution Amending Authorized Representatives and Signers for Martinez Elementary Abilene Teachers Federal Credit Union Account.
- J. The Board will consider approval of a TEA Waiver Request for ADSY Inclement Weather Days.

VIII. Public Hearing on Every Student Succeeds Act (ESSA) Application

Dr. Taylor Tidmore called on Mrs. Shannon Marshall, Director of Federal Programs, to give a brief summary of the ESSA Application.

A. Open Public Hearing

The Public Hearing opened at 7:26 p.m.

B. Receive Public Comment

Dr. Taylor Tidmore asked if anyone from the public wished to address the Board regarding the ESSA application. There was none.

C. Close Public Hearing

The Public Hearing closed at 7:39 p.m.

IX. Reports

A. Head Start/Early Head Start Self-Assessment and Improvement Plan

Mrs. Julie Wilson, Director of Early Childhood, shared an overview of the Head Start program, goals and measures of success. The self-assessment process, program strengths, and improvement/refinement were also discussed.

B. District and Campus Improvement Plans

Mrs. Shannon Marshall reviewed the District Improvement Plan which includes performance objectives and strategies for each of the goals. This plan will be presented for approval at the August 10, 2027 Regular Meeting.

C. Fine Arts Department

Mr. Clay Johnson presented an annual report detailing enrollment metrics, staffing, program offerings, student recognitions, and community partnerships.

X. Business Items Requiring Board Action

A. The Board will consider a School District Teaching Permit.

Mrs. Alison Sims shared that the School District Teaching Permit provides the district with an additional staffing tool when certified candidates are unavailable. She also discussed the types of teaching permits, the responsibilities of the Board and District, and made a recommendation.

Dr. Taylor Tidmore asked if there was a motion regarding the School District Teaching Permit. Mrs. Angie Wiley made a motion to approve one School District Teaching Permit for a paraprofessional at Bassetti Elementary as presented. The motion was seconded by Mrs. Amanda Pittman and passed 5-0.

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

Nays: None

B. The Board will consider the Appointment of Delegate and Alternate for the TASB Delegate Assembly, Friday, October 9, 2026.

Dr. Taylor Tidmore asked if there was a motion regarding the Appointment of Delegate and Alternate for the TASB Delegate Assembly. Mr. Rodney Goodman made a motion to approve Mrs. Alana Jeter as Delegate and Dr. Taylor Tidmore as Alternate for the TASB Delegate Assembly, Friday, October 9, 2026. The motion was seconded by Dr. Danny Wheat and passed 5-0.

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

Nays: None

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

A. The Board will consider approval of Personnel Recommendations.

I. Professional Employment Contracts

B. Matters pertaining to Litigation, if any

C. Matters pertaining to Real Property, if any

D. Matters pertaining to Safety and Security, if any

E. Matters pertaining to Students, if any

XII. Adjournment

There being no further business, the meeting adjourned at 8:27 p.m.

APPROVED:

President

ATTEST:

Secretary

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

Meeting Date: August 10, 2026

Meeting Type: Regular

Item Type: Consent

Action Required: Yes

If Yes, Month: August

Subject: District & Campus Improvement Plan Approval

Background Information:

A District Improvement Plan (DIP) is a comprehensive, strategic blueprint developed to guide the District's educational goals, resource allocation, and instructional strategies. It serves as a roadmap to improve student performance and ensure all student populations reach their full academic potential. It is developed through a collaborative process involving district administrators, principals, teachers, parents, and community members.

Fiscal Implications:

Abilene ISD receives substantial federal funding through ESSA. Board approval validates that the district's funding aligns directly with targeted educational improvements.

Administrative Recommendation:

It is respectfully recommended that the Board of Trustees approve the District & Campus Improvement Plans, as presented



District Improvement Plan

Shannon Marshall, Director of Federal Programs



Objectives

- Review the Texas Education Code (TEC) for District Improvement Plan
- Discuss Board Role
- Review the Process & Plan Structure
- Review and Discuss the District Improvement Plan
- Recommendation



PURPOSE

- **Requirement:**

- Districts must have a **district improvement plan** (TEC § 11.252).

- **Board role:**

- Ensure the **plan exists** and is **annually reviewed**.
- **Approve** the district's performance objectives (TEC § 11.251).

SCOPE



- DWCC Meets Monthly
- Annual Needs Assessment
- Action Plan



PLAN STRUCTURE

- Goals
- Performance Objectives
- Strategies

District Improvement Plan Review & Discussion

RECOMMENDATIONS

- Board Approval of the District Improvement Plan on the consent agenda in the August 2027 meeting.

Abilene Independent School District



Woodson Center For Excellence

2026-2027 Goals/ Performance Objectives/ Strategies

Table of Contents

Goal 1 : By the end of the 2028-2029 school year, 75% of students in Abilene ISD ...	3
Goal 2 : By the end of the 2026-2027 school year, students in special populations ...	5
Goal 3 : By the end of the 2026-2027 school year, the district will reduce documen...	6

Goal 1

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

Performance Objective 1 High Priority HB3 Goal

AISD will strengthen Tier 1 ELA instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments.

Evaluation Data Source: STAAR data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Funding Sources: Computer for Instructional Coaches and SIS Title 1, Part A Carryover, \$10,978.74

Formative Reviews

October

January

April

June

Performance Objective 2 High Priority HB3 Goal

AISD will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 7 STAAR math assessments.

Evaluation Data Source: STAAR Data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 7 STAAR Math assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Formative Reviews

October

January

April

June

Performance Objective 3 **High Priority** **HB3 Goal**

AISD will strengthen college and career readiness programming and processes to ensure at least 90% of Class of 2027 graduates successfully meet CCMR criteria.

Evaluation Data Source: Accountability reporting and internal tracking processes

Strategy 1

Strengthen college and career readiness pathways across all grade levels by aligning instruction, advising, and progress monitoring systems that prepare students for successful attainment of CCMR indicators by graduation.

Strategy's Expected Result/Impact: At least 90% of Class of 2027 graduates successfully meet CCMR criteria. This will move us towards the ultimate goal of 100% of students meeting CCMR criteria.

Staff Responsible for Monitoring: High school leaders, Curriculum and Instruction leaders

Formative Reviews

October

January

April

June

Goal 2

By the end of the 2026-2027 school year, students in special populations will increase passing rates on STARR and EOC by 10%.

Goal 3

By the end of the 2026-2027 school year, the district will reduce documented negative classroom behavior referrals by 10% through a targeted family engagement initiative.

Performance Objective 1

AISD will implement targeted family engagement initiatives across three strategic pillars--Proactive Communication, Collaborative Problem-Solving, and Capacity Building--to improve school climate and support the 10% reduction in negative classroom behavior referrals.

Evaluation Data Source: Behavior Referrals, Stakeholder Surveys

Strategy 1

Utilize district social workers and behavior coordinators to present mental health and behavioral strategy micro-trainings during famly engagement nights.

Strategy's Expected Result/Impact: Provide needed support and training to decrease negative behaviors at school and home.

Staff Responsible for Monitoring: Student Services, Principals

Formative Reviews

October

January

April

June

Strategy 2

Standardize the use of ParentSquare an accessible, translatable communication platform, so families can easily converse with teachers about daily wins and struggles.

Strategy's Expected Result/Impact: Positive communication with families and the reduction of documented negative classroom behavior referrals by 10%

Staff Responsible for Monitoring: Principals, Student Services and AISD Communication Dept

Formative Reviews

October

January

April

June

Abilene Independent School District



Ward Elementary

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 3 : By the end of the 2026-2027 school year, the district will reduce documen...	6

Goal 1

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

Performance Objective 1 High Priority HB3 Goal

AISD will strengthen Tier 1 ELA instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments.

Evaluation Data Source: STAAR data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Funding Sources: Computer for Instructional Coaches and SIS Title 1, Part A Carryover, \$10,978.74

Formative Reviews

October

January

April

June

Performance Objective 2 High Priority HB3 Goal

AISD will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 7 STAAR math assessments.

Evaluation Data Source: STAAR Data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 7 STAAR Math assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Formative Reviews

October

January

April

June

Performance Objective 3 High Priority HB3 Goal

AI SD will strengthen college and career readiness programming and processes to ensure at least 90% of Class of 2027 graduates successfully meet CCMR criteria.

Evaluation Data Source: Accountability reporting and internal tracking processes

Strategy 1

Strengthen college and career readiness pathways across all grade levels by aligning instruction, advising, and progress monitoring systems that prepare students for successful attainment of CCMR indicators by graduation.

Strategy's Expected Result/Impact: At least 90% of Class of 2027 graduates successfully meet CCMR criteria. This will move us towards the ultimate goal of 100% of students meeting CCMR criteria.

Staff Responsible for Monitoring: High school leaders, Curriculum and Instruction leaders

Formative Reviews

October

Január

April

June

Goal 2

By the end of the 2026-2027 school year, students in special populations will increase passing rates on STARR and EOC by 10%.

Performance Objective 1

By the end of the 2026-2027 school year, students receiving Special Education services, Emergent Bilingual students, and other identified special populations will demonstrate a 10% increase in STAAR/EOC passing rates through the implementation of aligned curriculum, targeted academic supports, and ongoing progress monitoring.

Evaluation Data Source: Testing Data, Tutoring, and Curriculum Supports.

Goal 3

By the end of the 2026-2027 school year, the district will reduce documented negative classroom behavior referrals by 10% through a targeted family engagement initiative.

Performance Objective 1

AISD will implement targeted family engagement initiatives across three strategic pillars--Proactive Communication, Collaborative Problem-Solving, and Capacity Building--to improve school climate and support the 10% reduction in negative classroom behavior referrals.

Evaluation Data Source: Behavior Referrals, Stakeholder Surveys

Strategy 1

Utilize district social workers and behavior coordinators to present mental health and behavioral strategy micro-trainings during famly engagement nights.

Strategy's Expected Result/Impact: Provide needed support and training to decrease negative behaviors at school and home.

Staff Responsible for Monitoring: Student Services, Principals

Formative Reviews

October

January

April

June

Strategy 2

Standardize the use of ParentSquare an accessible, translatable communication platform, so families can easily converse with teachers about daily wins and struggles.

Strategy's Expected Result/Impact: Positive communication with families and the reduction of documented negative classroom behavior referrals by 10%

Staff Responsible for Monitoring: Principals, Student Services and AISD Communication Dept

Formative Reviews

October

January

April

June

Abilene Independent School District



Taylor Elementary

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

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

Performance Objective 1 High Priority HB3 Goal

Taylor will strengthen Tier 1 RLA instruction to meet or exceed the state approaches average on at least 2 of the 3 STAAR RLA assessments.

Evaluation Data Source: STAAR data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: Taylor will meet or exceed the state approaches average on at least 2 of the 3 STAAR RLA assessments. 75% of teachers will report confidence in internalizing and implementing recently implemented curriculum.

Staff Responsible for Monitoring: Instructional Leadership TEam-Principal, Assistant Principal, Instructional Coaches

Problem Statements: Demographics 1 - Student Achievement 1

Funding Sources: Computer for Instructional Coaches and SIS Title 1, Part A Carryover, \$10,978.74

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The need for differentiated instruction on a variety of levels and physical and emotional support for students continues to increase.

The numbers of students in special programs (Special Education, Rtl, 504, GT, EB) and student groups (Economically Disadvantage, At Risk) remain consistent, this number represents 68% of our campus population (542 students). Our EB population increased from 5% to 9% with the addition of students from a closing elementary school.

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Domain 2A is projecting low growth, this is a consistent issue for the last several years.

Lack of quality tier 1 instruction and differentiation to meet needs of all students

Performance Objective 2 High Priority HB3 Goal

Taylor will strengthen Tier 1 math instruction to meet or exceed the state approaches average on at least 2 of the 3 STAAR math assessments.

Evaluation Data Source: STAAR Data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: Taylor will meet or exceed the state approaches average on at least 2 of the 3 STAAR Math assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Instructional Leadership Team-Principal, Assistant Principal, Instructional Coaches

Problem Statements: Student Achievement 1, 3 - School Organization 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Domain 2A is projecting low growth, this is a consistent issue for the last several years.

Lack of quality tier 1 instruction and differentiation to meet needs of all students

3

Math performance on STAAR is consistently lower than RLA performance.

Lack of engaging tier 1 instructional materials. Lack of quality math intervention resources.

Performance Objective 2 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

Challenge to meet differentiation needs of intervention and enrichment while also ensuring access to high quality tier one instruction.

Diverse students needs and staff to meet the needs.

Performance Objective 3 High Priority HB3 Goal

Taylor Elementary will implement early college and career readiness awareness and foundational skill-building to support long-term student success and contribute to the district's CCMR goals.

Evaluation Data Source: Accountability reporting and internal tracking processes

Strategy 1

Utilize Makerspace Lessons to expose students to STEM-related careers and skills, primarily focused on technology and engineering.

Strategy's Expected Result/Impact: Development of Life Ready Skills of collaboration and communication and STEM exposure and skills. Positive survey results from students, staff and families.

Staff Responsible for Monitoring: Principal, Acceleration & Enrichment Teacher

TEA Priorities: Connect high school to career and college

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Strategy 2

Provide field trips and guest speakers to expose students to a variety of college and career opportunities.

Strategy's Expected Result/Impact: Exposure to college and career opportunities to provide the foundation for future CCMR credits.

Staff Responsible for Monitoring: Counselor, Principal

TEA Priorities: Connect high school to career and college

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TEA Priorities: Connect high school to career and college

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Goal 2

By the end of the 2026-2027 school year, students in special populations will increase passing rates on STARR and EOC by 10%.

Performance Objective 1 High Priority HB3 Goal

Taylor will strengthen our intervention systems to result in a decrease of the amount of special education students and economically disadvantaged students scoring Did Not Meet on the Math STAAR by 10%. (70% of special education students scoring Did Not Meet on Math STAAR to 60% and a decrease from 57% of our economically disadvantaged students scoring Did Not Meet on Math STAAR to 47%).

Evaluation Data Source: MAP data; STAAR data

Strategy 1

Implement data driven groups utilizing classroom teachers, special education teachers, temporary employee tutors, and other support staff to provide intervention and enrichment to facilitate academic growth for all students

Strategy's Expected Result/Impact: From BOY MAP in Fall 2026 to EOY MAP in Spring 2027, each grade level will meet the NWEA determined grade level norms for projected growth in Math.

Staff Responsible for Monitoring: Instructional Leadership Team-Principal, Assistant Principal, Instructional Coaches

Problem Statements: Demographics 1 - Student Achievement 3 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The need for differentiated instruction on a variety of levels and physical and emotional support for students continues to increase.	The numbers of students in special programs (Special Education, RtI, 504, GT, EB) and student groups (Economically Disadvantage, At Risk) remain consistent, this number represents 68% of our campus population (542 students). Our EB population increased from 5% to 9% with the addition of students from a closing elementary school.

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
3	Math performance on STAAR is consistently lower than RLA performance.	Lack of engaging tier 1 instructional materials. Lack of quality math intervention resources.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Lack of correlation of assessment to rigor of TEKS and instruction and format of STAAR. Lack of responding to assessments with targeted intervention and reteaching.	Lack of consistent system for assessment creation and alignment, data analysis, and planning for intervention and enrichment.

Performance Objective 1 Problem Statements Identifying School Organization

	Problem Statement	Root Cause
1	Challenge to meet differentiation needs of intervention and enrichment while also ensuring access to high quality tier one instruction.	Diverse students needs and staff to meet the needs.

Performance Objective 2 ☒ High Priority ☒ HB3 Goal

Taylor will strengthen our intervention systems to result in a decrease from 63% of special education students scoring Did Not Meet on Math STAAR to 50% and increasing our amount of GT students scoring Masters on Reading STAAR from 69% to 80%.

Strategy 1

Implement data driven groups utilizing classroom teachers, special education teachers, temporary employee tutors, acceleration & enrichment teacher, and other support staff to provide intervention and enrichment to facilitate academic growth for all students

Strategy's Expected Result/Impact: From BOY MAP in Fall 2026 to EOY MAP in Spring 2027, each grade level will meet the NWEA determined grade level norms for projected growth in Reading.

Staff Responsible for Monitoring: Instructional Leadership Team-Principal, Assistant Principal, Instructional Coaches

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 The need for differentiated instruction on a variety of levels and physical and emotional support for students continues to increase.	The numbers of students in special programs (Special Education, Rtl, 504, GT, EB) and student groups (Economically Disadvantage, At Risk) remain consistent, this number represents 68% of our campus population (542 students). Our EB population increased from 5% to 9% with the addition of students from a closing elementary school.

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 Domain 2A is projecting low growth, this is a consistent issue for the last several years.	Lack of quality tier 1 instruction and differentiation to meet needs of all students

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 Lack of correlation of assessment to rigor of TEKS and instruction and format of STAAR. Lack of responding to assessments with targeted intervention and reteaching.	Lack of consistent system for assessment creation and alignment, data analysis, and planning for intervention and enrichment.

Goal 3

By the end of the 2026-2027 school year, the district will reduce documented negative classroom behavior referrals by 10% through a targeted family engagement initiative.

Performance Objective 1 High Priority HB3 Goal

80% of Taylor's students will be considered Tier one on the Safe and Civil School Pyramid by having 1 or less office referral

Evaluation Data Source: Behavior Referrals, classroom management plans, behavior RTI documentation

Strategy 1

Address individual behavior needs of Tier two and Tier three behavior students by implementing behavior RTIs and providing staff development for all faculty and staff regarding behavior management strategies for different levels of need

Strategy's Expected Result/Impact: Decrease in Tier two and Tier three behavior incidents/office referrals

Staff Responsible for Monitoring: Principal, Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Implement proactive Tier one strategies to build strong classroom management and reducing interruptions due to inappropriate behavior

Strategy's Expected Result/Impact: Level two and level three behavior referrals will be reduced by 10% from previous school year

Staff Responsible for Monitoring: Principal, Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 High Priority HB3 Goal

Invite input and promote engagement of families

Evaluation Data Source: Culture surveys sent to families, attendance at family engagement activities

Strategy 1

Engage families with strategic, frequent, and measurable communication and feedback tools, including social media channels, school-to-home messaging platforms, and online surveys

Strategy's Expected Result/Impact: Community connection and celebration of student achievements will increase, will see increases on our climate culture surveys in these areas.

Staff Responsible for Monitoring: Principal. Family and Parent Engagement Liaison

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Increase opportunities and participation for collaboration between families and the district.

Strategy's Expected Result/Impact: Engage at least 50% of student families in at least one family engagement event during the school year.

Staff Responsible for Monitoring: Principal. Family and Parent Engagement Liaison.

ESF Levers: Lever 3: Positive School Culture

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Abilene Independent School District



Stafford Elementary

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

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

Performance Objective 1 High Priority HB3 Goal

Stafford will strengthen Tier 1 RLA instruction to meet or exceed the state approaches average on at least 2 of the 3 STAAR RLA assessments.

Evaluation Data Source: STAAR data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Problem Statements: Student Achievement 2

Funding Sources: Computer for Instructional Coaches and SIS Title 1, Part A Carryover, \$10,978.74

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Strategy 2

Stafford will strengthen Tier 1 RLA instruction and intervention systems to meet or exceed the state approaches average, ensuring at least 80% of students master 80% of their daily learning objectives on the first-teach.

Strategy's Expected Result/Impact: To reduce reteaching and intervention minutes and increase enrichment opportunities for students.

Staff Responsible for Monitoring: Instructional Leadership

Problem Statements: Student Achievement 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

4th Grade RLA teachers will attend a summer workshop for writing instruction.

Strategy's Expected Result/Impact: The teachers will train our RLA teachers with writing strategies they learned and implement with students. Increased number of points with ECR and SCR questions.

Staff Responsible for Monitoring: Principal, RLA Coach

Problem Statements: Student Achievement 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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June

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Our 3rd-4th grade students are averaging scores on the ECR on the STAAR assessment. (3rd grade-1.65 and 4th grade-1.9 out of 10 possible points).

Teacher adjustment to ECR instruction and rubric. Students' lack of stamina for writing and typing.

2

Math performance on STAAR is consistently lower than RLA performance.

Lack of engaging tier 1 instructional materials. Lack of quality math intervention resources. Students lack basic math facts with automaticity.

Performance Objective 2 High Priority HB3 Goal

Stafford will strengthen Tier 1 math instruction to meet or exceed the state approaches average on at least 2 of the 3 STAAR math assessments.

Evaluation Data Source: STAAR Data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 7 STAAR Math assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Problem Statements: Student Achievement 2

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Strategy 2

Stafford will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average, ensuring at least 80% of scholars master 80% of their daily learning objectives on the first-teach.

Strategy's Expected Result/Impact: To reduce reteaching and intervention minutes and increase enrichment opportunities for students.

Staff Responsible for Monitoring: Instructional Leadership

Problem Statements: Student Achievement 2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

3rd, 4th, and 5th grade math teachers will attend a the state math conference this summer.

Strategy's Expected Result/Impact: The teachers will train our math teachers with math strategies and ways to increase math fluency in their classrooms.

Staff Responsible for Monitoring: Principal and math coach

Problem Statements: Student Achievement 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

Math performance on STAAR is consistently lower than RLA performance.

Lack of engaging tier 1 instructional materials. Lack of quality math intervention resources. Students lack basic math facts with automaticity.

Performance Objective 3 **High Priority** **HB3 Goal**

Stafford will implement early college and career readiness awareness and foundational skill-building to support long-term student success and contribute to the district's CCMR goals.

Evaluation Data Source: Accountability reporting and internal tracking processes

Strategy 1

Strengthen college and career readiness pathways across all grade levels by aligning instruction, advising, and progress monitoring systems that prepare students for successful attainment of CCMR indicators by graduation.

Strategy's Expected Result/Impact: At least 90% of Class of 2027 graduates successfully meet CCMR criteria. This will move us towards the ultimate goal of 100% of students meeting CCMR criteria.

Staff Responsible for Monitoring: High school leaders, Curriculum and Instruction leaders

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Goal 2

By the end of the 2026-2027 school year, students in special populations will increase passing rates on STAAR and EOC by 10%.

Performance Objective 1 High Priority HB3 Goal

By the spring administration of the Math STAAR assessment, Stafford Elementary will strengthen Tier 2 and Tier 3 intervention systems to reduce the percentage of students scoring Did Not Meet by 10 percentage points in the following student groups:

Special Education: 61% - 50%

Economically Disadvantaged: 39% - 29%

Evaluation Data Source: STAAR, MAP

Strategy 1

Implement data driven groups utilizing classroom teachers, special education teachers, temporary employee tutors, and other support staff to provide intervention and enrichment to facilitate academic growth for all students

Strategy's Expected Result/Impact: From BOY MAP in Fall 2026 to EOY MAP in Spring 2027, each grade level will meet the NWEA determined grade level norms for projected growth in Math.

Staff Responsible for Monitoring: Instructional Leadership

Problem Statements: Student Achievement 2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

Math performance on STAAR is consistently lower than RLA performance.

Lack of engaging tier 1 instructional materials. Lack of quality math intervention resources. Students lack basic math facts with automaticity.

HB3 Goal

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Our 3rd-4th grade students are averaging scores on the ECR on the STAAR assessment. (3rd grade-1.65 and 4th grade-1.9 out of 10 possible points).

Teacher adjustment to ECR instruction and rubric. Students' lack of stamina for writing and typing.

Goal 3

By the end of the 2026-2027 school year, the district will reduce documented negative classroom behavior referrals by 10% through a targeted family engagement initiative.

Performance Objective 1

By the end of the 2026-2027 school year, Stafford Elementary will implement the Safe & Civil Schools framework with fidelity to strengthen proactive behavior management and improve campus climate, resulting in a 10% reduction in office discipline referrals. The total number of office discipline referrals will decrease from 1,046 during the 2025-2026 school year to 941 or fewer during the 2026-2027 school year.

Evaluation Data Source: Behavior Referrals, Stakeholder Surveys

Strategy 1

Utilize district social workers and behavior coordinators to present mental health and behavioral strategy micro-trainings during famly engagement nights.

Strategy's Expected Result/Impact: Provide needed support and training to decrease negative behaviors at school and home.

Staff Responsible for Monitoring: Student Services, Principals

Problem Statements: Demographics 2 - School Culture and Climate 1

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Strategy 2

Implement Behavior RTIs for Tier II and Tier III students and provide ongoing professional development for faculty and staff on effective behavior management strategies to meet students' varying behavioral needs.

Strategy's Expected Result/Impact: Reduction of documented classroom behavior referrals by 10%

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: School Culture and Climate 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Students exhibit a higher need for social emotional learning.

Students have difficulty managing their emotions, demonstrating empathy, and trusting adults and peers. Many students have exhibited trauma. Our campus also has a high mobility rate of almost 20%, which increases the difficulty of forming social connections.

Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Classroom behavior concerns represent a source of student stress, regularly interrupting Tier 1 academic blocks and reducing student engagement.

While Stafford Elementary has strong campus-wide behavior systems in place, greater consistency in implementation is needed. Variations in staff calibration and fidelity across classrooms have led to inconsistent student experiences and increased reliance on repeated verbal reminders instead of proactive, structured classroom management practices.

Abilene Independent School District



Purcell Elementary

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 2 : By the end of the 2026-2027 school year, students in special populations ...	7
Goal 3 : By the end of the 2026-2027 school year, Purcell STEM Academy will redu...	8

Goal 1

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

Performance Objective 1 High Priority HB3 Goal

Purcell will strengthen Tier 1 ELA instruction and intervention systems to meet or exceed the state approaches average on at least 2 of the 3 STAAR ELA assessments.

Evaluation Data Source: STAAR data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: Purcell will meet or exceed the state approaches average on at least 2 of the 3 STAAR ELA assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Principal and RLA Coach

Problem Statements: Curriculum, Instruction, and Assessment 1 - School Organization 1

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Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
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1

Walkthroughs and PLC observations indicate the need for increased differentiation, higher-order questioning, stronger vertical alignment, focus on essential standards, and more systematic planning for intervention and enrichment.

Multiple instructional initiatives and changes in coaching structures resulted in variability in the implementation of curriculum, PLC processes, and instructional planning across grade levels.

Performance Objective 1 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

Leadership teams, coaching structures, and collaborative planning processes need continued refinement to increase alignment between student data, instructional decision-making, intervention planning, and campus improvement efforts.

Significant campus growth, increased student needs, and evolving instructional support structures required campus leaders to balance operational management with instructional leadership responsibilities.

Performance Objective 2 ☒ High Priority ☒ HB3 Goal

Purcell will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average on at least 2 of the 3 STAAR math assessments.

Evaluation Data Source: STAAR Data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: Purcell will meet or exceed the state approaches average on at least 2 of the 3 STAAR Math assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Principal and math coach

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

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Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 Student achievement data indicate the opportunities remain to improve performance in math and early literacy. Grade 2 demonstrated consistently lower achievement and growth across MAP and mClass assessments, suggesting that current instructional practices and interventions are not consistently meeting the needs of all learners.	Analysis of STAAR, MAP, mCLASS, classroom assessments, and PLC data indicates that while core instruction is producing positive results in many grade levels, additional refinement of the campus's instructional framework is needed to ensure consistent outcomes for all students. Intervention systems have not consistently accelerated learning for students performing below grade level.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 Walkthroughs and PLC observations indicate the need for increased differentiation, higher-order questioning, stronger vertical alignment, focus on essential standards, and more systematic planning for intervention and enrichment.	Multiple instructional initiatives and changes in coaching structures resulted in variability in the implementation of curriculum, PLC processes, and instructional planning across grade levels.

Performance Objective 2 Problem Statements Identifying School Organization

Problem Statement	Root Cause
1 Leadership teams, coaching structures, and collaborative planning processes need continued refinement to increase alignment between student data, instructional decision-making, intervention planning, and campus improvement efforts.	Significant campus growth, increased student needs, and evolving instructional support structures required campus leaders to balance operational management with instructional leadership responsibilities.

Performance Objective 3 High Priority HB3 Goal

Purcell Elementary will implement age-appropriate college and career readiness experiences that integrate career awareness, STEM exploration, student leadership, and future-ready skills into instruction and campus activities to build the foundational knowledge, skills, and aspirations necessary for long-term college, career, and military readiness.

Evaluation Data Source: Campus calendar and documentation of college and career awareness activities and speakers, STEM lesson plans, student participation in leadership roles

Strategy 1

Integrate age-appropriate college and career awareness into STEM, core instruction, and campus experiences by connecting academic learning to real-world careers and postsecondary opportunities.

Strategy's Expected Result/Impact: Increased awareness of college and career pathways, increased exposure to college and community partnerships

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Classroom Teachers

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Strategy 2

Develop future-ready skills, including critical thinking, problem solving, communication, collaboration, creativity, leadership, and goal setting, through STEM learning experiences and student leadership opportunities.

Strategy's Expected Result/Impact: Increased proficiency in critical thinking, problem solving, collaboration, and leadership.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Classroom Teachers

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Goal 2

By the end of the 2026-2027 school year, students in special populations will increase passing rates on STARR 10%.

Performance Objective 1 High Priority HB3 Goal

Purcell will strengthen academic structures within our special programs beginning in the Summer of 2026 throughout the 2026-2027 school year.

Evaluation Data Source: Academic progress monitoring with assessment data and Summit K12 throughout the school year.

Performance Objective 2 High Priority HB3 Goal

Purcell PALS programs will have monthly coaching visits from School Empowerment Network to support our teachers and aides.

Evaluation Data Source: Consistent coaching visits with targeted observation and feedback forms including follow up and coaching.

Goal 3

By the end of the 2026-2027 school year, Purcell STEM Academy will reduce the number of students receiving five or more office discipline referrals by at least 10%.

Performance Objective 1 High Priority HB3 Goal

By the end of the 2026-2027 school year, Purcell STEM Academy will reduce documented negative classroom behavior referrals by 10%

Evaluation Data Source: Behavior referral data reviewed by month, grade level, and student, Documentation of positive and proactive family communication, ParentSquare communication data

Strategy 1

Strengthen proactive, positive, and consistent family communication to build trusting partnerships and address student behavioral concerns before patterns of repeated referrals develop. (Connect Before You Correct)

Strategy's Expected Result/Impact: Strengthen relationships between families and school staff, increase family awareness of student successes and emerging concerns, and allow teachers and families to address behavioral needs earlier

Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers

Problem Statements: Demographics 1

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Strategy 2

Implement a collaborative problem-solving process for students demonstrating recurring behavioral concerns by engaging families, teachers, and campus support staff in identifying student needs and developing targeted behavioral supports

Strategy's Expected Result/Impact: Reduce repeated office discipline referrals, increase instructional time, and improve student success in the classroom.

Staff Responsible for Monitoring: Principals, Assistant Principals, Behavior Liaison, Classroom Teachers

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Strategy 3

Provide families with practical resources and learning opportunities that build capacity to support student behavior, emotional regulation, attendance, and school success.

Strategy's Expected Result/Impact: Families will have increased knowledge of strategies that support positive behavior, emotional regulation, and student success.

Staff Responsible for Monitoring: Principal, Assistant Principal, Behavior Liaison, Counselor

Problem Statements: Demographics 1

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Student growth, attendance, and discipline data indicate that current academic, behavioral, and attendance systems are not fully meeting the needs of our expanding student population. Campus attendance remained below the goal of 96%, and recurring discipline referrals among a small group of students reduced instructional time, limiting opportunities for student learning and academic growth.

Analysis of multiple data sources suggests that rapid enrollment growth increased the number of students requiring academic, behavioral, and attendance interventions. While existing instructional and intervention systems remained effective for many students, they were not yet fully scaled to meet the needs of the larger student population.

Abilene Independent School District



Martinez Elementary

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 2 : By the end of the 2026-2027 school year, students in special populations ...	7
Goal 3 : By the end of the 2026-2027 school year, the district will reduce documen...	8

Goal 1

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

Performance Objective 1 High Priority HB3 Goal

Martinez Elementary will strengthen Tier 1 ELA instruction and intervention systems to meet or exceed the state approaches average on at least 2 of the 3 STAAR ELA assessments.

Evaluation Data Source: STAAR data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: Martinez will meet or exceed the state approaches average on at least 2 of the 3 STAAR ELA assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Instructional Leadership Team: Principal, AP, Instructional Coaches

Problem Statements: Student Achievement 2

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Strategy 2

Implement school-wide fluency program to increase student reading fluency and home to school collection.

Strategy's Expected Result/Impact: Martinez will meet or exceed the state approaches average on at least 2 of the 3 STAAR ELA assessments. Increase in percentage at or above grade level on K-2 mClass.

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Student Achievement 2

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Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
2	Reading achievement is significantly below accountability expectations and the district average for STAAR and mClass.	Inconsistent implementation of Tier 1 instruction, intervention systems, and progress monitoring has limited student growth and achievement. Many students require intensive acceleration due to significant learning gaps accumulated over multiple years, requiring systematic intervention beyond core instruction. Students lack basic math fluency.

Performance Objective 2 ☒ High Priority ☒ HB3 Goal

Martinez Elementary will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average on at least 2 of the 3 STAAR math assessments.

Evaluation Data Source: STAAR Data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: Martinez will meet or exceed the state approaches average on at least 2 of the 3 STAAR Math assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Student Achievement 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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Strategy 2

Implement school-wide fluency program to increase numeracy and fact fluency and to improve school to home connection.

Strategy's Expected Result/Impact: Martinez will meet or exceed the state approaches average on at least 2 of the 3 STAAR Math assessments. Increase in percentage of students at or above grade level on mClass Math assessment.

Staff Responsible for Monitoring: Instructional Leadership Team.

Problem Statements: Student Achievement 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 Math achievement is significantly below accountability expectations and the district average.	Inconsistent implementation of Tier 1 instruction, intervention systems, and progress monitoring has limited student growth and achievement. Many students require intensive acceleration due to significant learning gaps accumulated over multiple years, requiring systematic intervention beyond core instruction. Students lack basic math fluency.

Performance Objective 3

Reduce the number of students with excessive absences (17 or more) from 21% in the 2025-2026 school year to 18% in the 2026-2027 school year.

Evaluation Data Source: Frontline Attendance Data.

Strategy 1

Create connection plan and attendance monitoring plan for students identified as excessive absences in the 2025-2026 school year.

Strategy's Expected Result/Impact: Increase attendance impact to increase student outcome.

Staff Responsible for Monitoring: Principal, Assistant Principal, Family Advocate, Teachers.

Problem Statements: Demographics 1

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Strategy 2

Implement Attendance Incentives throughout the school year.

Strategy's Expected Result/Impact: Increase attendance

Staff Responsible for Monitoring: Principal, AP, Family Advocate.

Problem Statements: Demographics 1

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Performance Objective 3 Problem Statements Identifying Demographics

Problem StatementRoot Cause

1

Despite recent improvements, chronic absenteeism remains a concern.. During the 2024-2025 school year, absenteeism rates exceeded the state average of 18.0%, with Ortiz at 19.3% and Martinez at 23.8%. The 2025-2026 Martinez attendance percentage is 93.08% with a total of 7,777 absences.

Given the high percentages of economically disadvantaged and at-risk students served, chronic absenteeism remains a barrier to academic achievement.A root cause analysis suggests these possible factors: transportation challenges, student health concerns, family mobility, socioeconomic barriers, and limited family awareness regarding the impact of attendance on academic performance.

Goal 2

By the end of the 2026-2027 school year, students in special populations will increase passing rates on STARR and EOC by 10%.

Performance Objective 1

Martinez Elementary will strengthen Tier 1 instruction and intervention systems to increase the percentage of EB students obtaining Approaches on Math and Reading STAAR by 10%.

Evaluation Data Source: STAAR data.

Strategy 1

Implement data driven groups utilizing classroom teachers, special education teachers, temporary employee tutors, and other support staff to provide intervention and enrichment to facilitate academic growth for all students

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Goal 3

By the end of the 2026-2027 school year, the district will reduce documented negative classroom behavior referrals by 10% through a targeted family engagement initiative.

Performance Objective 1

80% of Martinez students will be considered Tier one on the Safe and Civil School Pyramid by having 1 or less office referral

Evaluation Data Source: Behavior Referrals Data

Strategy 1

Utilize district social workers and behavior coordinators to present mental health and behavioral strategy micro-trainings during famly engagement nights.

Strategy's Expected Result/Impact: Provide needed support and training to decrease negative behaviors at school and home.

Staff Responsible for Monitoring: Student Services, Principals

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Strategy 2

Establish Behavior Matrix, Common Area Expectations and Tier 1 Classroom Management Strategies to build strong classroom management and classroom cultures to reduce the interruptions to learning due to student behavior.

Strategy's Expected Result/Impact: Decrease in Level 2 and Level 3 Referrals.

Staff Responsible for Monitoring: Assistant Principal.

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Strategy 3

Address individual behavior needs of Tier two and Tier three behavior students by implementing behavior RTIs and providing staff development for all faculty and staff regarding behavior

management strategies for different levels of need

Strategy's Expected Result/Impact: Decrease in percentage of Level 2 and Level 3 referrals

Staff Responsible for Monitoring: Assistant Principal.

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Performance Objective 2

At least 50% of families will participate in at least one family engagement activity.

Evaluation Data Source: Family Engagement Sign In Sheets.

Strategy 1

Engage families with strategic, frequent, and measurable communication and feedback tools, including social media channels, ParentConnect, and online surveys to increase family involvement, connection and communication.

Strategy's Expected Result/Impact: Increased parent communication. Families informed about on campus events.

Staff Responsible for Monitoring: Principal. Family Advocate.

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Strategy 2

Host at least 6 family engagement activities to increase positive interactions between families and school staff and increase parent capacity to be an active partner in student's education.

Strategy's Expected Result/Impact: Increased positive relationship between school and families. Increased family involvement.

Staff Responsible for Monitoring: Principal. Family Advocate.

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Abilene Independent School District



Mann Middle School

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

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

Performance Objective 1 High Priority HB3 Goal

AISD will strengthen Tier 1 ELA instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments.

Evaluation Data Source: STAAR data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Funding Sources: Computer for Instructional Coaches and SIS Title 1, Part A Carryover, \$10,978.74

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Strategy 2

PLC teams will use Amplify lesson internalization cycles and MAP/formative data to plan Tier 1 instruction, while consistently implementing Turn and Talk, Everybody Writes, Cold Call, and Active Monitoring to increase student engagement and ensure instructional consistency across all grade levels.

Strategy's Expected Result/Impact: Increased consistency in Tier 1 ELA instruction and student engagement will result in improved mastery of grade-level standards, higher performance on MAP and common assessments, and increased student success on STAAR, moving more students toward Approaches and above.

Staff Responsible for Monitoring: Instructional Leadership Team

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2 High Priority HB3 Goal

AISD will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 7 STAAR math assessments.

Evaluation Data Source: STAAR Data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 7 STAAR Math assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

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Strategy 2

Consistent implementation of PLC lesson internalization and Gold Standard Modeling will increase the clarity and effectiveness of Tier 1 math instruction. Students will demonstrate improved understanding of mathematical concepts through structured modeling, guided practice, and feedback cycles.

Strategy's Expected Result/Impact: Student performance on MAP and common assessments will increase, leading to improved STAAR Math outcomes and a higher percentage of students meeting or exceeding the Approaches level across assessed grade levels.

Staff Responsible for Monitoring: Instructional Leadership Team

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

Mann STEAM Academy Instructional Leadership Team (ILT) will implement structured Instructional Rounds throughout the school year to monitor the consistent implementation of campus instructional priorities, including HQIM, PLC lesson internalization, and Teach Like a Champion strategies. ILT members will conduct classroom observations, identify trends in instructional strengths and areas for growth, and provide timely, actionable feedback and coaching to teachers to improve Tier 1 instruction across all content areas.

Strategy's Expected Result/Impact: Mann STEAM Academy Instructional Leadership Team (ILT) will implement structured Instructional Rounds throughout the school year to monitor the consistent implementation of campus instructional priorities, including HQIM, PLC lesson internalization, and Teach Like a Champion strategies. ILT members will conduct classroom observations, identify trends in instructional strengths and areas for growth, and provide timely, actionable feedback and coaching to teachers to improve Tier 1 instruction across all content areas.

Staff Responsible for Monitoring: Regular implementation of Instructional Rounds will increase instructional consistency across classrooms by providing ongoing feedback and coaching aligned to campus instructional priorities. Teachers will demonstrate improved implementation of HQIM and engagement strategies, resulting in stronger Tier 1 instruction and increased student engagement, which will contribute to improved student academic outcomes across all assessed areas.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 3 High Priority HB3 Goal

AISD will strengthen college and career readiness programming and processes to ensure at least 90% of Class of 2027 graduates successfully meet CCMR criteria.

Evaluation Data Source: Accountability reporting and internal tracking processes

Strategy 1

Strengthen college and career readiness pathways across all grade levels by aligning instruction, advising, and progress monitoring systems that prepare students for successful attainment of CCMR indicators by graduation.

Strategy's Expected Result/Impact: At least 90% of Class of 2027 graduates successfully meet CCMR criteria. This will move us towards the ultimate goal of 100% of students meeting CCMR criteria.

Staff Responsible for Monitoring: High school leaders, Curriculum and Instruction leaders

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Goal 2

By the end of the 2026-2027 school year, students in special populations will increase passing rates on STARR and EOC by 10%.

Goal 3

By the end of the 2026-2027 school year, the district will reduce documented negative classroom behavior referrals by 10% through a targeted family engagement initiative.

Performance Objective 1

AISD will implement targeted family engagement initiatives across three strategic pillars--Proactive Communication, Collaborative Problem-Solving, and Capacity Building--to improve school climate and support the 10% reduction in negative classroom behavior referrals.

Evaluation Data Source: Behavior Referrals, Stakeholder Surveys

Strategy 1

Utilize district social workers and behavior coordinators to present mental health and behavioral strategy micro-trainings during famly engagement nights.

Strategy's Expected Result/Impact: Provide needed support and training to decrease negative behaviors at school and home.

Staff Responsible for Monitoring: Student Services, Principals

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Strategy 2

Standardize the use of ParentSquare an accessible, translatable communication platform, so families can easily converse with teachers about daily wins and struggles.

Strategy's Expected Result/Impact: Positive communication with families and the reduction of documented negative classroom behavior referrals by 10%

Staff Responsible for Monitoring: Principals, Student Services and AISD Communication Dept

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Strategy 3

Mann STEAM Academy will strengthen campus culture and reduce negative classroom behavior

referrals by deepening implementation of Capturing Kids Hearts (CKH) through ongoing teacher leader facilitation and modeling. Teacher leaders will provide campus-based professional learning throughout the year focused on CKH practices, including relationship building, Social Contracts, and proactive classroom procedures.

Strategy's Expected Result/Impact: Consistent implementation of CKH strategies, supported by teacher leader-led professional development and modeling, will strengthen relationships between students and staff, improve classroom climate, and increase student engagement. As a result, the campus will see a reduction in negative behavior referrals, improved consistency in classroom expectations, and stronger overall school culture aligned with district goals for behavior reduction.

Staff Responsible for Monitoring: Instructional Leadership Team

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Abilene Independent School District



Madison Middle School

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

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

Performance Objective 1 High Priority HB3 Goal

AISD will strengthen Tier 1 ELA instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments.

Evaluation Data Source: STAAR data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments. 80% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Problem Statements: Demographics 1 - Student Achievement 1, 2, 3 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2 - School Organization 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

ELA teachers will utilize district-designated curriculum documents (DDCD) and plan together as a vertical team each day.

Strategy's Expected Result/Impact: Madison will match or outperform the state average for percentage of students scoring approaches or better on at least 2 of the 3 STAAR ELA assessments in 2027. The percentage of students meeting or exceeding projected growth on MAP Growth will increase throughout the 2026 - 2027 school year. Performance gaps between all students and sub-population groups will decrease by 25% in 2027.

Staff Responsible for Monitoring: Campus Administration, Campus Instructional Facilitator

Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2 - School Organization 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

Provide, review, and refine resources and ongoing training for staff in procedures, policies, and specific behavioral techniques to improve student behavior.

Strategy's Expected Result/Impact: Madison will match or outperform the state average for percentage of students scoring approaches or better on at least 2 of the 3 STAAR ELA assessments in 2027. The percentage of students meeting or exceeding projected growth on MAP Growth will increase throughout the 2026 - 2027 school year. Performance gaps between all students and sub-population groups will decrease by 25% in 2027.

Staff Responsible for Monitoring: Campus Administration, Campus Counselors, Campus Foundations Team, Campus CKH Process Champions

Problem Statements: Student Achievement 3 - School Culture and Climate 1, 2, 3 - Staff Quality, Recruitment, and Retention 1, 2, 3 - Curriculum, Instruction, and Assessment 2 - School Organization 2, 3, 4

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

An Amplify coach will provide support for lesson planning and implementation of the new Amplify curriculum, as well as offer classroom support as a co-teacher and/or model.

Strategy's Expected Result/Impact: Madison will match or outperform the state average for percentage of students scoring approaches or better on at least 2 of the 3 STAAR ELA assessments in 2027. The percentage of students meeting or exceeding projected growth on MAP Growth will increase throughout the 2026 - 2027 school year. Performance gaps between all students and sub-population groups will decrease by 25% in 2027.

Staff Responsible for Monitoring: Campus Administration and Instructional Facilitator

Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 5

Teachers will use Lowman Education's STAAR Blitz for 6-8 RLA and 8th Science as the basis for STAAR review. This curriculum meets the depth and complexity students will see on the STAAR test.

Strategy's Expected Result/Impact: 6th-8th grade students' STAAR reading scores and 8th grade students' STAAR science scores will be at or above the state average.

Staff Responsible for Monitoring: Instructional Facilitator, Principal, and Assistant Principals

Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 2 - Technology 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Achievement gaps on the STAAR assessment exist between the different subpopulations represented on campus.

Struggles in keeping underperforming students engaged in class. Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns, which pose a problem in maintaining high engagement and motivation in the classroom.

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

AISD must increase student achievement by ensuring all learners have access to high-quality instruction, supported by effective teachers, empowered leaders, and engaged families. To achieve this, we must strengthen instructional practices, build systems that support and retain high-quality educators, develop leadership at all levels, and deepen partnerships with families and the broader community

Teachers have used technology such as Chromebooks in their classrooms for several years. However, we have not provided an extensive selection of professional development opportunities to teachers to help them further improve instruction with technology. Many of the activities used by teachers with Chromebooks revolve around online learning platforms that closely resemble paper based assignments.

2

Of the 8 STAAR assessments administered in the spring of 2026, Madison students performed at or greater than on only three assessments compared to the 2025 STAAR assessment.

High quality tier I instruction may not be taking place on a consistent basis across all classrooms, each day, on campus. Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.

3

Over the past few years we have seen an increase in applicants who are new to education and either are coming to Madison from college and clinical teaching programs or who are coming to the education profession from other professions. Young teachers need further support, outside of the Madison administrative team, in order to be successful in classroom instruction.

With a changing population of current teachers as well as teacher applicants, the needs of teachers have evolved. Along with this, we continue to see the needs of our learners continue to evolve in a way that requires us to provide an evolving learning experience in order to best prepare our students for academic success.

4

Though our teachers and students have greater access to technology in the classroom such as Chromebooks, we still underutilize the devices to give students the opportunity to create an educational product with the devices.

Teachers have used technology such as Chromebooks in their classrooms for several years. However, we have not provided an extensive selection of professional development opportunities to teachers to help them further improve instruction with technology. Many of the activities used by teachers with Chromebooks revolve around online learning platforms that closely resemble paper based assignments.

Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Instructional time is lost due to teachers handling behavior issues that disrupt and distract the class.

Mental health issues are becoming more prevalent in the classroom and students do not have the social or emotional skills to cope with the acting out behaviors that are brought on by frustrations with the academic materials or comments made by peers.

2

Classroom management has been an area of concern for some teachers new to the middle school environment.

It is difficult for teachers to find time in their schedule to work with mentor teachers/CHAMPS Coach to learn and observe effective classroom management techniques.

3

Student to student conflict is difficult to manage. Even the feeling of conflict has a large impact on the perceptions of both students and staff.

Middle school aged students perceive conflict in many different ways. Middle school students can lack the social skills needed to resolve conflict in respectful and effective ways.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	Over the past few years we have seen an increase in applicants who are new to education and either are coming to Madison from college and clinical teaching programs or who are coming to the education profession from other professions. Young teachers need further support, outside of the Madison administrative team, in order to be successful in classroom instruction.	With a changing population of current teachers as well as teacher applicants, the needs of teachers have evolved. Along with this, we continue to see the needs of our learners continue to evolve in a way that requires us to provide an evolving learning experience in order to best prepare our students for academic success.
2	Instructional time is lost due to teachers handling behavior issues that disrupt and distract the class.	Mental health issues are becoming more prevalent in the classroom and students do not have the social or emotional skills to cope with the acting out behaviors that are brought on by frustrations with the academic materials or comments made by peers.
3	Classroom management has been an area of concern for some teachers new to the middle school environment.	It is difficult for teachers to find time in their schedule to work with mentor teachers/CHAMPS Coach to learn and observe effective classroom management techniques.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Of the 8 STAAR assessments administered in the spring of 2026, Madison students preformed at or greater than on only three assessments compared to the 2025 STAAR assessment.	High quality tier I instruction may not be taking place on a consistent basis across all classrooms, each day, on campus. Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.

2

Over the past few years we have seen an increase in applicants who are new to education and either are coming to Madison from college and clinical teaching programs or who are coming to the education profession from other professions. Young teachers need further support, outside of the Madison administrative team, in order to be successful in classroom instruction.

With a changing population of current teachers as well as teacher applicants, the needs of teachers have evolved. Along with this, we continue to see the needs of our learners continue to evolve in a way that requires us to provide an evolving learning experience in order to best prepare our students for academic success.

3

Though our teachers and students have greater access to technology in the classroom such as Chromebooks, we still underutilize the devices to give students the opportunity to create an educational product with the devices.

Teachers have used technology such as Chromebooks in their classrooms for several years. However, we have not provided an extensive selection of professional development opportunities to teachers to help them further improve instruction with technology. Many of the activities used by teachers with Chromebooks revolve around online learning platforms that closely resemble paper based assignments.

Performance Objective 1 Problem Statements Identifying School Organization

Problem Statement

Root Cause

2

Over the past few years we have seen an increase in applicants who are new to education and either are coming to Madison from college and clinical teaching programs or who are coming to the education profession from other professions. Young teachers need further support, outside of the Madison administrative team, in order to be successful in classroom instruction.

With a changing population of current teachers as well as teacher applicants, the needs of teachers have evolved. Along with this, we continue to see the needs of our learners continue to evolve in a way that requires us to provide an evolving learning experience in order to best prepare our students for academic success.

3

Instructional time is lost due to teachers handling behavior issues that disrupt and distract the class.

Mental health issues are becoming more prevalent in the classroom and students do not have the social or emotional skills to cope with the acting out behaviors that are brought on by frustrations with the academic materials or comments made by peers.

4

Classroom management has been an area of concern for some teachers new to the middle school environment.

It is difficult for teachers to find time in their schedule to work with mentor teachers/CHAMPS Coach to learn and observe effective classroom management techniques.

Performance Objective 1 Problem Statements Identifying Technology

Problem Statement

Root Cause

1

Though our teachers and students have greater access to technology in the classroom such as Chromebooks, we still underutilize the devices to give students the opportunity to create an educational product with the devices.

Teachers have used technology such as Chromebooks in their classrooms for several years. However, we have not provided an extensive selection of professional development opportunities to teachers to help them further improve instruction with technology. Many of the activities used by teachers with Chromebooks revolve around online learning platforms that closely resemble paper based assignments.

Performance Objective 2 High Priority HB3 Goal

AISD will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 7 STAAR math assessments.

Evaluation Data Source: STAAR Data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 7 STAAR Math assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 4 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1, 2, 3 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2, 3, 4 - Technology 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Math teachers will utilize district-designated curriculum documents (DDCD) and plan together as a vertical team each day.

Strategy's Expected Result/Impact: Madison will match or outperform the state average for percentage of students scoring approaches or better on at least 2 of the 3 STAAR math assessments in 2027. The percentage of students meeting or exceeding projected growth on MAP Growth will increase throughout the 2026 - 2027 school year. Performance gaps between all students and sub-population groups will decrease by 25% in 2027.

Staff Responsible for Monitoring: Campus Administration, Campus Instructional Facilitator

Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 4 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1, 2, 3 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 2, 3, 4 - Technology 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

Provide, review, and refine resources and ongoing training for staff in procedures, policies, and specific behavioral techniques to improve student behavior.

Strategy's Expected Result/Impact: Madison will match or outperform the state average for percentage of students scoring approaches or better on at least 2 of the 3 STAAR math assessments in 2027. The percentage of students meeting or exceeding projected growth on MAP Growth will increase throughout the 2026 - 2027 school year. Performance gaps between all students and sub-population groups will decrease by 25% in 2027.

Staff Responsible for Monitoring: Campus Administration, Campus Counselors, Campus Foundations Team, Campus CKH Process Champions

Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 2, 3 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2, 3, 4 - Technology 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 4

After school bus transportation will be provided for students who need to stay for credit and/or attendance recovery.

Strategy's Expected Result/Impact: Madison will match or outperform the state average for percentage of students scoring approaches or better on at least 2 of the 3 STAAR math assessments in 2027. The percentage of students meeting or exceeding projected growth on MAP Growth will increase throughout the 2026 - 2027 school year. Performance gaps between all students and sub-population groups will decrease by 25% in 2027.

Staff Responsible for Monitoring: Instructional Facilitator, Principal, Assistant Principals

Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2 - School Organization 1, 2, 3

Funding Sources: Title I, Part A, \$640

Title I: 2.5.1, 2.5.2, 2.5.3

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Strategy 5

The campus will continue to implement Progress Learning with the Liftoff Intervention program in RLA, Math, Social Studies, and Science classrooms to provide intervention and extension for 6th, 7th, and 8th grade students, using individual Map Growth plans.

Strategy's Expected Result/Impact: Campus will see an increase in overall growth in all four core content areas on the EOY MAP test and the 2027 STAAR.

Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Facilitator

Problem Statements: Demographics 1 - Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 2 - Technology 1

Funding Sources: Title I, Part A, \$12,500

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Achievement gaps on the STAAR assessment exist between the different subpopulations represented on campus.

Struggles in keeping underperforming students engaged in class. Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns, which pose a problem in maintaining high engagement and motivation in the classroom.

2

The daily attendance rate for Madison during the 2025 - 2026 school year was 94% with chronically absent students accounting for 17% of the student body.

Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class. Students do not see the full value of being present in school on a consistent basis.

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

AISD must increase student achievement by ensuring all learners have access to high-quality instruction, supported by effective teachers, empowered leaders, and engaged families. To achieve this, we must strengthen instructional practices, build systems that support and retain high-quality educators, develop leadership at all levels, and deepen partnerships with families and the broader community

Teachers have used technology such as Chromebooks in their classrooms for several years. However, we have not provided an extensive selection of professional development opportunities to teachers to help them further improve instruction with technology. Many of the activities used by teachers with Chromebooks revolve around online learning platforms that closely resemble paper based assignments.

2

Of the 8 STAAR assessments administered in the spring of 2026, Madison students performed at or greater than on only three assessments compared to the 2025 STAAR assessment.

High quality tier I instruction may not be taking place on a consistent basis across all classrooms, each day, on campus. Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.

3

Over the past few years we have seen an increase in applicants who are new to education and either are coming to Madison from college and clinical teaching programs or who are coming to the education profession from other professions. Young teachers need further support, outside of the Madison administrative team, in order to be successful in classroom instruction.

With a changing population of current teachers as well as teacher applicants, the needs of teachers have evolved. Along with this, we continue to see the needs of our learners continue to evolve in a way that requires us to provide an evolving learning experience in order to best prepare our students for academic success.

4

Though our teachers and students have greater access to technology in the classroom such as Chromebooks, we still underutilize the devices to give students the opportunity to create an educational product with the devices.

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Performance Objective 2 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Instructional time is lost due to teachers handling behavior issues that disrupt and distract the class.

Mental health issues are becoming more prevalent in the classroom and students do not have the social or emotional skills to cope with the acting out behaviors that are brought on by frustrations with the academic materials or comments made by peers.

2

Classroom management has been an area of concern for some teachers new to the middle school environment.

It is difficult for teachers to find time in their schedule to work with mentor teachers/CHAMPS Coach to learn and observe effective classroom management techniques.

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	Over the past few years we have seen an increase in applicants who are new to education and either are coming to Madison from college and clinical teaching programs or who are coming to the education profession from other professions. Young teachers need further support, outside of the Madison administrative team, in order to be successful in classroom instruction.	With a changing population of current teachers as well as teacher applicants, the needs of teachers have evolved. Along with this, we continue to see the needs of our learners continue to evolve in a way that requires us to provide an evolving learning experience in order to best prepare our students for academic success.
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Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Of the 8 STAAR assessments administered in the spring of 2026, Madison students preformed at or greater than on only three assessments compared to the 2025 STAAR assessment.	High quality tier I instruction may not be taking place on a consistent basis across all classrooms, each day, on campus. Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.

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Performance Objective 2 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

To build a thriving district, AISD must continue cultivating a culture where students, teachers, administrators, and the broader community collaborate effectively. Strengthening these connections is essential to developing leadership capacity and shared ownership of our schools' success.

Along with ParentSquare, Madison staff and administration will take advantage of social media platforms to tell the story of success at Madison Middle School, highlighting the achievements of our students, their families and our staff.

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Over the past few years we have seen an increase in applicants who are new to education and either are coming to Madison from college and clinical teaching programs or who are coming to the education profession from other professions. Young teachers need further support, outside of the Madison administrative team, in order to be successful in classroom instruction.

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4

Classroom management has been an area of concern for some teachers new to the middle school environment.

It is difficult for teachers to find time in their schedule to work with mentor teachers/CHAMPS Coach to learn and observe effective classroom management techniques.

Performance Objective 2 Problem Statements Identifying Technology

Problem Statement

Root Cause

1

Though our teachers and students have greater access to technology in the classroom such as Chromebooks, we still underutilize the devices to give students the opportunity to create an educational product with the devices.

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Performance Objective 3 High Priority HB3 Goal

AISD will strengthen college and career readiness programming and processes to ensure at least 80% of Class of 2026 graduates successfully meet CCMR criteria.

Evaluation Data Source: Accountability reporting and internal tracking processes

Strategy 1

Implement a career day across all grade levels and classrooms in the fall of 2026, in which 100% of students will participate.

Strategy's Expected Result/Impact: Madison will be hosting a career day this year for all students. Our goal is to have representatives from a variety of occupations visit our campus and teach our students about their careers.

Staff Responsible for Monitoring: Campus Administration, Campus Counselors, Campus Team Leaders

Problem Statements: Family and Community Engagement 1, 2 - School Organization 1

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

At least 25% of students in each grade level will be enrolled in 1 or more honors classes.

Strategy's Expected Result/Impact: Working in an academically challenging class will help to prepare students for success in middle school, high school, and college.

Staff Responsible for Monitoring: Campus Administration, Campus Counselors

Problem Statements: Demographics 1, 2 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 3 - Technology 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

At least 35% of students in each grade level will be enrolled in 1 or more career focused elective.

Strategy's Expected Result/Impact: Working in a career focused elective such as robotics, life readiness, career and college readiness, and principles of manufacturing will give students exposure to possible paths of study in high school.

Staff Responsible for Monitoring: Campus Administration, Campus Counselors

Problem Statements: Demographics 2 - Student Achievement 1 - Family and Community Engagement 1, 2 - School Organization 1 - Technology 1

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Achievement gaps on the STAAR assessment exist between the different subpopulations represented on campus.

Struggles in keeping underperforming students engaged in class. Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns, which pose a problem in maintaining high engagement and motivation in the classroom.

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The daily attendance rate for Madison during the 2025 - 2026 school year was 94% with chronically absent students accounting for 17% of the student body.

Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class. Students do not see the full value of being present in school on a consistent basis.

Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

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Of the 8 STAAR assessments administered in the spring of 2026, Madison students performed at or greater than on only three assessments compared to the 2025 STAAR assessment.

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Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

3

Though our teachers and students have greater access to technology in the classroom such as Chromebooks, we still underutilize the devices to give students the opportunity to create an educational product with the devices.

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Performance Objective 3 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

To build public trust and ensure every student is supported, AISD must strengthen two-way communication and deepen partnerships with families and the broader community. By telling the AISD story as a district of choice, we can highlight the exceptional opportunities we offer and foster greater confidence in our schools.

Along with ParentSquare, Madison staff and administration will take advantage of social media platforms to tell the story of success at Madison Middle School, highlighting the achievements of our students, their families and our staff.

2

Parent and community engagement with Madison was not as high as we want to see during the 2026 school year.

With greater advertisement, we can draw more parents' attention to the Madison homepage, and Facebook page. We can also work closer with the Madison PTA to not only advertise family events, but to also help explain the importance and value of attending these events.

Performance Objective 3 Problem Statements Identifying School Organization

Problem Statement	Root Cause
1 To build a thriving district, AISD must continue cultivating a culture where students, teachers, administrators, and the broader community collaborate effectively. Strengthening these connections is essential to developing leadership capacity and shared ownership of our schools' success.	Along with ParentSquare, Madison staff and administration will take advantage of social media platforms to tell the story of success at Madison Middle School, highlighting the achievements of our studnets, their families and our staff.

Performance Objective 3 Problem Statements Identifying Technology

Problem Statement	Root Cause
1 Though our teachers and students have greater access to technology in the classroom such as Chromebooks, we still underutilize the devices to give students the opportunity to create an educational product with the devices.	Teachers have used technology such as Chromebooks in their classrooms for several years. However, we have not provided an extensive selection of professional development opportunities to teachers to help them further improve instruction with technology. Many of the activities used by teachers with Chromebooks revolve around online learning platforms that closely resemble paper based assignments.

Performance Objective 4

Madison MS will strengthen Tier 1 science instruction and intervention systems to meet or exceed the state approaches average on the 8th grade STAAR science assessment.

Evaluation Data Source: STAAR Data

Strategy 1

Madison will send teacher(s) to the CAST25 Science conference which showcases innovative classroom strategies and resources through hundreds of sessions, a massive exhibit hall, and countless opportunities for connection.

Strategy's Expected Result/Impact: Madison will match or outperform the state average for percentage of students scoring approaches or better on the 8th grade STAAR assessment in 2026. The percentage of students meeting or exceeding projected growth on MAP Growth will increase throughout the 2025 - 2026 school year.

Staff Responsible for Monitoring: Instructional Facilitator, Principal

Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1, 2, 3 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2, 3, 4 - Technology 1

Funding Sources: Title I, Part A, \$325

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Achievement gaps on the STAAR assessment exist between the different subpopulations represented on campus.

Struggles in keeping underperforming students engaged in class. Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns, which pose a problem in maintaining high engagement and motivation in the classroom.

2

The daily attendance rate for Madison during the 2025 - 2026 school year was 94% with chronically absent students accounting for 17% of the student body.

Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class. Students do not see the full value of being present in school on a consistent basis.

Performance Objective 4 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

AISD must increase student achievement by ensuring all learners have access to high-quality instruction, supported by effective teachers, empowered leaders, and engaged families. To achieve this, we must strengthen instructional practices, build systems that support and retain high-quality educators, develop leadership at all levels, and deepen partnerships with families and the broader community

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3

Over the past few years we have seen an increase in applicants who are new to education and either are coming to Madison from college and clinical teaching programs or who are coming to the education profession from other professions. Young teachers need further support, outside of the Madison administrative team, in order to be successful in classroom instruction.

With a changing population of current teachers as well as teacher applicants, the needs of teachers have evolved. Along with this, we continue to see the needs of our learners continue to evolve in a way that requires us to provide an evolving learning experience in order to best prepare our students for academic success.

4

Though our teachers and students have greater access to technology in the classroom such as Chromebooks, we still underutilize the devices to give students the opportunity to create an educational product with the devices.

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Performance Objective 4 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Instructional time is lost due to teachers handling behavior issues that disrupt and distract the class.

Mental health issues are becoming more prevalent in the classroom and students do not have the social or emotional skills to cope with the acting out behaviors that are brought on by frustrations with the academic materials or comments made by peers.

2

Classroom management has been an area of concern for some teachers new to the middle school environment.

It is difficult for teachers to find time in their schedule to work with mentor teachers/CHAMPS Coach to learn and observe effective classroom management techniques.

Performance Objective 4 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	Over the past few years we have seen an increase in applicants who are new to education and either are coming to Madison from college and clinical teaching programs or who are coming to the education profession from other professions. Young teachers need further support, outside of the Madison administrative team, in order to be successful in classroom instruction.	With a changing population of current teachers as well as teacher applicants, the needs of teachers have evolved. Along with this, we continue to see the needs of our learners continue to evolve in a way that requires us to provide an evolving learning experience in order to best prepare our students for academic success.
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3	Classroom management has been an area of concern for some teachers new to the middle school environment.	It is difficult for teachers to find time in their schedule to work with mentor teachers/CHAMPS Coach to learn and observe effective classroom management techniques.

Performance Objective 4 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Of the 8 STAAR assessments administered in the spring of 2026, Madison students preformed at or greater than on only three assessments compared to the 2025 STAAR assessment.	High quality tier I instruction may not be taking place on a consistent basis across all classrooms, each day, on campus. Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.

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Performance Objective 4 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

To build a thriving district, AISD must continue cultivating a culture where students, teachers, administrators, and the broader community collaborate effectively. Strengthening these connections is essential to developing leadership capacity and shared ownership of our schools' success.

Along with ParentSquare, Madison staff and administration will take advantage of social media platforms to tell the story of success at Madison Middle School, highlighting the achievements of our students, their families and our staff.

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4

Classroom management has been an area of concern for some teachers new to the middle school environment.

It is difficult for teachers to find time in their schedule to work with mentor teachers/CHAMPS Coach to learn and observe effective classroom management techniques.

Performance Objective 4 Problem Statements Identifying Technology

Problem Statement

Root Cause

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Goal 2

By the end of the 2026-2027 school year, students in special populations will increase passing rates on STARR and EOC by 10%.

Performance Objective 1

AISD will strengthen Tier 1 ELA instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments.

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments. 80% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2 - School Organization 2, 3 - Technology 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Utilize Summit K12 to support our emergent bilingual students.

Strategy's Expected Result/Impact: We will have a teacher with 2 dedicated class periods to working with our emergent bilingual students in the Summit K12 program. This will help them prepare for the 2027 TELPAS assessment in the spring of 2027.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Demographics 1 - Student Achievement 2, 4 - Curriculum, Instruction, and Assessment 1 - Technology 1

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Achievement gaps on the STAAR assessment exist between the different subpopulations represented on campus.	Struggles in keeping underperforming students engaged in class. Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns, which pose a problem in maintaining high engagement and motivation in the classroom.
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Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
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Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 Instructional time is lost due to teachers handling behavior issues that disrupt and distract the class.	Mental health issues are becoming more prevalent in the classroom and students do not have the social or emotional skills to cope with the acting out behaviors that are brought on by frustrations with the academic materials or comments made by peers.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
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Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
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Over the past few years we have seen an increase in applicants who are new to education and either are coming to Madison from college and clinical teaching programs or who are coming to the education profession from other professions. Young teachers need further support, outside of the Madison administrative team, in order to be successful in classroom instruction.

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Performance Objective 1 Problem Statements Identifying School Organization

Problem Statement

Root Cause

2

Over the past few years we have seen an increase in applicants who are new to education and either are coming to Madison from college and clinical teaching programs or who are coming to the education profession from other professions. Young teachers need further support, outside of the Madison administrative team, in order to be successful in classroom instruction.

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Performance Objective 1 Problem Statements Identifying Technology

Problem Statement

Root Cause

1

Though our teachers and students have greater access to technology in the classroom such as Chromebooks, we still underutilize the devices to give students the opportunity to create an educational product with the devices.

Teachers have used technology such as Chromebooks in their classrooms for several years. However, we have not provided an extensive selection of professional development opportunities to teachers to help them further improve instruction with technology. Many of the activities used by teachers with Chromebooks revolve around online learning platforms that closely resemble paper based assignments.

Performance Objective 2

AISD will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 7 STAAR math assessments.

Evaluation Data Source: STAAR Data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 7 STAAR Math assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 4 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1, 2, 3 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2, 3, 4 - Technology 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Utilize Summit K12 to support our emergent bilingual students.

Strategy's Expected Result/Impact: We will have a teacher with 2 dedicated class periods to working with our emergent bilingual students in the Summit K12 program. This will help them prepare for the 2027 TELPAS assessment in the spring of 2027.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Demographics 1 - Student Achievement 2, 4 - Curriculum, Instruction, and Assessment 1 - Technology 1

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Achievement gaps on the STAAR assessment exist between the different subpopulations represented on campus.

Struggles in keeping underperforming students engaged in class. Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns, which pose a problem in maintaining high engagement and motivation in the classroom.

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

AISD must increase student achievement by ensuring all learners have access to high-quality instruction, supported by effective teachers, empowered leaders, and engaged families. To achieve this, we must strengthen instructional practices, build systems that support and retain high-quality educators, develop leadership at all levels, and deepen partnerships with families and the broader community

Teachers have used technology such as Chromebooks in their classrooms for several years. However, we have not provided an extensive selection of professional development opportunities to teachers to help them further improve instruction with technology. Many of the activities used by teachers with Chromebooks revolve around online learning platforms that closely resemble paper based assignments.

2

Of the 8 STAAR assessments administered in the spring of 2026, Madison students preformed at or greater than on only three assessments compared to the 2025 STAAR assessment.

High quality tier I instruction may not be taking place on a consistent basis across all classrooms, each day, on campus. Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.

3

Over the past few years we have seen an increase in applicants who are new to education and either are coming to Madison from college and clinical teaching programs or who are coming to the education profession from other professions. Young teachers need further support, outside of the Madison administrative team, in order to be successful in classroom instruction.

With a changing population of current teachers as well as teacher applicants, the needs of teachers have evolved. Along with this, we continue to see the needs of our learners continue to evolve in a way that requires us to provide an evolving learning experience in order to best prepare our students for academic success.

4

Though our teachers and students have greater access to technology in the classroom such as Chromebooks, we still underutilize the devices to give students the opportunity to create an educational product with the devices.

Teachers have used technology such as Chromebooks in their classrooms for several years. However, we have not provided an extensive selection of professional development opportunities to teachers to help them further improve instruction with technology. Many of the activities used by teachers with Chromebooks revolve around online learning platforms that closely resemble paper based assignments.

Performance Objective 2 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Instructional time is lost due to teachers handling behavior issues that disrupt and distract the class.

Mental health issues are becoming more prevalent in the classroom and students do not have the social or emotional skills to cope with the acting out behaviors that are brought on by frustrations with the academic materials or comments made by peers.

2

Classroom management has been an area of concern for some teachers new to the middle school environment.

It is difficult for teachers to find time in their schedule to work with mentor teachers/CHAMPS Coach to learn and observe effective classroom management techniques.

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	Over the past few years we have seen an increase in applicants who are new to education and either are coming to Madison from college and clinical teaching programs or who are coming to the education profession from other professions. Young teachers need further support, outside of the Madison administrative team, in order to be successful in classroom instruction.	With a changing population of current teachers as well as teacher applicants, the needs of teachers have evolved. Along with this, we continue to see the needs of our learners continue to evolve in a way that requires us to provide an evolving learning experience in order to best prepare our students for academic success.
2	Instructional time is lost due to teachers handling behavior issues that disrupt and distract the class.	Mental health issues are becoming more prevalent in the classroom and students do not have the social or emotional skills to cope with the acting out behaviors that are brought on by frustrations with the academic materials or comments made by peers.
3	Classroom management has been an area of concern for some teachers new to the middle school environment.	It is difficult for teachers to find time in their schedule to work with mentor teachers/CHAMPS Coach to learn and observe effective classroom management techniques.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Of the 8 STAAR assessments administered in the spring of 2026, Madison students preformed at or greater than on only three assessments compared to the 2025 STAAR assessment.	High quality tier I instruction may not be taking place on a consistent basis across all classrooms, each day, on campus. Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.

2

Over the past few years we have seen an increase in applicants who are new to education and either are coming to Madison from college and clinical teaching programs or who are coming to the education profession from other professions. Young teachers need further support, outside of the Madison administrative team, in order to be successful in classroom instruction.

With a changing population of current teachers as well as teacher applicants, the needs of teachers have evolved. Along with this, we continue to see the needs of our learners continue to evolve in a way that requires us to provide an evolving learning experience in order to best prepare our students for academic success.

3

Though our teachers and students have greater access to technology in the classroom such as Chromebooks, we still underutilize the devices to give students the opportunity to create an educational product with the devices.

Teachers have used technology such as Chromebooks in their classrooms for several years. However, we have not provided an extensive selection of professional development opportunities to teachers to help them further improve instruction with technology. Many of the activities used by teachers with Chromebooks revolve around online learning platforms that closely resemble paper based assignments.

Performance Objective 2 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

To build a thriving district, AISD must continue cultivating a culture where students, teachers, administrators, and the broader community collaborate effectively. Strengthening these connections is essential to developing leadership capacity and shared ownership of our schools' success.

Along with ParentSquare, Madison staff and administration will take advantage of social media platforms to tell the story of success at Madison Middle School, highlighting the achievements of our students, their families and our staff.

2

Over the past few years we have seen an increase in applicants who are new to education and either are coming to Madison from college and clinical teaching programs or who are coming to the education profession from other professions. Young teachers need further support, outside of the Madison administrative team, in order to be successful in classroom instruction.

With a changing population of current teachers as well as teacher applicants, the needs of teachers have evolved. Along with this, we continue to see the needs of our learners continue to evolve in a way that requires us to provide an evolving learning experience in order to best prepare our students for academic success.

3

Instructional time is lost due to teachers handling behavior issues that disrupt and distract the class.

Mental health issues are becoming more prevalent in the classroom and students do not have the social or emotional skills to cope with the acting out behaviors that are brought on by frustrations with the academic materials or comments made by peers.

4

Classroom management has been an area of concern for some teachers new to the middle school environment.

It is difficult for teachers to find time in their schedule to work with mentor teachers/CHAMPS Coach to learn and observe effective classroom management techniques.

Performance Objective 2 Problem Statements Identifying Technology

Problem Statement

Root Cause

1

Though our teachers and students have greater access to technology in the classroom such as Chromebooks, we still underutilize the devices to give students the opportunity to create an educational product with the devices.

Teachers have used technology such as Chromebooks in their classrooms for several years. However, we have not provided an extensive selection of professional development opportunities to teachers to help them further improve instruction with technology. Many of the activities used by teachers with Chromebooks revolve around online learning platforms that closely resemble paper based assignments.

Goal 3

By the end of the 2026-2027 school year, the district will reduce documented negative classroom behavior referrals by 10% through a targeted family engagement initiative.

Performance Objective 1 High Priority HB3 Goal

AISD will implement targeted family engagement initiatives across three strategic pillars--Proactive Communication, Collaborative Problem-Solving, and Capacity Building--to improve school climate and support the 10% reduction in negative classroom behavior referrals.

Evaluation Data Source: Behavior referrals and stakeholder surveys

Strategy 1

Madison will host fall and spring open house events to allow teachers and parents the opportunity to connect face to face.

Strategy's Expected Result/Impact: Families and staff will build a closer relationship through face to face interaction.

Staff Responsible for Monitoring: Title 1 Parent Coordinator, Principal, Assistant Principals

Problem Statements: Demographics 2 - Family and Community Engagement 1 - School Organization 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

All teachers will track communication with parents, with the goal of making at least 3 positive communications to every 1 negative communication throughout the 2027 school year.

Strategy's Expected Result/Impact: Staff will develop deeper rooted relationships with families based on the positive things that are taking place on campus each day, and not souly on the negative events.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Demographics 1, 2 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 1, 2 - School Organization 1

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

The Madison Foundations team will meet 1 time a month to look at data and trends related to student behavior, attendance, and classroom structure and expectations.

Strategy's Expected Result/Impact: Teachers will have greater support with targeted professional development, based on relevant data, presented by the Foundations team at faculty meetings throughout the school year.

Staff Responsible for Monitoring: Principal, Assistant Principals, Foundations Team

Problem Statements: Demographics 2 - Student Achievement 3 - School Culture and Climate 1, 2, 3 - Staff Quality, Recruitment, and Retention 1, 2, 3 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

Madison will have a dedicated, certified teacher, in the ISS classroom this year to help with academic instruction as well as to provide targeted social emotional lessons to students who are assigned ISS.

Strategy's Expected Result/Impact: We will see students continue to grow academically even while they are assigned ISS. They will also receive social emotional lessons to help them gain skills in that area and give them the tools they need to find success in class and stay in class.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator

Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3 - School Culture and Climate 1, 2, 3 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Achievement gaps on the STAAR assessment exist between the different subpopulations represented on campus.

Struggles in keeping underperforming students engaged in class. Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns, which pose a problem in maintaining high engagement and motivation in the classroom.

2

The daily attendance rate for Madison during the 2025 - 2026 school year was 94% with chronically absent students accounting for 17% of the student body.

Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class. Students do not see the full value of being present in school on a consistent basis.

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

AISD must increase student achievement by ensuring all learners have access to high-quality instruction, supported by effective teachers, empowered leaders, and engaged families. To achieve this, we must strengthen instructional practices, build systems that support and retain high-quality educators, develop leadership at all levels, and deepen partnerships with families and the broader community

Teachers have used technology such as Chromebooks in their classrooms for several years. However, we have not provided an extensive selection of professional development opportunities to teachers to help them further improve instruction with technology. Many of the activities used by teachers with Chromebooks revolve around online learning platforms that closely resemble paper based assignments.

2

Of the 8 STAAR assessments administered in the spring of 2026, Madison students performed at or greater than on only three assessments compared to the 2025 STAAR assessment.

High quality tier I instruction may not be taking place on a consistent basis across all classrooms, each day, on campus. Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.

3

Over the past few years we have seen an increase in applicants who are new to education and either are coming to Madison from college and clinical teaching programs or who are coming to the education profession from other professions. Young teachers need further support, outside of the Madison administrative team, in order to be successful in classroom instruction.

With a changing population of current teachers as well as teacher applicants, the needs of teachers have evolved. Along with this, we continue to see the needs of our learners continue to evolve in a way that requires us to provide an evolving learning experience in order to best prepare our students for academic success.

Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Instructional time is lost due to teachers handling behavior issues that disrupt and distract the class.

Mental health issues are becoming more prevalent in the classroom and students do not have the social or emotional skills to cope with the acting out behaviors that are brought on by frustrations with the academic materials or comments made by peers.

2

Classroom management has been an area of concern for some teachers new to the middle school environment.

It is difficult for teachers to find time in their schedule to work with mentor teachers/CHAMPS Coach to learn and observe effective classroom management techniques.

3

Student to student conflict is difficult to manage. Even the feeling of conflict has a large impact on the perceptions of both students and staff.

Middle school aged students perceive conflict in many different ways. Middle school students can lack the social skills needed to resolve conflict in respectful and effective ways.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	Over the past few years we have seen an increase in applicants who are new to education and either are coming to Madison from college and clinical teaching programs or who are coming to the education profession from other professions. Young teachers need further support, outside of the Madison administrative team, in order to be successful in classroom instruction.	With a changing population of current teachers as well as teacher applicants, the needs of teachers have evolved. Along with this, we continue to see the needs of our learners continue to evolve in a way that requires us to provide an evolving learning experience in order to best prepare our students for academic success.
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3	Classroom management has been an area of concern for some teachers new to the middle school environment.	It is difficult for teachers to find time in their schedule to work with mentor teachers/CHAMPS Coach to learn and observe effective classroom management techniques.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Of the 8 STAAR assessments administered in the spring of 2026, Madison students preformed at or greater than on only three assessments compared to the 2025 STAAR assessment.	High quality tier I instruction may not be taking place on a consistent basis across all classrooms, each day, on campus. Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.

2

Over the past few years we have seen an increase in applicants who are new to education and either are coming to Madison from college and clinical teaching programs or who are coming to the education profession from other professions. Young teachers need further support, outside of the Madison administrative team, in order to be successful in classroom instruction.

With a changing population of current teachers as well as teacher applicants, the needs of teachers have evolved. Along with this, we continue to see the needs of our learners continue to evolve in a way that requires us to provide an evolving learning experience in order to best prepare our students for academic success.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

To build public trust and ensure every student is supported, AISD must strengthen two-way communication and deepen partnerships with families and the broader community. By telling the AISD story as a district of choice, we can highlight the exceptional opportunities we offer and foster greater confidence in our schools.

Along with ParentSquare, Madison staff and administration will take advantage of social media platforms to tell the story of success at Madison Middle School, highlighting the achievements of our studnets, their families and our staff.

2

Parent and community engagement with Madison was not as high as we want to see during the 2026 school year.

With greater advertisement, we can draw more parents' attention to the Madison homepage, and Facebook page. We can also work closer with the Madison PTA to not only advertise family events, but to also help explain the importance and value of attending these events.

Performance Objective 1 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

To build a thriving district, AISD must continue cultivating a culture where students, teachers, administrators, and the broader community collaborate effectively. Strengthening these connections is essential to developing leadership capacity and shared ownership of our schools' success.

Along with ParentSquare, Madison staff and administration will take advantage of social media platforms to tell the story of success at Madison Middle School, highlighting the achievements of our studnets, their families and our staff.

Abilene Independent School District



Early Childhood

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

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

Performance Objective 1 High Priority HB3 Goal

AISD will strengthen Tier 1 ELA instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments.

Evaluation Data Source: STAAR data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Funding Sources: Computer for Instructional Coaches and SIS Title 1, Part A Carryover, \$10,978.74

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Performance Objective 2 High Priority HB3 Goal

AISD will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 7 STAAR math assessments.

Evaluation Data Source: STAAR Data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 7 STAAR Math assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

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Performance Objective 3 **High Priority** **HB3 Goal**

AISD will strengthen college and career readiness programming and processes to ensure at least 90% of Class of 2027 graduates successfully meet CCMR criteria.

Evaluation Data Source: Accountability reporting and internal tracking processes

Strategy 1

Strengthen college and career readiness pathways across all grade levels by aligning instruction, advising, and progress monitoring systems that prepare students for successful attainment of CCMR indicators by graduation.

Strategy's Expected Result/Impact: At least 90% of Class of 2027 graduates successfully meet CCMR criteria. This will move us towards the ultimate goal of 100% of students meeting CCMR criteria.

Staff Responsible for Monitoring: High school leaders, Curriculum and Instruction leaders

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Goal 2

By the end of the 2026-2027 school year, students in special populations will increase passing rates on STARR and EOC by 10%.

Goal 3

By the end of the 2026-2027 school year, the district will reduce documented negative classroom behavior referrals by 10% through a targeted family engagement initiative.

Performance Objective 1

AISD will implement targeted family engagement initiatives across three strategic pillars--Proactive Communication, Collaborative Problem-Solving, and Capacity Building--to improve school climate and support the 10% reduction in negative classroom behavior referrals.

Evaluation Data Source: Behavior Referrals, Stakeholder Surveys

Strategy 1

Utilize district social workers and behavior coordinators to present mental health and behavioral strategy micro-trainings during famly engagement nights.

Strategy's Expected Result/Impact: Provide needed support and training to decrease negative behaviors at school and home.

Staff Responsible for Monitoring: Student Services, Principals

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Strategy 2

Standardize the use of ParentSquare an accessible, translatable communication platform, so families can easily converse with teachers about daily wins and struggles.

Strategy's Expected Result/Impact: Positive communication with families and the reduction of documented negative classroom behavior referrals by 10%

Staff Responsible for Monitoring: Principals, Student Services and AISD Communication Dept

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Abilene Independent School District



Dyess Elementary

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 2 : By the end of the 2026-2027 school year, students in special populations ...	8
Goal 3 : By the end of the 2026-2027 school year, the district will reduce documen...	9

Goal 1

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

Performance Objective 1 High Priority HB3 Goal

AISD will strengthen Tier 1 ELA instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments.

Evaluation Data Source: STAAR data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Funding Sources: Computer for Instructional Coaches and SIS Title 1, Part A Carryover, \$10,978.74

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Strategy 2

Daily practice creating an essential statement from a question or writing prompt and weekly practice extending answer using text evidence.

Strategy's Expected Result/Impact: Increase in ECR and SCR.

Staff Responsible for Monitoring: Principal, Teachers, Reading IC, SIS.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

Reading small group tutoring time both during and outside of school hours for students in 4th and 5th who did not meet standard as well as other students identified through PLC process at all grade levels.

Strategy's Expected Result/Impact: Dyess Elementary will increase reading map met growth by 5% in all grade levels as evident on end of year map scores. Dyess Elementary will also increase approaches by 5% for 4th and 10 % for 5th grade reading.

Staff Responsible for Monitoring: Teacher, SIS, Principal, Reading IC

Problem Statements: Student Achievement 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 4

Targeted extension and reteach time for all students during daily scheduled time(Flighttime)

Strategy's Expected Result/Impact: Increased in students meeting MAP growth and increase in student growth rate on STAAR. Increase of meets and masters grade level by 5%.

Staff Responsible for Monitoring: Reading IC, Teachers. Prinicipal.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Decrease in domain 1 scores for 3rd and 4th grade reading with significant drops in meets and masters grade level.

Lack of writing embedded in newly adopted curriculum. Lack of consistency in staffing in grades 3rd through 5th.

Performance Objective 2 High Priority HB3 Goal

AISD will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 7 STAAR math assessments.

Evaluation Data Source: STAAR Data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 7 STAAR Math assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

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Strategy 2

Additional time provided to help students master learning objective afterschool including transportation if needed.

Strategy's Expected Result/Impact: Increased student engagement, learning time, and improved map/STAAR scores.

Staff Responsible for Monitoring: Teachers, Principal, SIS, MATH IC

Problem Statements: Student Achievement 1

Title I: 2.5.3

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

Math small group tutoring time both during and outside of school hours for students in 4th and 5th who did not meet standard as well as other students identified through PLC process at all grade levels.

Strategy's Expected Result/Impact: Dyess Elementary will increase map met growth by 5% in all grade levels as evident on end of year map scores. Dyess Elementary will also increase approaches by 5% for both 4th and 5th grade math.

Staff Responsible for Monitoring: Principal, AP, Teachers, SIS, Math IC

Problem Statements: Student Achievement 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement		Root Cause
1	Decrease in domain 1 scores for 3rd and 4th grade reading with significant drops in meets and masters grade level.	Lack of writing embedded in newly adopted curriculum. Lack of consistency in staffing in grades 3rd through 5th.

Performance Objective 3 ☒ High Priority ☒ HB3 Goal

AISD will strengthen college and career readiness programming and processes to ensure at least 90% of Class of 2027 graduates successfully meet CCMR criteria.

Evaluation Data Source: Accountability reporting and internal tracking processes

Strategy 1

Strengthen college and career readiness pathways across all grade levels by aligning instruction, advising, and progress monitoring systems that prepare students for successful attainment of CCMR indicators by graduation.

Strategy's Expected Result/Impact: At least 90% of Class of 2027 graduates successfully meet CCMR criteria. This will move us towards the ultimate goal of 100% of students meeting CCMR criteria.

Staff Responsible for Monitoring: High school leaders, Curriculum and Instruction leaders

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Strategy 2

Create attendance incentive program while also communicating with parents on attendance.

Strategy's Expected Result/Impact: Increase attendance rate by 1 percentage point. Decrease learning time lost.

Staff Responsible for Monitoring: Attendance clerk, AP, Teacher, Parent liaison.

Title I: 2.5.1

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Goal 2

By the end of the 2026-2027 school year, students in special populations will increase passing rates on STARR and EOC by 10%.

Performance Objective 1 High Priority

80% of EB students will meets expected growth.

Evaluation Data Source: TELPAS scores, K12

Strategy 1

Targeted small group pull out time using K12 platform with an additional focus on speaking.

Strategy's Expected Result/Impact: Increased TELPAS success rate. All students able to effectively speak using microphone,

Title I: 2.5.1

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Goal 3

By the end of the 2026-2027 school year, the district will reduce documented negative classroom behavior referrals by 10% through a targeted family engagement initiative.

Performance Objective 1

AISD will implement targeted family engagement initiatives across three strategic pillars--Proactive Communication, Collaborative Problem-Solving, and Capacity Building--to improve school climate and support the 10% reduction in negative classroom behavior referrals.

Evaluation Data Source: Behavior Referrals, Stakeholder Surveys

Strategy 1

Utilize district social workers and behavior coordinators to present mental health and behavioral strategy micro-trainings during famly engagement nights.

Strategy's Expected Result/Impact: Provide needed support and training to decrease negative behaviors at school and home.

Staff Responsible for Monitoring: Student Services, Principals

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Strategy 2

Standardize the use of ParentSquare an accessible, translatable communication platform, so families can easily converse with teachers about daily wins and struggles.

Strategy's Expected Result/Impact: Positive communication with families and the reduction of documented negative classroom behavior referrals by 10%

Staff Responsible for Monitoring: Principals, Student Services and AISD Communication Dept

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Strategy 3

Provide weekly opportunities for parents to engage with their students through academic

activities.

Strategy's Expected Result/Impact: Increase in parent engagement and increased reading outside of school.

Staff Responsible for Monitoring: Teacher, IC, Principal.

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

Training and ongoing support in use parent side of frontline.

Strategy's Expected Result/Impact: Increase in parent interaction and knowledge of grades, attendance, and behavior.

Staff Responsible for Monitoring: Clerical office, Teacher, A.P.

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Craig Middle School

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

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

Performance Objective 1 High Priority HB3 Goal

AISD will strengthen Tier 1 ELA instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments.

Evaluation Data Source: STAAR data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Funding Sources: Computer for Instructional Coaches and SIS Title 1, Part A Carryover, \$10,978.74

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Performance Objective 2 High Priority HB3 Goal

AISD will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 7 STAAR math assessments.

Evaluation Data Source: STAAR Data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 7 STAAR Math assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

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Performance Objective 3 High Priority HB3 Goal

AI SD will strengthen college and career readiness programming and processes to ensure at least 90% of Class of 2027 graduates successfully meet CCMR criteria.

Evaluation Data Source: Accountability reporting and internal tracking processes

Strategy 1

Strengthen college and career readiness pathways across all grade levels by aligning instruction, advising, and progress monitoring systems that prepare students for successful attainment of CCMR indicators by graduation.

Strategy's Expected Result/Impact: At least 90% of Class of 2027 graduates successfully meet CCMR criteria. This will move us towards the ultimate goal of 100% of students meeting CCMR criteria.

Staff Responsible for Monitoring: High school leaders, Curriculum and Instruction leaders

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Goal 2

By the end of the 2026-2027 school year, students in special populations will increase passing rates on STARR and EOC by 10%.

Goal 3

By the end of the 2026-2027 school year, the district will reduce documented negative classroom behavior referrals by 10% through a targeted family engagement initiative.

Performance Objective 1

AISD will implement targeted family engagement initiatives across three strategic pillars--Proactive Communication, Collaborative Problem-Solving, and Capacity Building--to improve school climate and support the 10% reduction in negative classroom behavior referrals.

Evaluation Data Source: Behavior Referrals, Stakeholder Surveys

Strategy 1

Utilize district social workers and behavior coordinators to present mental health and behavioral strategy micro-trainings during famly engagement nights.

Strategy's Expected Result/Impact: Provide needed support and training to decrease negative behaviors at school and home.

Staff Responsible for Monitoring: Student Services, Principals

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Strategy 2

Standardize the use of ParentSquare an accessible, translatable communication platform, so families can easily converse with teachers about daily wins and struggles.

Strategy's Expected Result/Impact: Positive communication with families and the reduction of documented negative classroom behavior referrals by 10%

Staff Responsible for Monitoring: Principals, Student Services and AISD Communication Dept

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Abilene Independent School District



Cooper High School

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 3 : By the end of the 2026-2027 school year, the district will reduce documen...	7

Goal 1

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

Performance Objective 1 High Priority HB3 Goal

AISD will strengthen Tier 1 ELA instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments.

Evaluation Data Source: STAAR data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, Cooper High School will meet or exceed the state average at the Approaches performance level on at least one of the two English EOC assessments. . 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Funding Sources: Computer for Instructional Coaches and SIS Title 1, Part A Carryover, \$10,978.74

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Performance Objective 2 High Priority HB3 Goal

AISD will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 7 STAAR math assessments.

Evaluation Data Source: STAAR Data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, Cooper High School will reduce the gap between its Algebra I EOC Approaches performance and the state average by 50%. In addition, 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

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Performance Objective 3 **High Priority** **HB3 Goal**

AISD will strengthen college and career readiness programming and processes to ensure at least 90% of Class of 2027 graduates successfully meet CCMR criteria.

Evaluation Data Source: Accountability reporting and internal tracking processes

Strategy 1

Strengthen college and career readiness pathways across all grade levels by aligning instruction, advising, and progress monitoring systems that prepare students for successful attainment of CCMR indicators by graduation.

Strategy's Expected Result/Impact: At least 95% of Class of 2027 graduates successfully meet CCMR criteria. This will move us towards the ultimate goal of 100% of students meeting CCMR criteria.

Staff Responsible for Monitoring: High school leaders, Curriculum and Instruction leaders

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Goal 2

By the end of the 2026-2027 school year, students in special populations will increase passing rates on STARR and EOC by 10%.

Performance Objective 1 High Priority HB3 Goal

By the end of the 2026-2027 school year, Cooper High School will implement targeted, data-driven instructional supports and progress monitoring for students in special populations, resulting in a 10% increase in the percentage of students meeting the Approaches Grade Level standard or higher on STAAR and EOC assessments.

Evaluation Data Source: Accountability reporting and internal tracking processes

Strategy 1

Continue targeted data-driven interventions (Summit K12 groups, TSI math prep for our highest achievers, and progress monitoring).

Strategy's Expected Result/Impact: Increase EOC and STAAR passing rates by 10% for Special Education, Emergent Bilingual, and At-Risk students.

Staff Responsible for Monitoring: Tyler Edwards, Associate Principal, & Kristie Seeds, Assistant Principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Implement campus-wide instructional strategies specifically designed to support special populations students, including: Notebook LM to extend and create lessons in student's home language, Ongoing collaboration between ESL and content teachers, Instructional coaching towards rigorous high level questioning in daily lessons, and Track special populations in PLCs using TEA domain 2A growth tracker

Strategy's Expected Result/Impact: Increase EOC and STAAR passing rates by 10% for Special Education, Emergent Bilingual, and At-Risk students.

Increase Meets and Masters performance for GT students.

Reduce achievement gaps between special populations and the overall campus.

Staff Responsible for Monitoring: Jon Patrick, Campus Principal, and MaryCathryn Timpner, Dean of Instruction

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Goal 3

By the end of the 2026-2027 school year, the district will reduce documented negative classroom behavior referrals by 10% through a targeted family engagement initiative.

Performance Objective 1

AISD will implement targeted family engagement initiatives across three strategic pillars--Proactive Communication, Collaborative Problem-Solving, and Capacity Building--to improve school climate and support the 10% reduction in negative classroom behavior referrals.

Evaluation Data Source: Behavior Referrals, Stakeholder Surveys

Strategy 1

Utilize district social workers and behavior coordinators to present mental health and behavioral strategy micro-trainings during famly engagement nights.

Strategy's Expected Result/Impact: Provide needed support and training to decrease negative behaviors at school and home.

Staff Responsible for Monitoring: Student Services, Principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 2

Standardize the use of ParentSquare an accessible, translatable communication platform, so families can easily converse with teachers about daily wins and struggles.

Strategy's Expected Result/Impact: Positive communication with families and the reduction of documented negative classroom behavior referrals by 10%

Staff Responsible for Monitoring: Principals, Student Services and AISD Communication Dept

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Strategy 3

Provide professional learning for teachers on De-escalation strategies, Classroom management, Trauma-informed practices, and Restorative practices

Strategy's Expected Result/Impact: Decrease in tier one or two behaviors referred to administration.

Staff Responsible for Monitoring: Tyler Edwards, Associate Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Clack Middle School

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

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

Performance Objective 1 High Priority HB3 Goal

AISD will strengthen Tier 1 ELA instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments.

Evaluation Data Source: STAAR data

Strategy 1 Targeted Support Strategy Results Driven Accountability

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Funding Sources: Computer for Instructional Coaches and SIS Title 1, Part A Carryover, \$10,978.74

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 2 High Priority HB3 Goal

AISD will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 7 STAAR math assessments.

Evaluation Data Source: STAAR Data

Strategy 1 Targeted Support Strategy Results Driven Accountability

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 7 STAAR Math assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 3 **High Priority** **HB3 Goal**

AISD will strengthen college and career readiness programming and processes to ensure at least 90% of Class of 2027 graduates successfully meet CCMR criteria.

Evaluation Data Source: Accountability reporting and internal tracking processes

Strategy 1

Strengthen college and career readiness pathways across all grade levels by aligning instruction, advising, and progress monitoring systems that prepare students for successful attainment of CCMR indicators by graduation.

Strategy's Expected Result/Impact: At least 90% of Class of 2027 graduates successfully meet CCMR criteria. This will move us towards the ultimate goal of 100% of students meeting CCMR criteria.

Staff Responsible for Monitoring: High school leaders, Curriculum and Instruction leaders

TEA Priorities: Connect high school to career and college

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Goal 2

By the end of the 2026-2027 school year, students in special populations will increase passing rates on STARR and EOC by 10%.

Goal 3

By the end of the 2026-2027 school year, the district will reduce documented negative classroom behavior referrals by 10% through a targeted family engagement initiative.

Performance Objective 1

AISD will implement targeted family engagement initiatives across three strategic pillars--Proactive Communication, Collaborative Problem-Solving, and Capacity Building--to improve school climate and support the 10% reduction in negative classroom behavior referrals.

Evaluation Data Source: Behavior Referrals, Stakeholder Surveys

Strategy 1

Utilize district social workers and behavior coordinators to present mental health and behavioral strategy micro-trainings during famly engagement nights.

Strategy's Expected Result/Impact: Provide needed support and training to decrease negative behaviors at school and home.

Staff Responsible for Monitoring: Student Services, Principals

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Strategy 2

Standardize the use of ParentSquare an accessible, translatable communication platform, so families can easily converse with teachers about daily wins and struggles.

Strategy's Expected Result/Impact: Positive communication with families and the reduction of documented negative classroom behavior referrals by 10%

Staff Responsible for Monitoring: Principals, Student Services and AISD Communication Dept

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Abilene Independent School District



Bowie Elementary

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

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

Performance Objective 1 High Priority HB3 Goal

AISD will strengthen Tier 1 ELA instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments.

Evaluation Data Source: STAAR data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Bowie STEM Academy will strengthen Tier 1 RLA instruction and intervention systems to meet or exceed the state approaches average, ensuring at least 80% of scholars master 80% of their daily learning objectives on the first teach.

Strategy's Expected Result/Impact: Academic outcomes: Maximizes first-teach yield, reduces reteach minutes, and increases time for acceleration and inquiry.

Graduate outcomes: Builds metacognition and confidence with public mathematical/scientific reasoning.

Mission: Makes rigorous content accessible and inclusive so every learner experiences success daily.

Staff Responsible for Monitoring: Instructional leadership team

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: Title I, Part A,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

STAAR domain 1 (Student Achievement) is currently at an F rating, driven by low standard mastery during core instruction and a lack of student-led data ownership.

Classroom-level assessments did not match state rigor, and teachers lacked systematic, real-time tools to catch and correct conceptual errors in real-time.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

While a rigorous, state-aligned curriculum foundation is standardized across all grade levels, local assessment instruments and formative feedback loops do not consistently match this state-level rigor, leading to an equitable assessment deficit and an inability to accurately diagnose the progress of specialized student groups.

We have historically operated in instructional silos without a unified, developmentally scaffolded assessment protocol or a weekly collaborative calibration mechanism.

Performance Objective 2 ☒ High Priority ☒ HB3 Goal

AISD will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 7 STAAR math assessments.

Evaluation Data Source: STAAR Data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 7 STAAR Math assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Bowie STEM Academy will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average, ensuring at least 80% of scholars master 80% of their daily learning objectives on the first-teach.

Strategy's Expected Result/Impact: Academic outcomes: Maximizes first-teach yield, reduces reteach minutes, and increases time for acceleration and inquiry.
Graduate outcomes: Builds metacognition and confidence with public mathematical/scientific reasoning.
Mission: Makes rigorous content accessible and inclusive so every learner experiences success daily.

Staff Responsible for Monitoring: Instructional leadership team

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

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Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 STAAR domain 1 (Student Achievement) is currently at an F rating, driven by low standard mastery during core instruction and a lack of student-led data ownership.	Classroom-level assessments did not match state rigor, and teachers lacked systematic, real-time tools to catch and correct conceptual errors in real-time.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

While a rigorous, state-aligned curriculum foundation is standardized across all grade levels, local assessment instruments and formative feedback loops do not consistently match this state-level rigor, leading to an equitable assessment deficit and an inability to accurately diagnose the progress of specialized student groups.

We have historically operated in instructional silos without a unified, developmentally scaffolded assessment protocol or a weekly collaborative calibration mechanism.

Performance Objective 3 High Priority HB3 Goal

AISD will strengthen college and career readiness programming and processes to ensure at least 90% of Class of 2027 graduates successfully meet CCMR criteria.

Evaluation Data Source: Accountability reporting and internal tracking processes

Strategy 1

Strengthen college and career readiness pathways across all grade levels by aligning instruction, advising, and progress monitoring systems that prepare students for successful attainment of CCMR indicators by graduation.

Strategy's Expected Result/Impact: At least 90% of Class of 2027 graduates successfully meet CCMR criteria. This will move us towards the ultimate goal of 100% of students meeting CCMR criteria.

Staff Responsible for Monitoring: High school leaders, Curriculum and Instruction leaders

Problem Statements: Student Achievement 1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

STAAR domain 1 (Student Achievement) is currently at an F rating, driven by low standard mastery during core instruction and a lack of student-led data ownership.

Classroom-level assessments did not match state rigor, and teachers lacked systematic, real-time tools to catch and correct conceptual errors in real-time.

Goal 2

By the end of the 2026-2027 school year, students in special populations will increase passing rates on STARR and EOC by 10%.

Performance Objective 1

Implement developmentally scaffolded academic and behavioral support structures to close standard gaps and increase STAAR achievement for special populations by at least 10%.

Strategy 1

Redesign professional learning to support non-traditional and specialized roles.

Strategy's Expected Result/Impact: 100% of instructional staff receives role-specific, constructive feedback, eliminating the professional development gap for specialized roles.

Staff Responsible for Monitoring: Instructional leadership team

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Strategy 2

Deliver small group targeted interventions and accelerate instruction for students, specifically focusing on our special education, Emergent Bilingual and Economically disadvantaged student groups.

Strategy's Expected Result/Impact: increase STAAR achievement for special populations by at least 10%.

Staff Responsible for Monitoring: Instructional leadership team

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

STAAR domain 1 (Student Achievement) is currently at an F rating, driven by low standard mastery during core instruction and a lack of student-led data ownership.

Classroom-level assessments did not match state rigor, and teachers lacked systematic, real-time tools to catch and correct conceptual errors in real-time.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

Teachers in specialized, non-traditional roles, specifically PALS, dyslexia, special education and specials, receive significantly less personalized, role-specific professional development and targeted feedback than core content classroom teachers.

Existing district and campus professional development frameworks are historically centralized around general education curriculum. Consequently, specialized educators are forced to either independently adapt training to their roles or attend sessions that do not apply to their instructional contexts

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

While a rigorous, state-aligned curriculum foundation is standardized across all grade levels, local assessment instruments and formative feedback loops do not consistently match this state-level rigor, leading to an equitable assessment deficit and an inability to accurately diagnose the progress of specialized student groups.

We have historically operated in instructional silos without a unified, developmentally scaffolded assessment protocol or a weekly collaborative calibration mechanism.

Goal 3

By the end of the 2026-2027 school year, the district will reduce documented negative classroom behavior referrals by 10% through a targeted family engagement initiative.

Performance Objective 1

AISD will implement targeted family engagement initiatives across three strategic pillars--Proactive Communication, Collaborative Problem-Solving, and Capacity Building--to improve school climate and support the 10% reduction in negative classroom behavior referrals.

Evaluation Data Source: Behavior Referrals, Stakeholder Surveys

Strategy 1

Utilize district social workers and behavior coordinators to present mental health and behavioral strategy micro-trainings during famly engagement nights.

Strategy's Expected Result/Impact: Provide needed support and training to decrease negative behaviors at school and home.

Staff Responsible for Monitoring: Student Services, Principals

Problem Statements: School Culture and Climate 1

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Strategy 2

Standardize the use of ParentSquare an accessible, translatable communication platform, so families can easily converse with teachers about daily wins and struggles.

Strategy's Expected Result/Impact: Positive communication with families and the reduction of documented negative classroom behavior referrals by 10%

Staff Responsible for Monitoring: Principals, Student Services and AISD Communication Dept

Problem Statements: School Culture and Climate 1

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Strategy 3

Standardize and calibrate classroom management across all settings.

Strategy's Expected Result/Impact: Reduce total number of office referrals, increased number of students considered tier 1 on the Safe & Civil Schools pyramid

Staff Responsible for Monitoring: Student support team

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 Classroom behavior concerns represent a source of student stress, regularly interrupting Tier 1 academic blocks and reducing student engagement.	We utilize standardized high-structure frameworks across the campus. However, the root cause lies in inconsistent execution fidelity, a lack of staff-wide calibration, and systemic drift across classroom contexts. This has created operational vacuums, uneven classroom boundaries, and a continued reliance on repetitive verbal corrections.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
1 Teachers in specialized, non-traditional roles, specifically PALS, dyslexia, special education and specials, receive significantly less personalized, role-specific professional development and targeted feedback than core content classroom teachers.	Existing district and campus professional development frameworks are historically centralized around general education curriculum. Consequently, specialized educators are forced to either independently adapt training to their roles or attend sessions that do not apply to their instructional contexts

Abilene Independent School District



Bonham Elementary

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Goal 1

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

Performance Objective 1 High Priority HB3 Goal

Bonham will strengthen Tier 1 ELA instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments.

Evaluation Data Source: STAAR data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Problem Statements: Curriculum, Instruction, and Assessment 2

Funding Sources: Computer for Instructional Coaches and SIS Title 1, Part A Carryover, \$10,978.74

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

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Strategy 2

Teachers will utilize common formative assessments to track mastery of the essential RLA standards identified by the grade levels. Assessment data will be analyzed during weekly collaborative team meetings to determine next steps.

Strategy's Expected Result/Impact: Bonham will increase the percentage of students that meet grade level on Bluebonnet assessments from 40% to 50%.

Staff Responsible for Monitoring: Principal, SIS, Instructional Coaches

Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Strategy 3

All teachers will utilize specific teaching techniques identified by the instructional leadership team (Guiding Coalition) as highly effective.

Strategy's Expected Result/Impact: Increased consistency in Tier 1 ELA instruction and student engagement resulting in improved mastery of grade-level standards.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Guiding Coalition

Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Achievement

Problem StatementRoot Cause

3

Writing performance on TELPAS and STAAR indicate students do not possess the required skills.

Inconsistent writing instruction over the years.
Lack of writing instruction included in the new RLA curriculum.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Though there has been a continued focus on mastering the essential standards, there has not been consistent tracking to ensure that all students are mastering.	The focus has been on the implementation of Bluebonnet, distracting planning from the essential standards.
2	Finding time to remediate, supplement, and fill in gaps is difficult with the demands of the curriculum.	New curriculum

Performance Objective 2 High Priority HB3 Goal

Bonham will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 7 STAAR math assessments.

Evaluation Data Source: STAAR Data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 7 STAAR Math assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Teachers will utilize common formative assessments to track mastery of the essential Math standards identified by the grade levels. Assessment data will be analyzed during weekly collaborative team meetings to determine next steps.

Strategy's Expected Result/Impact: Bonham will increase the percentage of students that meet grade level on unit assessments from 40% to 50%.

Staff Responsible for Monitoring: Principal, Instructional Coaches, Guiding Coalition

Problem Statements: Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Strategy 3

All teachers will utilize specific teaching techniques identified by the instructional leadership team (Guiding Coalition) as highly effective.

Strategy's Expected Result/Impact: Increased consistency in Tier 1 Math instruction and student engagement resulting in improved mastery of grade-level standards.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Guiding Coalition

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2

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Performance Objective 2 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Math scores are not as high as reading scores.	We are seeing a decline in math scores starting from when the Eureka curriculum was implemented. Reading has been emphasized in RTI and intervention in lower grades, while math has been left to only tier 1 teachers.

3

Writing performance on TELPAS and STAAR indicate students do not possess the required skills.

Inconsistent writing instruction over the years.
Lack of writing instruction included in the new RLA curriculum.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

Though there has been a continued focus on mastering the essential standards, there has not been consistent tracking to ensure that all students are mastering.

The focus has been on the implementation of Bluebonnet, distracting planning from the essential standards.

2

Finding time to remediate, supplement, and fill in gaps is difficult with the demands of the curriculum.

New curriculum

Performance Objective 3 High Priority HB3 Goal

Bonham will implement early college and career readiness awareness and foundational skill-building to support long-term student success and contribute to the district's CCMR goals.

Evaluation Data Source: Accountability reporting and internal tracking processes

Strategy 1

Increase students' understanding of science, technology, and engineering by strengthening science instruction across all grade levels by aligning instruction, protected time, professional development, and progress monitoring systems.

Strategy's Expected Result/Impact: Increase in science instructional minutes, improved unit test scores, and ultimately 70% of students scoring Approaches or better on the 5th grade Science STAAR test.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, and Guiding Coalition

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

Formative Reviews

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Strategy 2

Bonham will collaborate with Clack Student Council and Atems teachers in order to host a STEM night.

Staff Responsible for Monitoring: Principal, Title 1 team

Formative Reviews

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Goal 2

By the end of the 2026-2027 school year, students in special populations will increase passing rates on STAAR by 10%.

Performance Objective 1

Bonham will strengthen intervention instruction and systems to increase the percentage of approaches by students in special education and identified as EB.

Evaluation Data Source: MAP Testing

Strategy 1

Teachers will utilize common formative assessments to track mastery of the essential standards identified by the grade levels. Assessment data will be analyzed during weekly collaborative team meetings to determine next steps.

Strategy's Expected Result/Impact: The percentage of students in special education and identified as EB meeting their expected growth goal on MAP will increase by 10%.

Staff Responsible for Monitoring: Principal, SIS, Instructional Coaches, and Guiding Coalition

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

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Strategy 2

Implement data driven groups utilizing classroom teachers, temporary employee tutors, and other support staff to provide intervention and enrichment to facilitate academic growth for all students.

Strategy's Expected Result/Impact: From BOY MAP in Fall 2026 to EOY MAP in Spring 2027, each grade level will meet the NWEA determined grade level norms for projected growth in all subjects tested

Staff Responsible for Monitoring: Principal, SIS, Instructional Coaches, and Guiding Coalition

Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

Special Education students are scoring consistently lower than gen ed students.

Lack of clarity and understanding of IEPs and accommodations
Appropriate goals within the IEPs
Lack of consistent progress monitoring
Schedule conflicts-students are sometimes pulled during core content time

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

2

Finding time to remediate, supplement, and fill in gaps is difficult with the demands of the curriculum.

New curriculum

Goal 3

By the end of the 2026-2027 school year, the district will reduce documented negative classroom behavior referrals by 10% through a targeted family engagement initiative.

Performance Objective 1

AISD will implement targeted family engagement initiatives across three strategic pillars--Proactive Communication, Collaborative Problem-Solving, and Capacity Building--to improve school climate and support the 10% reduction in negative classroom behavior referrals.

Evaluation Data Source: Behavior Referrals, Stakeholder Surveys

Strategy 1

Utilize district social workers and behavior coordinators to present mental health and behavioral strategy micro-trainings during famly engagement nights.

Strategy's Expected Result/Impact: Provide needed support and training to decrease negative behaviors at school and home.

Staff Responsible for Monitoring: Student Services, Principals

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Strategy 2

Standardize the use of ParentSquare an accessible, translatable communication platform, so families can easily converse with teachers about daily wins and struggles.

Strategy's Expected Result/Impact: Positive communication with families and the reduction of documented negative classroom behavior referrals by 10%

Staff Responsible for Monitoring: Principals, Student Services and AISD Communication Dept

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Abilene Independent School District



Bassetti Elementary

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 3 : By the end of the 2026-2027 school year, the district will reduce documen...	6

Goal 1

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

Performance Objective 1 High Priority HB3 Goal

AISD will strengthen Tier 1 ELA instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments.

Evaluation Data Source: STAAR data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Funding Sources: Computer for Instructional Coaches and SIS Title 1, Part A Carryover, \$10,978.74

Formative Reviews

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Performance Objective 2 High Priority HB3 Goal

AISD will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 7 STAAR math assessments.

Evaluation Data Source: STAAR Data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 7 STAAR Math assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Formative Reviews

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Performance Objective 3 **High Priority** **HB3 Goal**

AISD will strengthen college and career readiness programming and processes to ensure at least 90% of Class of 2027 graduates successfully meet CCMR criteria.

Evaluation Data Source: Accountability reporting and internal tracking processes

Strategy 1

Strengthen college and career readiness pathways across all grade levels by aligning instruction, advising, and progress monitoring systems that prepare students for successful attainment of CCMR indicators by graduation.

Strategy's Expected Result/Impact: At least 90% of Class of 2027 graduates successfully meet CCMR criteria. This will move us towards the ultimate goal of 100% of students meeting CCMR criteria.

Staff Responsible for Monitoring: High school leaders, Curriculum and Instruction leaders

Formative Reviews

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Goal 2

By the end of the 2026-2027 school year, students in special populations will increase passing rates on STARR and EOC by 10%.

Goal 3

By the end of the 2026-2027 school year, the district will reduce documented negative classroom behavior referrals by 10% through a targeted family engagement initiative.

Performance Objective 1

AISD will implement targeted family engagement initiatives across three strategic pillars--Proactive Communication, Collaborative Problem-Solving, and Capacity Building--to improve school climate and support the 10% reduction in negative classroom behavior referrals.

Evaluation Data Source: Behavior Referrals, Stakeholder Surveys

Strategy 1

Utilize district social workers and behavior coordinators to present mental health and behavioral strategy micro-trainings during famly engagement nights.

Strategy's Expected Result/Impact: Provide needed support and training to decrease negative behaviors at school and home.

Staff Responsible for Monitoring: Student Services, Principals

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Strategy 2

Standardize the use of ParentSquare an accessible, translatable communication platform, so families can easily converse with teachers about daily wins and struggles.

Strategy's Expected Result/Impact: Positive communication with families and the reduction of documented negative classroom behavior referrals by 10%

Staff Responsible for Monitoring: Principals, Student Services and AISD Communication Dept

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Abilene Independent School District



Austin Elementary

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

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

Performance Objective 1 High Priority HB3 Goal

AISD will strengthen Tier 1 ELA instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments.

Evaluation Data Source: STAAR data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Funding Sources: Computer for Instructional Coaches and SIS Title 1, Part A Carryover, \$10,978.74

Formative Reviews

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Performance Objective 2 High Priority HB3 Goal

AISD will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 7 STAAR math assessments.

Evaluation Data Source: STAAR Data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 7 STAAR Math assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

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Performance Objective 3 High Priority HB3 Goal

AI SD will strengthen college and career readiness programming and processes to ensure at least 90% of Class of 2027 graduates successfully meet CCMR criteria.

Evaluation Data Source: Accountability reporting and internal tracking processes

Strategy 1

Strengthen college and career readiness pathways across all grade levels by aligning instruction, advising, and progress monitoring systems that prepare students for successful attainment of CCMR indicators by graduation.

Strategy's Expected Result/Impact: At least 90% of Class of 2027 graduates successfully meet CCMR criteria. This will move us towards the ultimate goal of 100% of students meeting CCMR criteria.

Staff Responsible for Monitoring: High school leaders, Curriculum and Instruction leaders

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Goal 2

By the end of the 2026-2027 school year, students in special populations will increase passing rates on STARR and EOC by 10%.

Goal 3

By the end of the 2026-2027 school year, the district will reduce documented negative classroom behavior referrals by 10% through a targeted family engagement initiative.

Performance Objective 1

AISD will implement targeted family engagement initiatives across three strategic pillars--Proactive Communication, Collaborative Problem-Solving, and Capacity Building--to improve school climate and support the 10% reduction in negative classroom behavior referrals.

Evaluation Data Source: Behavior Referrals, Stakeholder Surveys

Strategy 1

Utilize district social workers and behavior coordinators to present mental health and behavioral strategy micro-trainings during famly engagement nights.

Strategy's Expected Result/Impact: Provide needed support and training to decrease negative behaviors at school and home.

Staff Responsible for Monitoring: Student Services, Principals

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Strategy 2

Standardize the use of ParentSquare an accessible, translatable communication platform, so families can easily converse with teachers about daily wins and struggles.

Strategy's Expected Result/Impact: Positive communication with families and the reduction of documented negative classroom behavior referrals by 10%

Staff Responsible for Monitoring: Principals, Student Services and AISD Communication Dept

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Abilene Independent School District



ATEMS High School

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Goal 3 : By the end of the 2026-2027 school year, the district will reduce documen...	6

Goal 1

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

Performance Objective 1 High Priority HB3 Goal

AISD will strengthen Tier 1 ELA instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments.

Evaluation Data Source: STAAR data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

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Performance Objective 2 High Priority HB3 Goal

AISD will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 7 STAAR math assessments.

Evaluation Data Source: STAAR Data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 7 STAAR Math assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

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Performance Objective 3 High Priority HB3 Goal

AISD will strengthen college and career readiness programming and processes to ensure at least 90% of Class of 2027 graduates successfully meet CCMR criteria.

Evaluation Data Source: Accountability reporting and internal tracking processes

Strategy 1

Strengthen college and career readiness pathways across all grade levels by aligning instruction, advising, and progress monitoring systems that prepare students for successful attainment of CCMR indicators by graduation.

Strategy's Expected Result/Impact: At least 90% of Class of 2027 graduates successfully meet CCMR criteria. This will move us towards the ultimate goal of 100% of students meeting CCMR criteria.

Staff Responsible for Monitoring: High school leaders, Curriculum and Instruction leaders

Formative Reviews

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Goal 2 We will increase the percentage of students who master grade level on English I and II STAAR to 30%.

Performance Objective 1 High Priority

ATEMS will strengthen Tier 1 ELA instruction and intervention systems to exceed 30% on masters

Evaluation Data Source: STAAR results, benchmark results, teacher created assessments

Goal 3

By the end of the 2026-2027 school year, the district will reduce documented negative classroom behavior referrals by 10% through a targeted family engagement initiative.

Performance Objective 1

AISD will implement targeted family engagement initiatives across three strategic pillars-- Proactive Communication, Collaborative Problem-Solving, and Capacity Building-- to improve school climate and support the 10% reduction in negative classroom behavior referrals.

Evaluation Data Source: Behavior referrals, stakeholder surveys

Strategy 1

Utilize district social workers and behavior coordinators to present mental health and behavioral strategy micro-trainings during family engagement nights.

Strategy's Expected Result/Impact: Provide needed support and training to decrease negative behaviors at school and home.

Staff Responsible for Monitoring: Student services, principals.

Formative Reviews

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Strategy 2

Standardize the use of Parent Square, an accessible, translatable communication platform, so families can easily converse with teachers about daily wins and struggles.

Strategy's Expected Result/Impact: Positive communication with families and the reduction of documented negative classroom behavior referrals by 10%

Staff Responsible for Monitoring: Principals, student services, and AISD Communication Dept.

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Abilene Independent School District



Alcorta Elementary

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

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

Performance Objective 1 High Priority HB3 Goal

AISD will strengthen Tier 1 ELA instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments.

Evaluation Data Source: STAAR data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Funding Sources: Computer for Instructional Coaches and SIS Title 1, Part A Carryover, \$10,978.74

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Strategy 2

Create and sustain a master schedule that includes structured opportunities for teachers to observe colleagues, conduct instructional walkthroughs, analyze instructional practices, and engage in reflective feedback cycles during the school day to promote continuous professional growth and improved student achievement.

Strategy's Expected Result/Impact: Job-embedded professional learning through peer observations and instructional reviews will build teacher capacity to deliver rigorous, engaging Tier I instruction, resulting in stronger intervention systems, increased student academic growth, and improved STAAR outcomes that meet or exceed state Approaches performance.

Staff Responsible for Monitoring: Leadership and instructional coach

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

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Performance Objective 2 High Priority HB3 Goal

AISD will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 7 STAAR math assessments.

Evaluation Data Source: STAAR Data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 7 STAAR Math assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

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Strategy 2

Create and sustain a master schedule that includes structured opportunities for teachers to observe colleagues, conduct instructional walkthroughs, analyze instructional practices, and engage in reflective feedback cycles during the school day to promote continuous professional growth and improved student achievement.

Strategy's Expected Result/Impact: Job-embedded professional learning through peer observations and instructional reviews will build teacher capacity to deliver rigorous, engaging Tier I instruction, resulting in stronger intervention systems, increased student academic growth, and improved STAAR outcomes that meet or exceed state Approaches performance.

Staff Responsible for Monitoring: Leadership and instructional coach

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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Performance Objective 3 High Priority HB3 Goal

AISD will strengthen college and career readiness programming and processes to ensure at least 90% of Class of 2027 graduates successfully meet CCMR criteria.

Evaluation Data Source: Accountability reporting and internal tracking processes

Strategy 1

Strengthen college and career readiness pathways across all grade levels by aligning instruction, advising, and progress monitoring systems that prepare students for successful attainment of CCMR indicators by graduation.

Strategy's Expected Result/Impact: At least 90% of Class of 2027 graduates successfully meet CCMR criteria. This will move us towards the ultimate goal of 100% of students meeting CCMR criteria.

Staff Responsible for Monitoring: High school leaders, Curriculum and Instruction leaders

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Goal 2

By the end of the 2026-2027 school year, students in special populations will increase passing rates on STARR and EOC by 10%.

Performance Objective 1

Strengthen Tier I instruction and intervention systems to increase the academic performance of students in special populations, resulting in each student group meeting or exceeding district growth expectations and increasing the percentage of students achieving the STAAR Approaches Grade Level standard by the end of the 2026-2027 school year

Evaluation Data Source: Master schedule with intentional intervention times, PLCs, and staff trainings

Goal 3

By the end of the 2026-2027 school year, the district will reduce documented negative classroom behavior referrals by 10% through a targeted family engagement initiative.

Performance Objective 1

AISD will implement targeted family engagement initiatives across three strategic pillars--Proactive Communication, Collaborative Problem-Solving, and Capacity Building--to improve school climate and support the 10% reduction in negative classroom behavior referrals.

Evaluation Data Source: Behavior Referrals, Stakeholder Surveys

Strategy 1

Utilize district social workers and behavior coordinators to present mental health and behavioral strategy micro-trainings during famly engagement nights.

Strategy's Expected Result/Impact: Provide needed support and training to decrease negative behaviors at school and home.

Staff Responsible for Monitoring: Student Services, Principals

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Strategy 2

Standardize the use of ParentSquare an accessible, translatable communication platform, so families can easily converse with teachers about daily wins and struggles.

Strategy's Expected Result/Impact: Positive communication with families and the reduction of documented negative classroom behavior referrals by 10%

Staff Responsible for Monitoring: Principals, Student Services and AISD Communication Dept

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Abilene Independent School District



Abilene High School

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1 AHS will be have an accountability rating of a B or better.

Performance Objective 1 High Priority HB3 Goal

AHS will strengthen Tier 1 instruction to increase the number of students who achieve Meets and Masters in all 4 EOC tested content areas.

Evaluation Data Source: STAAR data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AHS

Staff Responsible for Monitoring: Principal
Associate Principal
Assistant Principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2 High Priority HB3 Goal

AHS will increase the number of students in the Class of 2026 who successfully meet CCMR criteria.

Evaluation Data Source: Accountability reporting and internal tracking processes

Strategy 1

Strengthen college and career readiness pathways across all grade levels by aligning instruction, advising, and progress monitoring systems that prepare students for successful attainment of CCMR indicators by graduation.

Strategy's Expected Result/Impact: At least 90% of Class of 2026 graduates successfully meet CCMR criteria.

Staff Responsible for Monitoring: Principal
Associate Principal
Assistant Principal
Counselors

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 3 **High Priority**

AHS will increase the graduation rate.

Evaluation Data Source: Graduate data

Strategy 1

Administration, counselors, and faculty will collaborate to develop and implement communication and instructional strategies to increase student engagement.

Strategy's Expected Result/Impact: AHS will have 95% or better graduation rate.

Staff Responsible for Monitoring: Principal
Associate Principal
Assistant Principals
Counselors
Attendance staff

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 4

Emerging Bilingual students will grow in two or more categories on TELPAS.

Evaluation Data Source: K12 Summit scores

Strategy 1

EB Program will use K12 Summit to monitor progress of EB students.

Strategy's Expected Result/Impact: Increase TELPAS scores

Staff Responsible for Monitoring: Associate Principal
LPAC Administrator
EB Teachers

Formative Reviews

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Goal 2

AHS will increase the number of students who meet TSI measures.

Performance Objective 1

 High Priority

AHS will increase SAT results in math and ELA to align with the State average for meeting SAT Benchmarks (27% math; 54% ERW).

Evaluation Data Source: PSAT data
SAT data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: Increase the number of students who meet TSI measures.

Formative Reviews

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Goal 3

By the end of the 2026-2027 school year, students in special populations will increase passing rates on STARR and EOC by 10%.

Performance Objective 1 High Priority HB3 Goal

AHS will track the progress of special populations students to make informed instructional decisions.

Evaluation Data Source: STAAR and district common assessments

Strategy 1

Abilene High staff will provide targeted professional learning opportunities focused on data tracking, research-based instructional strategies, and HQIM implementation to increase Tier I and intervention planning.

Strategy's Expected Result/Impact: Teachers will be able to monitor student assessment data and implement a variety instructional strategies to promote student engagement and academic success.

Staff Responsible for Monitoring: Principal
Associate Principal
Assistant Principal

Formative Reviews

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Performance Objective 2 High Priority HB3 Goal

AHS will provide a variety of opportunities for students to advance their academic growth.

Evaluation Data Source: Master schedules, Student participation in GT, AP, Honors, CTE, Dual Credit, and STEM programs

Strategy 1

Expand access to enrichment opportunities and rigorous learning experiences at all levels through STEM / STEAM programs to ensure all students are challenged and supported in reaching high levels of achievement.

Strategy's Expected Result/Impact: Improved EOC growth; Increased student engagement metrics; improved achievement among special populations groups

Staff Responsible for Monitoring: Principal
Associate Principal
Assistant Principal

Formative Reviews

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Goal 4

By the end of the 2026-2027 school year, the district will reduce documented negative classroom behavior referrals by 10% through a targeted family engagement initiative.

Performance Objective 1 High Priority

AHS will implement targeted family engagement initiatives across three strategic pillars--Proactive Communication, Collaborative Problem-Solving, and Capacity Building--to improve school climate and support the 10% reduction in negative classroom behavior referrals.

Evaluation Data Source: Behavior Referrals, Stakeholder Surveys

Strategy 1

Utilize district social workers, behavior coordinators and other community partners to present mental health and behavioral strategy micro-trainings during famly engagement nights.

Strategy's Expected Result/Impact: Provide needed support and training to decrease negative behaviors at school and home.

Staff Responsible for Monitoring: Principal
Associate Principal
Assistant Principal

Formative Reviews

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Strategy 2

Standardize the use of ParentSquare an accessible, translatable communication platform, so families can easily converse with teachers about daily wins and struggles.

Strategy's Expected Result/Impact: Positive communication with families and the reduction of documented negative classroom behavior referrals by 10%

Staff Responsible for Monitoring: Principal
Associate Principal
Assistant Principal

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Abilene Independent School District



2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

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

Performance Objective 1 High Priority HB3 Goal

AISD will strengthen Tier 1 ELA instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Evaluation Data Source: STAAR data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Formative Reviews

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Performance Objective 2 High Priority HB3 Goal

AISD will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 7 STAAR math assessments.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Evaluation Data Source: STAAR Data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 7 STAAR Math assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Formative Reviews

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Performance Objective 3 **High Priority** **HB3 Goal**

AISD will strengthen college and career readiness programming and processes to ensure at least 90% of Class of 2027 graduates successfully meet CCMR criteria.

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Evaluation Data Source: Accountability reporting and internal tracking processes

Strategy 1

Strengthen college and career readiness pathways across all grade levels by aligning instruction, advising, and progress monitoring systems that prepare students for successful attainment of CCMR indicators by graduation.

Strategy's Expected Result/Impact: At least 90% of Class of 2027 graduates successfully meet CCMR criteria. This will move us towards the ultimate goal of 100% of students meeting CCMR criteria.

Staff Responsible for Monitoring: High school leaders, Curriculum and Instruction leaders

Formative Reviews

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Goal 2

By the end of the 2026-2027 school year, students in special populations will increase passing rates on STARR and EOC by 10%.

Performance Objective 1 High Priority HB3 Goal

AISD will track the progress of special populations students to make informed instructional decisions.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Evaluation Data Source: STAAR and district common assessments

Strategy 1 Results Driven Accountability

AISD Curriculum and Instruction staff will provide targeted professional learning opportunities focused on data tracking, research-based instructional strategies, and HQIM implementation to increase Tier I and intervention planning.

Strategy's Expected Result/Impact: Teachers will be able to monitor student assessment data and implement a variety instructional strategies to promote student engagement and academic success.

Staff Responsible for Monitoring: Executive Directors for Curriculum and Instruction

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Performance Objective 2 High Priority HB3 Goal

AISD will provide a variety of opportunities for students to advance their academic growth.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Evaluation Data Source: Master schedules, Student participation in GT, AP, Honors, CTE, Dual Credit, and STEM programs

Strategy 1

Expand access to enrichment opportunities and rigorous learning experiences at all levels through STEM / STEAM programs to ensure all students are challenged and supported in reaching high levels of achievement.

Strategy's Expected Result/Impact: Improved STAAR, EOC and MAP growth; Increased student engagement metrics; improved achievement among special populations groups

Staff Responsible for Monitoring: Executive Directors, campus principals

Formative Reviews

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Goal 3

By the end of the 2026-2027 school year, the district will reduce documented negative classroom behavior referrals by 10% through a targeted family engagement initiative.

Performance Objective 1 High Priority

AISD will implement targeted family engagement initiatives across three strategic pillars--Proactive Communication, Collaborative Problem-Solving, and Capacity Building--to improve school climate and support the 10% reduction in negative classroom behavior referrals.

TEA Priorities: Improve low-performing schools

Evaluation Data Source: Behavior Referrals, Stakeholder Surveys

Strategy 1

Utilize district social workers and behavior coordinators to present mental health and behavioral strategy micro-trainings during family engagement nights.

Strategy's Expected Result/Impact: Provide needed support and training to decrease negative behaviors at school and home.

Staff Responsible for Monitoring: Student Services, Principals

Formative Reviews

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Strategy 2

Standardize the use of ParentSquare an accessible, translatable communication platform, so families can easily converse with teachers about daily wins and struggles.

Strategy's Expected Result/Impact: Positive communication with families and the reduction of documented negative classroom behavior referrals by 10%

Staff Responsible for Monitoring: Principals, Student Services and AISD Communication Dept

Formative Reviews

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

Meeting Date: August 10, 2026

Meeting Type: Regular Meeting

Item Type: Consent

Future Action Required: No If Yes, Month:

Subject: The board will consider approval for Head Start/Early Head Start Self-Assessment and Improvement Plan and Program Goals.

Background Information:

The Office of Head Start requires regular communication with the governing body and Parent Policy Council. To maintain this communication, documents related to Head Start school readiness and Head Start Program Goals are provided for your information.

The *25-26 School Readiness Data Analysis* for Long ELC's Head Start program in chart form and narrative form. This analysis for Head Start children only. The data depicts progress in the following learning domains of development: Approaches to Learning, Social & Emotional Development, Language & Literacy, Cognition, Perceptual, Motor, and Physical Development.

The 25-26 AISD Early Head Start and Head Start Program Goals has the school readiness data embedded but also holds an analysis of progress for the entire year in all component areas: Health Services, Disabilities, Mental Health, Family Services, ERSEA, Education, Fiscal, Safety, and Administrative.

The *25-26 Head Start Self-Assessment Executive Overview* explains the self-assessment process, the program's strengths, and plans for improvement for the 26-27 program year. Throughout this process, component areas reviewed and reflected on data, systems, and processes of Head Start to ensure not only compliance, but also refinement of good practices that could serve our community better. This self-assessment will be presented at the regular meeting on July 6, 2026, and will be on the consent agenda for approval in August.

Attached Supporting Documents:

25-26 Abilene ISD Head Start School Readiness Data Analysis

25-26 Abilene ISD Head Start School Readiness Narrative

25-26 AISD Early Head Start and Head Start Program Goals and Actions

25-26 Head Start Self-Assessment Executive Overview

Fiscal Implications:

Head Start generates more than \$6.2 million in revenue to fund services to 521 children and their families ages 0-5.

Administrative Recommendation:

Accept the 25-26 Head Start Self-Assessment and approve the AISD Head Start Program Goals and Actions.

Contact Person:

Julie Wilson, Director for Early Childhood, ext. 3113

Abilene ISD Head Start School Readiness Data Analysis

2025-2026

SCHOOL READINESS DOMAIN	SCHOOL READINESS GOALS Head Start children entering kindergarten will show growth in areas such as:	CLI ENGAGE Assessment	Beginning of Year (Wave 1) % toward expected outcome	Mid-Year (Wave 2) % toward expected outcome	Average Growth from BOY (Wave 1) to MOY (Wave 2)	End of the Year (Wave 3) % toward expected outcome	Average Growth from BOY (Wave 1) to EOY (Wave 3)
Approaches to Learning	Begin and finish activities with persistence, attention, flexibility	e-DECA: Initiative	83%	84%	1%	92%	9%
		e-DECA: Self-Regulation	87%	87%	0%	91%	4%
	Demonstrate creativity of thinking and expression	e-DECA: Total Protective Factor	84%	85%	1%	91%	7%
Approaches to Learning Average			85%	86%	1%	91%	6%
Social & Emotional Development	Recognize, express, and manage emotions with increasing independence	Social Emotional Behaviors: Emotional & Behavior Regulation	66%	78%	12%	84%	18%
	Develop a sense of belonging, relationships, and problem- solving skills	Social Emotional Behaviors: Positive Social Behaviors	65%	78%	13%	84%	19%
Social & Emotional Development Average			65%	78%	13%	84%	19%
Language & Literacy	Language & Communication: Show understanding of increasingly complex language, questions, and stories from others, and respond appropriately	Speech Production & Sentence skills	96%	112%	16%	121%	25%
	Show a steady increase in the variety and use of vocabulary	Rapid Vocabulary 1,2,3	67%	86%	19%	97%	30%
	Literacy: Recognize at least half of the letters of the alphabet and their sounds	Rapid Letter Naming	46%	72%	26%	102%	56%
		Letter-Sound Correspondence	16%	26%	10%	37%	21%
	Progressively write letters to convey meaning	Early Writing Skills	59%	83%	24%	101%	42%

	Demonstrate understanding that spoken language is composed of smaller segments of sound (phonological awareness)	Phonological Awareness Section: Syllabication Onset-Rime Alliteration Rhyming 1	Syllabication 23% Onset-Rime 22% Alliteration 57% Rhyming 1 68%	Syllabication 39% Onset-Rime 41% Alliteration 60% Rhyming 1 73%	16% 19% 3% 5%	Syllabication 55% Onset-Rime 58% Alliteration 68% Rhyming 1 77%	Syllabication 32% Onset-Rime 36% Alliteration 11% Rhyming 1 9%
Language & Literacy Average			50%	66%	15%	80%	30%
Cognition	Mathematics: Understand the relationship between numbers & quantities	Math: Rote Counting Number Discrimination Number Naming Shape Discrimination Counting Sets Operations	Rote Counting 20% Number Dis. 59% Num Naming 48% Shape Dis. 77% Counting Sets 42% Operations 26%	Rote Counting 33% Number Dis. 71% Num Naming 67% Shape Dis. 88% Counting Sets 60% Operations 40%	13% 12% 19% 11% 18% 14%	Rote Counting 48% Number Dis. 76% Num Naming 80% Shape Dis. 95% Counting Sets 74% Operations 51%	28% 17% 32% 18% 32% 25%
	Recognize and extend patterns	Optional Math: Patterns Real World	Patterns 41% Real World 45%	Patterns 50% Real World 53%	9% 8%	Patterns 53% Real World 60%	11% 16%
	Scientific Reasoning: Sort/classify objects by complex attributes such as weight, sound, smell, functions, characteristics, etc.	Math/ Science: Shape Naming	64%	80%	16%	91%	27%
	Make predictions, investigations, and conclusions	Science	82%	91%	9%	98%	16%
Cognition Average			50%	63%	13%	70%	20%
Perceptual, Motor, and Physical Development	Control large muscle skills (running, hopping, balancing, climbing)	Physical Development and Health Checklist: Gross Motor	77%	88%	11%	92%	15%
	Control small muscle skills (pencil grip, cutting, painting, etc.)	Physical Development and Health Checklist: Fine and Visual Motor	78%	89%	11%	93%	15%
	Identify and practice safe and healthy habits (dental health, toileting, hand-washing, healthy food choices, safety practices, etc.)	Physical Development and Health Checklist: Health	77%	92%	15%	94%	17%

Perceptual, Motor, and Physical Development Mastery	77%	89%	12%	93%	16%
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Abilene ISD Head Start
School Readiness Data Analysis Narrative
2025-2026

During the 2025-2026 school year, we assess our learners formally three times throughout the year on our program's School Readiness Goals using the CLI Pre-K Online Progress Monitoring Tool (CLI). These goals are found in four domains: Social/Emotional Development; Language & Literacy; Cognition (Mathematics & Scientific Reasoning); Perceptual, Motor & Physical Development. Our program uses the Devereux Early Childhood Assessment (e-DECA) to monitor skills in the domain of Approaches to Learning. This assessment supports and tracks resilience and social-emotional health.

CLI Data is collected in two ways: one to one (student/teacher) testing and teacher observables. The e-DECA assessment data is based on teacher observations through a checklist. We report individual student data to parents three times - after each assessing window. To aggregate data, we find the average score of each measure in all domains from the beginning, middle and end of the year. We also calculate the percent of growth of each average from the beginning to middle of the year, as well as from beginning to the end of the year. The average scores will be compared to CLI Progress Monitoring Tool's expected formal benchmark score (expected outcome) on assessments in the 4.5 years of age range and above since the majority of our children turn 5 years old before the end of the school year. Some assessments do not have expected formal benchmarks, so the maximum score will be used as the expected outcome.

Through aggregation and analysis of the beginning of the year (WAVE 1) data, our program established a baseline measure of our learners' School Readiness goals. All three waves of assessment data are analyzed and used to plan focused instruction for individualization and to improve program practices overall.

Beginning of the Year (WAVE 1)

Our highest percent toward the end of year expected outcome was in Speech Production and Sentence Skill with 96%. This skill of showing understanding of increasingly complex language, questions, and stories from others, and responding appropriately is within the Instructional Support Domain of the CLASS Observation Tool.

Our program will continue these successful practices:

- CLASS Observations with specific feedback for each classroom
- Practice Based Coaching Cycles with goals aligning to the Instructional Support Domain
- STEM Kit implementation
- Hands-on learning experience throughout the day
- Pre-planned higher level thinking questions
- Theme Planning Collaboration Document
- Curriculum & Instruction and Technology Integration Faculty Meetings
- Multi-sensory Outdoor Learning Experiences

The area we found for continual instructional development, training and coaching was in the Language and Literacy Domain: Letter-Sound Correspondence. The baseline for this assessment is 16% toward the end of year expected outcome. Strategies to promote progress in the Language and Literacy domain of Letter-Sound Correspondence:

- Practice Based Coaching Collaboration & Plans
- Cognitive Transitions

Updated 5/5/26, AJ

- Staff Development in CLASS Instructional Support Domain
- Set shared School Readiness Goals with parents
- Lesson Plan Requirements Checklist
- Individualized Instruction and Documentation
- Continued teaching of Heggerty, a supplemental Phonological Awareness Curriculum.
- Professional Development, Data Analysis and Planning
- Continued Professional Development and implementation of Heggerty, a supplemental phonemic awareness curriculum
- All teachers have focused on this goal during Professional Learning Communities (PLC) to track progress throughout the school year

Middle of the Year (Wave 2)

Our program's highest area toward the EOY expected outcome at the Mid-Year Assessment was in Science which falls in the Cognition Domain with 91%. There was an increase of 9% going from 82% toward the expected EOY outcome at the beginning of the year to 91% at mid-year. The area with the largest average growth from the Beginning of the Year to the Mid-Year Assessment was in Rapid Letter Naming which is in the Language and Literacy Domain. This increased from 46% toward the EOY expected outcome at the beginning of the year to 72% yielding a 26% growth.

Our program will continue these successful practices:

- Purposeful Planning & Curriculum Fidelity
 - engaging learning experiences with a variety of modalities and materials to enhance fine motor skills
 - individualized small group instruction based on child's needs as seen in data
 - focus on developmentally appropriate practices and understanding of the writing process in young children

An emphasis for continual instructional development, training and coaching is once again the Language & Literacy domain specifically in the area of Letter-Sound Correspondence. Letter-Sound Correspondence increased by 10% with a 26% average toward the end of the year expected outcome.

After analyzing this data, our plan is to continue successful instructional strategies in all domains, with a heightened focus on these goals from the Language and Literacy Domain.

We will add the following practices to the Beginning of the Year strategies:

- Strategies or Interventions suggested by Student Support Team Meetings (SST) and implemented and documented by teacher
- New teachers will continue learning Best Practices for instruction through CIRCLE trainings
- Intentional individualized instruction through small groups based on child data
- Use transition time to maximize experiences with Phonological Awareness and letter names/sounds
- Student individual tracking and monitoring will be done through the PLC process

*Evidences of this analysis and plan can be found in Head Start Early Learning Outcomes School Readiness Goals, Weekly Lesson Plans, individualization documentation, SST Records, Practice-Based Coaching Teacher Goals, T-TESS Goals, Data Analysis Staff Meeting, Staff Training/Development Records, CLASS Observation data and Student Learning Objective Tracking

End of the Year (WAVE 3)

Our highest percentage of average growth from the beginning of the year (Wave 1) to final assessment (Wave 3) was in the domain of Language and Literacy in the area of Rapid Letter Naming with 56% growth. The percent toward CLI's expected outcome grew from 46% at the beginning of the year to 102% at the end of year. Our program will continue to use these successful program practices:

- Intentional small group instruction
- Practiced Based Coaching cycles to improve instructional practices
- Letter knowledge practice integrated throughout the learning day, including transitions
- Developmentally appropriate learning experiences and real world application
- Parents set School Readiness goals for their family
- Lesson Plan Required Elements Checklist
- Continued Professional Development in the CLASS Instructional Support Domain

After our analysis in the 2025-2026 school year, our program's area for continual growth is in the Language and Literacy Domain in the area of Letter-Sound Correspondence with 37% toward the expected outcome during the end of year assessment. Even though this is our lowest area of achievement, there was a 21% growth throughout the year from 16% to 37% toward the expected outcome. To ensure continual progress in this area, teachers will continue to use the following strategies:

- New teachers will continue learning instructional strategies through weekly CIRCLE trainings, specifically Letter Knowledge with sounds included
- Intentional individualized instruction through small groups based on child data
- Use transition time to maximize experiences with Phonological Awareness and letter names/sounds

Plans for 2026-2027

After analyzing each wave of the 2025-2026 CLI assessment data, growth was seen in each domain of the Head Start School Readiness Plan. To continue this positive progress in the future, our program will continue to practice the following:

- Teachers will continue to focus their Student Learning Objectives in the Language and Literacy Domain, Mathematics or an individualized area of need.
- Practice Based Coaching cycles will relate directly to Student Learning Objectives (SLO) written by the teacher based on individual student and class data analysis of the School Readiness skills.
- Continue the tracking of School Readiness goals, which are created by parents in collaboration with the classroom teacher after review of their child's assessment data.
- Differentiated instruction will be planned and documented according to formal and informal data and parent input to improve students' School Readiness skills.
- Teachers will continue to strengthen their understanding and implementation of Heggerty, a daily supplemental curriculum that targets explicit and systematic Phonological/Phonemic Awareness lessons. This curriculum vertically aligns with Kindergarten.
- Professional Development will include developmentally appropriate instructional strategies to promote quality teaching practices and learning experiences: new curriculum, Scholastic PreK on My Way, CIRCLE (Language & Literacy), CLASS Domains, Heggerty and Conscious Discipline.

*Evidences of this analysis and plan can be found in Head Start Early Learning Outcomes School Readiness Goals, Weekly Lesson Plans, individualization documentation, SST Records, Practice-Based Coaching Teacher Goals, T-TESS Goals, Data Analysis Staff Meeting, Staff Training/Development Records, CLASS Observation data and Student Learning Objective Tracking



Head Start Program Goals, Objectives & Action Plan FY 2026

The Abilene ISD's Early Childhood Program has many strengths including strong community partnerships and tenured employees who have extensive experience with Early Head Start and Head Start children and families. The programs also have a long history of high performance and excellent on-site reviews with the most recent being a CLASS (Class Assessment Scoring System) onsite review December 2-6, 2019, and a Focus Area Two (FA2) monitoring review January 27-31, 2020. In October 2023, the program participated in a Focus Area One (FA1) monitoring review and was fully compliant on all Performance Standards. The program will participate in a CLASS review November 25, 2024-February 21, 2025. The program also participated in a Focus Area Two (FA2) review March 3-7, 2025. Both reviews resulted in full compliance.

The AISD's Early Childhood Program's Annual Self-Assessment was completed during the spring of 2025 and approved by the Policy Council in August of 2025. Data analyzed from staff, community members and families revealed there were no non-compliance issues. Data from both programs indicated that all learners demonstrated growth in all school readiness goals. The area for continual instructional growth and training in Head Start was found in the Language and Literacy area. The programs determined that mentor coaches and staff development training would, over time, strengthen staff's abilities to teach children needed skills. Parental involvement and development of parenting skills were also noted areas for growth.

The Community Assessment, discussed and approved by the Policy Council on November 18, 2025, revealed a growing trend from parents expressing significant needs in a wide range of areas including knowledge of community resources and childcare. Data collected through the Community Assessment also revealed that children need strong academic, social, and emotional skill development.

Based on data collected, analyzed, and disaggregated, AISD Early Childhood leadership team determined that the following goals, objectives, and action steps would be used to strengthen the teaching and learning processes. The goals and objectives were reviewed and approved by the Policy Council on December 15, 2025.

Goal 1: Early Childhood Program will use the Head Start Early Learning Outcomes Framework to ensure all children receive quality comprehensive services, integrated across all program areas.

Measurable Performance Objective 1:

- Children's outcome data, from the beginning of the year to the end of the year, will demonstrate an average of 15% increase in cognitive, social/emotional, and physical development skills based on the school readiness plan.
- Early Head Start child's outcome data is determined where children are developmentally through the use of the GOLD assessment tool that compares their progress to other children in their age group nationwide. This assessment determines where they are within widely held expectations. Children will demonstrate skills in social/emotional, physical, language, cognitive, literacy, and math within the upper 75% as compared to other children in their age group nationwide.

Expected Outcome(s):

- Typically developing students will transition from the program(s), demonstrating age-appropriate school readiness skills.

Progress/Outcomes:

- BOY data taken from CLI Engage Progress Monitoring Tool showed the following percent toward the end of the year expected outcome: Cognition-57%, Social/Emotional-65%, and Physical Development-77%.
- BOY data as of October 27, 2025, Teaching Strategies GOLD showed the following percent toward the beginning of the year expected outcome: Social/Emotional 87.59%, Physical 93.08%, Language 83.08% , Cognitive 93.85% , Literacy 89.23% , Math 85.71% .
- MOY data taken from CLI Engage Progress Monitoring Tool showed the following percent toward the end of the year expected outcome: Cognition-63%, Social Emotional-78% and Physical Development-89%.
- MOY data taken from Teaching Strategies Gold showed the following percent toward the end of year expected outcome: Social/Emotional 87%, Physical 88%, Language 86%, Literacy 91%, Mathematics 92%.
- EOY data taken from CLI Engage Progress Monitoring Tool showed the following percent toward the end of the year expected outcome: Cognition-93%, Social/Emotional-84% and Physical Development-93%. Growth was made in all developmental domains.
- EOY data taken from Teaching Strategies Gold showed the following percent toward the end of year expected outcome: Social/Emotional 90%, Physical 94%, Language 79%, Literacy 93%, Mathematics 71%.

Challenges:

- A number of students with a diagnosed disability and several others that will be evaluated for ECI.
- Teacher turnover.
- The increasing use of screen time at home with families.

Measurable Performance Objective 2:

- The percentage of Early Head Start/Head Start parents indicating that they have the skills to support the needs of their children on the Family Strengths/Needs Outcomes data will increase by 10% from the beginning of the year to the end of the year.

Expected Outcome(s):

- Parents will indicate they have gained additional skills to support the needs of their children.

Progress/Outcomes:

- The Family Needs Assessment for Crockett showed the highest reported percentage of families BOY outcome per domain.
 - Family Well Being 45% (Thriving)
 - Parent-Child Relationships 33% (Self-Sufficient)
 - Families as Lifelong Educators 43% (Engaged)
 - Families as Learners 29% (Emerging)
 - Family Engagement in Transition 29% (Self-Sufficient)
 - Family Connection to Peers and Community 60% (Engaged)
 - Families as Advocates and Leaders 55% (Vulnerable)

The Family Needs Assessment for Long ELC showed the highest reported percentage of families BOY outcome per domain.

- Family Well Being 58% (Thriving)
 - Parent-Child Relationships 61% (Thriving)
 - Families as Lifelong Educators 94% (Emerging)
 - Families as Learners 33% (Thriving)
 - Family Engagement in Transition 69% (Thriving)
 - Family Connection to Peers and Community 41% (Thriving)
 - Families as Advocates and Leaders 52% (Vulnerable)
- The Family Needs Assessment for Long ELC showed the highest reported percentage of families MOY outcome per domain.
 - Family Well Being 59% (Thriving)
 - Parent-Child Relationships 69% (Thriving)
 - Families as Lifelong Educators 78% (Engaged)
 - Families as Learners 35% (Thriving)
 - Family Engagement in Transition 85% (Thriving)
 - Family Connection to Peers and Community 45% (Thriving)
 - Families as Advocates and Leaders 54% (vulnerable)
 - The Family Needs Assessment for Crockett showed the highest reported percentage of families MOY outcome per domain.
 - Family Well Being 47% (Thriving)
 - Parent-Child Relationships 38% (Self-Sufficient)
 - Families as Lifelong Educators 65% (Self Sufficient)
 - Families as Learners 28% (Emerging)
 - Family Engagement in Transition 34% (Thriving)
 - Family Connection to Peers and Community 67% (Engaged)
 - Families as Advocates and Leaders 45% (Vulnerable)
 - The Family Needs Assessment for Long ELCT showed the highest reported percentage of families EOY outcome per domain.
 - Family Well Being 63% (Thriving)
 - Parent-Child Relationships 71% (Thriving)
 - Families as Lifelong Educators 88% (self sufficient)
 - Families as Learners 40% (Thriving)
 - Family Engagement in Transition 87% (Thriving)
 - Family Connection to Peers and Community 46% (Thriving)
 - Families as Advocates and Leaders 51% (vulnerable)
 - The Family Needs Assessment for Crockett showed the highest reported percentage of families EOY outcome per domain.
 - Family Well Being 49% (Thriving)
 - Parent-Child Relationships 42% (Self-Sufficient)
 - Families as Lifelong Educators 56% (Thriving)
 - Families as Learners 28% (Self-Sufficient)
 - Family Engagement in Transition 39% (Thriving)
 - Family Connection to Peers and Community 62% (Engaged)
 - Families as Advocates and Leaders 48% (Vulnerable)

Challenges:

- New ways to engage parents in center/community activities

Goal 2: The AISD Early Childhood Program will create and maintain a positive classroom environment that strengthens social/emotional, communication, and problem-solving skills for children and staff.

Measurable Performance Objective 1:

- Through staff development and coaching, Head Start instructional staff will obtain an average Emotional Support domain score on CLASS observation of at least 6.0, as demonstrated through formal/informal observations and assessment data.
- Through staff development and coaching, Early Head Start instructional staff will demonstrate an average score on ITERS-3 of at least 5.0.

Expected Outcome(s):

- Staff outcomes data will demonstrate competency in social/emotional, self-regulation, and problem-solving skills. Increased staff competency will result in improved classroom instruction and support students' progress toward school readiness goals.

Progress/Outcomes:

- As of October 27, 2025 BOY classroom ITERS-3 observations started and will be finished by the Christmas break.
- As of December 19th, 2025 all ITERS-3 classroom observations have been completed and all classrooms except one scored a 5.0 or above. 2 teachers were referred for coaching beginning January 6, 2026.
- As of May 14, 2026 all teachers were observed by Texas Rising Star and we maintained our 4 Star rating.
- Mental Health Coordinators complete a Mental Health Observation in each classroom twice yearly. As of October 27, 2025, all classrooms have been observed using CLASS and Conscious Discipline criteria and any social-emotional concerns have been addressed.
- Mental Health Coordinators initiated the second and final round of Mental Health Observations on January 20, 2026 in support of positive classroom climates. Mental Health Observations are ongoing, and any social-emotional concerns will be noted and attended to in collaboration with the classroom teacher.
- Classrooms will continue to set goals with academic coaches that align with the CLASS/ITERS-3 tool. They will receive feedback to gain a deeper understanding of how adult interactions impact learning.
- End of the year CLASS scores reported the program was 6.276 in Emotional Support which exceeded expectations.

Challenges:

Measurable Performance Objective 2:

- Through the implementation of a social/emotional curriculum, Head Start students' initially demonstrating social emotional needs on eDECA will show an increase in total protective factor, self-regulation, initiative, behavior and attachment by 10% from the BOY to EOY assessments.
- eDECA definitions:
 - ✓ Self-regulation: being able to manage/regulate emotions
 - ✓ Attachment: healthy bond with caregivers
 - ✓ Initiative: independent care
 - ✓ Behavior: ability to function appropriately in any/all settings
 - ✓ Total Protective Factor: resiliency
- Early Head Start students initially demonstrating social emotional needs on e-DECA will demonstrate a 10% increase in initiative, attachment and self-regulation skills from the BOY to EOY.
- eDECA definitions:
 - ✓ Self-regulation: being able to manage/regulate emotions
 - ✓ Attachment: healthy bond with caregivers
 - ✓ Initiative: independent care
 - ✓ Behavior: ability to function appropriately in any/all settings

✓ Total Protective Factor: resiliency

Expected Outcome(s):

- Student outcomes data will demonstrate an increase in age appropriate social/emotional, self-regulation, and problem-solving skills.

Progress/Outcomes:

- Every Head Start students are evaluated using the e-DECA Social Emotional Assessment within 45 days of enrollment. As of October 27, 2025, beginning of year e-DECA data demonstrated the following percentages of need across the factors measured:
 - Total Protective Factors - 16%
 - Initiative - 17%
 - Attachment & Relationships - 23%
 - Self-Regulation - 13%
 - Behavioral Concerns - 14%
- For infant/toddlers
 - Total Protective Factors - 16%
 - Initiative:- 16%
 - Attachment & Relationships - 18%
 - Self-Regulation - 16%
- Mid-year e-DECA assessment data reflected overall stability across most factors, with positive growth noted in Initiative and Total Protective Factors, as evidenced by a decreased level of need. As of February 2nd, 2026, e-DECA data exhibited the following percentages of need:
 - Total Protective Factors - 14%
 - Initiative - 16%
 - Attachment & Relationships - 23%
 - Self-Regulation - 13%
 - Behavioral Concerns - 14%
- Infant/Toddlers
 - Total Protective Factors - 8%
 - Initiative:- 18%
 - Attachment & Relationships - 39%
 - Self-Regulation - 22%
- End-of-year e-DECA assessments were completed on April 23, 2026. From mid-year to end-of-year, e-DECA data indicates an overall decrease in student need across most protective factors. Total Protective Factors decreased from 14% to 9%, with notable improvements in Initiative (16% to 8%), Attachment & Relationships (23% to 12%), and Self-Regulation (13% to 9%). Behavioral Concerns showed a slight increase from 14% to 16%, suggesting an area for continued focus. Overall, the data reflects positive growth in students' social-emotional development.
 - Total Protective Factors - 9%
 - Initiative - 8%
 - Attachment & Relationships -12%
 - Self-Regulation -9%
 - Behavioral Concerns -16 %
- Infant/Toddlers
 - Total Protective Factors: 10%
 - Initiative: 0%
 - Attachment & Relationships: 20%
 - Self-Regulation: 10%

Challenges:

Goal 3: The AISD Early Childhood Program will engage with the community to provide comprehensive services needed by children and families to promote School Readiness.

Measurable Performance Objective 1:

- Head Start/Early Childhood will secure and maintain a minimum of 70 partnerships with community resources, enhancing service delivery to families.

Expected Outcome(s): Children and families will be connected to community services needed for self-sufficiency and to be school ready.

Progress/Outcomes:

- As of October 27, 2025 there are 9 Health Agreements in place with community partners to ensure that each child has the resource to have medical care that is essential for School readiness.
- In the fall an updated resource list is provided to families, to ensure they have the resources they may be in need of.
- The program continues to utilize community partners, as a referral source for families, as well as provide opportunities for partners to participate in HS campus events, including staff training and parent engagement activities.
- HS hosts a Health/Mental Health Community Services Advisory Committee luncheon twice a year to network and allow agencies to hear program updates, as well as share updates regarding agency services.
- Family Advocates participate in the community Basic Needs Network, quarterly.
- The Fall Services Advisory Committee meeting was held November 13, 2025, bringing together our community partners. and sharing updates regarding each agency.
- The Spring Services Advisory Committee meeting was held March 19, 2026.
- Currently, there are 58 partnerships completed with community partners.

Challenges:

- Oral appointments continue to be a struggle to obtain appointments with the population of prenatals.

Measurable Performance Objective 2:

- Head Start/Early Head Start will increase engagement with community partners/agencies by providing training opportunities at a minimum of 3 times per year for staff and/or community members.

Expected Outcome(s):

- Staff and community partners will have a deeper understanding of family needs and the services available to address those needs.

Progress/Outcomes:

- Long ELC held an Open House September 4th, the Abilene Public Library, Alliance for Women and Children and First Care Health Plans came to share information with our families.
- Crockett hosted a Community Resource Fair on September 17. There were 12 community agencies present and they provided families with agency information.
- Long ELC held a Community Helper Day on October 22nd, 12 Community Helper Organization brought their vehicles for students and staff to see and learn about their daily tasks.
- The Health, Mental Health and Community Services Advisory committee luncheon on November 13, 2025. Updates will be provided regarding HS/EHS program activities and each agency will have the opportunity to share updates regarding their agency.
- Crockett partnered with individuals, as well as community agencies to support the Neighborly Nibbles program. Food and monetary donations help provide each child a sack of non-perishable food on a weekly basis from November 7- December 18.
- Head Start hosted the Health, Mental Health and Community Services Advisory committee luncheon on March 19, 2026.
- Community Partners were present at Apply to Enroll to provide families with services.
- TX Dot and BCFS joined with Long ELC to host a car seat drive for families. During this time families were trained on how to install a car seat and the importance of car seat safety.
- Crockett partners with WIC and hosts quarterly on campus events, allowing families easier access to benefits and information.

- Abilene Public Library presented library information and storytime activities to CHS families during the Reading Under the Stars Spring event.
- Crocket hosted a Summer Infofest on May 6, with community partners on site to present information to families regarding low or no cost summer activities.

Challenges:

- Streamlining services for families

Goal 4: AISD Early Childhood Program will fully integrate technology for the purpose of high student and family engagement, academic success, and safety.

Measurable Performance Objective 1:

- Head Start/Early Head Start will increase staff knowledge through professional development related to technology utilized in the program by providing a minimum of 5 trainings per year.

Expected Outcome(s):

- Staff will be proficient in the use of technology needed to complete job-related responsibilities.

Progress/Outcomes:

- Technology training was provided on the following topics throughout the year: BOY technology, Cyber Security, Frontline & Eduphoria, student assessments, Remind and Go Engage.
- HS provides training and devices for each classroom to enhance GoEngage data collection, assessments, training opportunities and communication with parents.
- AISD technology provides training to support program initiatives.

Challenges:

Measurable Performance Objective 2:

- The Head Start/Early Head Start Program will increase opportunities for children to explore innovative, developmentally appropriate technology and learning materials by utilizing a minimum of \$45,000 a year to purchase high-quality instructional materials.

Expected Outcome(s):

- Children will have the age-appropriate technological skills necessary to be successful in a twenty-first century classroom.

Progress/Outcomes:

- HS staff implement developmentally appropriate learning experiences with technology.
- HS teachers continue to use technology as an instructional method to ensure students have a vast array of learning experiences. Lesson plans are continually used to document technology usage weekly.
- HS is fiscally responsible when updating technology. Promethean boards, ipads, and laptops are purchased as needed.

Challenges:

Measurable Performance Objective 3:

- The Head Start/Early Head Start Program will utilize innovative technology and procedures during the instructional day 100% of the time to ensure the safety of students, parents and staff.

Expected Outcome(s):

- Students, parents, and staff will be able to teach and learn in a safe environment.

Progress/Outcomes:

- HS has support from Abilene Independent School District's Director of School Safety and Security.
- Our guests are identified at the door through a video intercom, screened through Raptor, and then given a sticker with their information on it to gain entry to our campuses.
- Cameras are on the interior and exterior of the buildings.
- All exterior doors and gates remain locked at all times. All interior doors remain locked during instruction time. Door sweeps are done weekly and put into Sentinel.
- Crisis go is utilized for communication during drills.
- Safety Drills are conducted every month. Crisis Go has been implemented to help with these drills. The drills are documented on Crisis Go and Sentinel monthly.
- The "Safety Team" meets once a month to go over safety issues that may have occurred, review safety protocols, emergency duties and to discuss how to keep our campus safe.
- Playgrounds and facilities are checked daily and/or weekly and documented for safety.
- Resistant film is on all exterior door windows and adjacent windows.
- Crash bars are on exterior gates at Crockett for emergency exit.

- HS has been approved for privacy slats for the fencing around campus. The installation of the slats will begin as soon as the Safety and Security team can schedule with the maintenance department.
- There are plans to get Crockett Head Start a School Zone.
- Crockett Transportation is in the process of getting a Smart Tags system.
- The School District has provided iPads at each entrance for district staff who move from campus to campus to check themselves in/out to show who is on campus at all times. If staff is visiting for personal reasons such as lunch with their student or meetings with teachers they must check in via Raptor with their drivers license.

Challenges:

- The city must approve the no parking zone we requested. This process has taken up to a year on other campuses in the district.
- The maintenance department will schedule time to come install the slats on the fences around Long and Crockett.

Measurable Performance Objective 4:

- The Early Childhood Program will utilize technology to complete data checkpoints and aggregate and disaggregate program data three times a year to inform continuous growth and improvement across all program areas.

Expected Outcome(s):

- The Program staff will monitor and adjust all aspects of program planning based on data outcomes.

Progress/Outcomes:

- Education aggregates and disaggregates school readiness data three times a year using the researched based online assessment system to generate data points. Teaching Strategies GOLD and CLI Engage Progress Monitoring Tool are the assessment tools used. The data is used by teachers to inform instruction and plan for individualization. Developmental screening data is tracked in Go Engage within 45 days of enrollment. Based on this beginning of the year, our program uses this data to support Practice Based Coaching Cycles, guide cognitive transitions, help parents set educational goals, plan, and implement individualized instruction and professional development opportunities.
- BOY data was analyzed on October 27, 2025. The data showed that the preschool's highest percentage towards EOY expected outcomes was in Speech Production with 96% and the lowest percentage was Letter-Sound Correspondence with 16%.
- Crockett's assessment data shows that EHS had their highest percentage toward expected outcomes in the Cognitive domain with 93.85% within Widely Held Expectations and the lowest score was in the Language domain with 83.08% within Widely held Expectations
- MOY Teaching Strategies Gold data showed the following percent toward the end of year expected outcome: Social/Emotional 87%, Physical 88%, Language 86%, Literacy 91%, Mathematics 92%.
- MOY CLI data was analyzed on January 30, 2026. Rapid Letter Naming had the largest growth from BOY to MOY with a 46% increase towards the EOY expected outcome. Science had the highest percentage towards the expected outcome with 91%. The area with continued need for improvement was in Letter Sound Correspondence with 26% toward the EOY expected outcomes.
- EOY data was analyzed on April 22, 2026. Rapid Letter Naming, under the Language & Literacy Domain had the largest growth from BOY to EOY with a 56% increase towards the EOY expected outcome. Speech Production & Skills had the highest percentage towards the expected outcome with 121%. The area with continued need for improvement was in Letter Sound Correspondence with a 37% toward the EOY expected outcomes.
- EOY data taken from Teaching Strategies Gold showed the following percent toward the end of year expected outcome: Social/Emotional 90%, Physical 88%, Language 94%, Cognitive 93%, Literacy 82%, Mathematics 71%. Each domain showed progressive growth in each domain.

Challenges:

- A large number of students have been identified with a disability and are being served through ECI or AISD.
- The increasing use of screen time at home with families.
- Staff turnover

Goal 5: AISD Early Childhood Program will recruit and employ high-quality, effective staff who embrace diversity, utilize best practices, and understand the importance of student, family, and community engagement.

Measurable Performance Objective 1:

- The Head Start/Early Head Start Program will strengthen and enhance professional development, classroom environment and effective teaching practices by providing practice-based coaching to classroom staff 1 to 4 times monthly, depending upon the level of intensity needed by individual staff members.

Expected Outcome(s):

- Staff will demonstrate progress toward individualized professional development goals.

Progress/Outcomes:

- HS uses the method of Practice-based coaching to individualize professional development. Practice-based coaching is a cyclical process for guiding teachers' use of evidence-based practices for promoting positive child outcomes.
- HS teachers Complete a Needs Assessment during the first wave ending on October 25, 2024. This Needs Assessment is used to help teachers identify their strengths and challenges. Then, through collaborative partnership, with the coach, a goal and action plan are developed. Additionally, CLASS/ITERS -3 scores, School Readiness data, various checklists and informal classroom observations are used to guide teachers and the coaches in creating Practiced Based Coaching.
- Long ELC Wave 1 had a total 52 goals set within the following domains: Regard for Student Perspectives (1), Behavior Management (1), Productivity (5), Instructional Learning Formats (10), Concept Development (15), Quality of Feedback (9), Positive Climate (1) and Language Modeling (2). Of those Goals, 8 were mastered in the following domains: Productivity (7), Instructional Learning Formats (1).
- Crockett set 50 goals during this wave. 29 goals have been met, We are continuing 21 goals into the next wave.
- As of January 25, 2026, a total of 5 goals were mastered in the following domains: Productivity (4), Concept Development (1). Ongoing and new goals were set in the following domains: Regard for Student Perspectives (10), Behavior Management (1), Concept Development (9), Quality of Feedback (6), Language Modeling (2) and Positive Climate (1).
- As of January 30, 2026 2 goals were mastered in classroom management. 3 goals are ongoing in professional development. 2 goals are set for language development.
- Academic Coaching continued through the end of the year. As of April 24, 2026, the following goals were complete: Teacher Sensitivity (9), Productivity (2), Concept Development (3), Quality of Feedback (6) and Language Modeling (10). The following goals were ongoing: Teacher Sensitivity (2), Productivity (1), Concept Development (3) and Language Modeling (5).

Challenges:

- Due to new teaching and support staff, more goals were set in order to support the new staff.
- Absences also play a factor in challenges.
- Staff turnover is an ongoing challenge.

Measurable Performance Objective 2:

- 100% of Head Start/Early Head Start instructional staff will be highly qualified to provide a rigorous and relevant learning environment.

Expected Outcome(s):

- Instructional staff will demonstrate knowledge and implementation of best practices, which support student/family engagement within the Early Childhood Program.

Progress/Outcomes:

- All Infant/toddler teachers complete a 12-week coaching program as well as Child Care Regulations Orientation.
- All preschool teaching staff are qualified through the state of Texas. Teaching staff are also certified as an English as a Second Language certification by the completion of their first year as a certified teacher. Ongoing CLASS and Conscious Discipline trainings take place throughout the

year for all staff. New teachers received Conscious Discipline, CIRCLE and CLASS training along with a mentorship program.

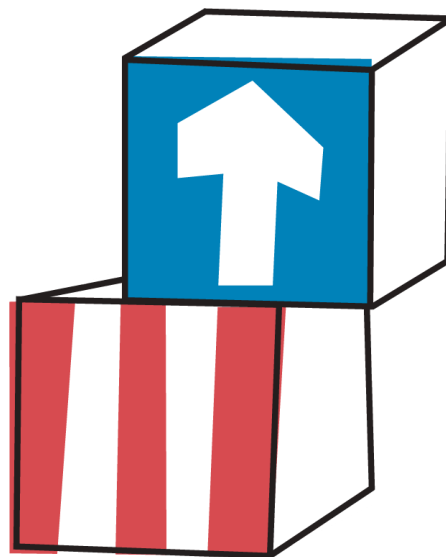
- All preschool classroom assistants have the appropriate degree and/or a CDA.

Challenges:



**Head Start
Executive Overview of 2025-2026
Self-Assessment Findings and Program
Improvement Plan**

May 2026



Grant# 06CH012163

I. Introduction

a. Program Description

Abilene ISD Head Start/Early Head Start Program is operated by the Abilene Independent School District. The Abilene ISD Board of Trustees serves as the governing body for Head Start/Early Head Start and operates in a shared-governance system with the Parent Policy Council. The program is funded to serve 132 infants and toddlers and 9 pregnant women in Early Head Start on the Crockett campus. An additional 380 children, ages three and four-years-old, are funded in the preschool program at Long Early Learning Center. The EHS and HS programs were fully enrolled during the 2025-2026 school year. Enrollment opportunities were provided weekly at Long ELC and Crockett EHS so that families had every opportunity to enroll if they desired to do so.

The Long facility has been provided by the district as in-kind to Head Start. The program is in the fourth year of a five-year monitoring cycle. In the fall of 2023, the program participated in a Focus Area One monitoring review. A Program Performance Summary Report was received December 2023, reporting the program was compliant in all areas of the Head Start Program Performance Standards, Public Law 110-134, Improving Head Start for School Readiness Act of 2007. The Head Start program completed a CLASS Monitoring Review, from November 2024 to January 2025. Communication from OHS, in February 2025 indicated that the program met the expectations for CLASS. Scores from the Review were compared to the Quality and Competitive Thresholds for Head Start programs. The scores in Emotional Support and Classroom Organization were within expected range. The Instructional Support Domain scores surpassed the Qualify Threshold. The Head Start program completed a Focus Area Two Monitoring Review during March 2025. The OHS Program Performance Summary Report was sent to the 2024-2025 AISD School Board President, Angie Wiley in March 2025. This report proved the program was compliant in all areas of the Head Start Program Performance Standards, Public Law 110-134, Improving Head Start for School Readiness Act of 2007.

b. Self-Assessment process (context)

Contextually, the self-assessment process encourages the agency to ask itself three questions: “What are we doing well?”, “What are we not doing well?” and “How can we get even better at what we do?” Asking those simple questions prompts the leadership, staff, and families to investigate how the program outcomes have positively impacted our community, students, families and staff and what is left to be accomplished. The investigation scaffolds data-driven decision-making, professional development, and community awareness and interactions. With the findings, the program will continue to reflect and refine all practices.

II. Methodology

a. Design of Self-Assessment and Participating Members

The Self-Assessment process followed the framework published by the National Center on Program Management and Fiscal Operations. The Self-Assessment process also used information gleaned from the completion of the FY 2024 Focus Area Two Monitoring Protocol. During the process, the team members examined a broad range of program operations to determine strengths and weaknesses in managing and providing services to Head Start children and families. The scope of focus was directed by: (1) identifying any systemic issues revealed during routine ongoing monitoring, (2) reviewing health and safety evaluations, and (3) analyzing school readiness and program goals, objectives and action plans.

The self-assessment process followed a systematic path, beginning with the determination of the scope of focus, leading into the analysis of data and recommendations for improvement, and culminating in the final written report outlining corrective action steps. The process was responsive to the Head Start Act and the Head Start Performance Standards. The process included the past FY 2024 Focus Area Two Monitoring Protocol and results, CLASS Progress Monitoring Review results, and current campus data to review and revise all written program services and management systems plans to assure the program addresses and is compliant with all regulations.

The program demonstrated a very high-level of performance and substantial compliance with federal regulations throughout all monitoring events during the previous monitoring 5-year cycle. A NOGA was issued in April 2022 for the next five-year monitoring cycle. As well as a NOGA in for a Non-Competing Continuation in April 2026 for the fifth year of the five-year cycle.

Assisting in this year's self-assessment process were Head Start administrators and managers, Abilene ISD district personnel, Head Start front-line staff, Policy Council members (Head Start parents and community representatives), a current AISD Board of Trustee member, a former AISD Director of Early Childhood, community members and parents.

b. Self-Assessment timeframe

Self-Assessment activities were conducted by each program area between April 1, 2026, and June 2026. Team leaders met with their respective team members for training and to conduct review activities within this time period. All summaries were completed and returned to the Director of Early Childhood Programs by June 2026. The self-assessment reports for each program area were then reviewed and analyzed by the Director of Early Childhood Programs. Finally, a Self-Assessment Summary and Program Improvement Plan were developed for use by program staff. The AISD Board of Trustees was presented the information on July 6, 2026. The Policy Council reviewed and approved the Report and the Plan on August 4, 2026.

c. Data Collection Tools Used

A wide variety of data, including program operation reports, on-going monitoring tool reports, and other performance data were reviewed and analyzed. The FA2 Monitoring Review and CLASS Monitoring Review data was also used as part of the Self-Assessment process.

Following is a list of documents that used for data collection:

Program Area	Tool/Data Set	Purpose	Finding(s)
Management & Quality Improvement	Head Start Monthly Reports	Monthly Reports contain data to support student learning, family and community engagement, family needs, preventative health/ mental health measures, and program events that include learning opportunities for families and staff. Reports are reviewed by the Policy Council and the Board of Trustees.	Monthly Reports were found to be an informational and easy to follow communication tool. The data is a great snapshot of the program's monthly progress.
Management & Quality Improvement	Staff Wellness	The program works to ensure staff feel connected, supported and valued.	The staff wellness survey reported that most staff members take time for self-care and are supported at work. However, there are a few employees who would like to have more support with behavior.
Management & Quality Improvement	Communication Tools used with families	The program recognizes that communication is multifaceted and integrates several forms of communication to include: social media platforms, email, call out system, phone calls, Remind app, web page, home visits, parent conferences, daily communication sheets, calendar of events, etc.	Parents reported the programs' communication system is very helpful and includes many reminders which are above and beyond.

Management & Quality Improvement	Family Engagement Activities	To ensure families have opportunities to participate with their child in school activities.	Parents reported there are ample opportunities to join in on their child's learning including events during the school day and evenings.
Management & Quality Improvement	CLASS Data	The program contracted Essential Elements during the fall and spring to conduct CLASS observations.	CLASS data was reviewed and remains above the competitive threshold in all areas and above the Quality Threshold in Emotional Support and Instructional Support. Essential Elements reported that the Practiced Based Coaching practices are effective in improving adult to child interactions.
Management & Quality Improvement	Head Start Program Goals	Head Start Program Goals provide a focus for the programs strategic planning and a way to measure progress.	Head Start Program Goals have been sufficient for the current grant cycle. Updated program goals would help the program provide more relevant outcomes for progress. .
Program Design/ Structure	Community Assessment	The Community Assessment provides data regarding characteristics of the community, It provides ethnicity, language, disabilities, mental health, children in foster care, homeless children and working families. This information is used to guide the HS/EHS program to determine locations of centers, program options, goals, community strengths and needs.	A review of the Community Assessment revealed that all required components were present in the assessment. The Policy Council uses this data to make informed program decisions. It is noticed that the Policy Council is well trained to participate in program decisions. The Community Assessment revealed that we are reaching the eligible families and the program decisions by the Board and Policy Council support the community. There does tend to be a longer waitlist for three year old students than four year olds.

Disabilities	HS/EHS Performance Standards	Guidance for developing program plans	Plans are in compliance.
Disabilities	Tracking and monitoring documents	HS Disabilities Coordinator uses a tracking document on internal referrals that is shared with assessment staff, ICs and administration for Special Education testing	Document is effective in following up with AISD assessment staff on internal referrals.
Disabilities	Staff and community member interviews	Staff and community members were interviewed and they also reviewed the Disabilities plan to determine if any areas needed improvement.	Staff and community members reported the plan is in compliance.
Education	Lesson Plan required Elements	Teachers and ECD Coordinator use this document to know what is required of our program and HS in each week's lesson plans.	Requirements are up to date and this is an effective way to communicate lesson plan needs.
Education	Tracking & Monitoring Documents	ECD Coordinator uses checklists to monitor: Lesson Plan completion each week, Parent Contacts, Developmental Screenings, Safety Lessons, etc.	These documents are an effective means of tracking. GoEngage is also used.
Education	Cognitive, Social & Emotional Procedures/Policies	A tiered plan to support students with cognitive, language, and/or social & emotional needs.	The use of this procedure has been effective in providing further individualization to prepare students for school readiness.
Education	Abilene ISD Head Start School Readiness Plan	The program uses these goals to ensure children's growth in the Head Start Early Learning Outcome Framework Domains.	The School Readiness Goals for families and academics are appropriate for the upcoming school year. The School Readiness Goals are aligned with the Head Start Early Learning Outcomes Framework. These goals are also aligned with the AISD 1st 6 weeks Kindergarten report card.

Education	Abilene ISD Head Start School Readiness Action Steps	A narrative of how we will accomplish meeting and tracking our School Readiness Goals.	The School Readiness Action Steps are reflective of the School Readiness plan and implementation.
Education	Teacher Interviews	Teachers/Coaches reviewed the Practice Based Coaching process to promote quality interactions in the classroom using CLASS dimensions.	Teachers found the coaching process helpful. They were not only able to gain a better understanding of CLASS but it also helped them increase instruction which in turn increased students' school readiness.
		Teachers/Coaches reviewed the updated Parent Contact #1 and gave feedback.	Teachers and coaches agreed with the changes made to the initial Parent Contact.
Education	Academic Coaches	Coaches reviewed the Practice Based Coaching Plan and discussed ways to improve the process.	Coaches noted that teachers are applying feedback and showing growth over time. Some resistance to coaching has been noted. Coaches will continue to build supportive relationships while providing manageable action steps to increase teacher investment.
		An interview with coaches to review ways to ensure accountability and fidelity of staff.	Consistent meetings will provide a valuable opportunity for teams to reflect, collaborate and strengthen instructional practices. .
		Coaches discussed resources that would be helping to the coaching process.	Coaches stated a need for teachers to build a stronger foundation in classroom routines and procedures. They believe Conscious Discipline: Six Weeks to Success will be a helpful resource to achieve this goal.
Education	School Readiness Data Analysis Charts and Narrative	A chart to show program mastery levels and areas of growth, and a narrative, highlighting strengths and planning for improvement.	The data was reported in an intensive and inclusive format. It was well organized and explained well. A variety of in depth instructional techniques and

			evaluation methods were used to meet goals.
Education	ESI-R Developmental Screening	A tool used to screen all children for developmental skills and concerns.	ESI-R meets the needs of our program as a developmental screener. Students who scored in the refer or rescreen range after February are closely monitored by teacher and Education Coordinators.
Education	CLI Engage Progress Monitoring Reports	An online assessment to monitor student progress in all School Readiness Framework Domains.	CLI Progress Monitoring reports showed growth program wide in all School Readiness Goals assessed. Teachers use these reports to plan for instruction of large groups, small groups and individualization.
Education	Student Support Meeting Notes	Documentation taken to provide extra support for a child in need.	Effective notes are taken during SST Meetings and shared with all team members to ensure fidelity of strategies. These notes are located in AWARE which is a program that follows the student to kindergarten.
Education	The Classroom Assessment Scoring System (CLASS) Observations Reports & Analysis	Analysis of program's CLASS observation scores.	Past CLASS scores have shown Emotional Support to be our program's highest scoring domain. CLASS data for the current year will be analyzed upon completion.
Education	Teaching Strategies GOLD Documents	T.S. GOLD documents encompass Lesson Plans, Assessment tools are directly linked to Creative Curriculum to individualize and assess children.	Teaching Strategies GOLD assessment system is a tool that teaches, plans, individualizes and guides every aspect of the day.
Education	ASQ Developmental Screening	It is a research based tool to screen children birth to three for developmental strengths and concerns.	Is a comprehensive reliable screening tool that measures development in 5 domains. (Communication, Gross Motor, Fine Motor, Problem Solving, Personal-Social)

Education	ITERS-3 (Infant Toddler Environmental Rating Scale)	It is to analyze the classroom environment and responsive caregiving.	Focuses on the full range of needs of infants and toddlers and provides a framework for improving program quality.
Education	Practice Based Coaching Needs Assessment Tool	Identifies strengths and needs for professional development.	This process supports teachers' use of effective teaching practices that lead to positive outcomes for children.
ERSEA	Community Needs Assessment	Analysis community needs for recruitment process.	Data shows that we are serving the majority of students that qualify in our service area.
ERSEA	Enrollment Records	Documentation of eligibility and proof of the eligibility records.	All documentation of eligibility and supporting documents were found to meet eligibility requirements.
ERSEA	Waiting List	Track number of children on the waiting list.	Lists were reviewed and updated to show an accurate number of eligible families in our service area that are waiting to be enrolled when space is available.
ERSEA	Frontline & GoEngage	Tracking of enrollment and attendance	Files reviewed and matched documentation in databases
Family & Community Engagement	Head Start Program Plans	Performance Standard and Objectives	Reviewed performance standard and objectives noted program promotes strong family engagement through campus activities, goal setting, relationship building, and the Family Strength and Needs Assessment.
Family & Community Engagement	Strengths & Needs Assessment Form	Evaluate family strengths and needs to establish goals	Form aligns with PFCE framework
Family & Community Engagement	Community Partnership Binder	Partnerships and MOUs between AISD EC and the community.	Reviewed and updated partnerships and noted strong connections with the community.
Family & Community Engagement	Surveys with Program Parents	Program parents and Community Partners completed a program	The parents survey reports positive communication with Early Childhood staff to create a

	and Community Partners	survey.	welcoming and collaborative environment.
Fiscal	Procurement Records	Verify Spending	Budget was allocated properly
Fiscal	Budget Reports	Shows monthly overview of purchases	Spending was budgeted correctly
Fiscal	In Kind Documentation and Reports	Shows documentation of In Kind services	Grant requirements for total non-federal share was satisfied
Fiscal	CACFP Audit Records	Shows reimbursement of food services	Funds were expended according to CACFP regulations
Fiscal	AISD Fiscal Audit Report	Shows documentation of HS funds	Funds were expended properly and used to follow all HS Performance Standards
Fiscal	Administrative Cost (below 15%)	Review grant application and budget reports for administrative cost	Administration costs were below 15%
Fiscal	Program Plan	Review our operating processes to ensure compliance	Plans updated when needed
Fiscal	CACFP Audit Notice	Review commendations and technical assistance	Decision to revise a few CACFP documents to better meet our program needs
Health	Sub-part D Plans	Health Performance Standard guidelines/objectives are addressed with information on how Health services are met.	The information reflected that children served in Head Start maintain an ongoing source of health care, preventive care and follow-up.
Health	Focus Area Two Monitoring Protocol, Periodicity, Frontline, GoEngage	Head Start Performance Measures in the Monitoring Protocol	Head Start Health Program is complying with Federal Performance Standards. Nurses are collaborating with parents on health status, ongoing health care, preventative care, follow-ups, and referrals for students. Nurses are documenting health status and care per EPSDT/THS schedule in Frontline and GoEngage.

Health	CACFP Guidelines/square meals.org	CACFP Guidelines on Enrollment forms	Enrollment forms were mentioned in the audit this year. While still in compliance, suggestions were made for improvement. Based on the regulations and guidance that was provided, CACFP Enrollment forms were adjusted.
Health & Safety/Transportation	Online Maintenance Work Order System	Check maintenance requests, date entered, date completed, and department completing work.	In our programs, all work orders are completed in a timely manner or are in progress.
Health & Safety/Transportation	Classroom Safety Checklist	Document that shows classrooms are free from pests, designed to prevent injuries, and promote safety in an emergency.	Our programs' classrooms and outdoor areas were found to be free of pests. Classroom safety was evident in the use of outlet plugs covered, cabinets locked, toys and furniture in good condition, emergency maps located near exits, and documentation that ensured children are released to allowable adults.
Health & Safety/Transportation	Playground Safety Checklist	Checks for standing water, operable playground equipment, outlet covers in place, no sharp edges, and appropriate fall zones to prevent child injury.	In our programs, all items were found in compliance.
Health & Safety/Transportation	Subpart F Transportation Bus Safety Checklist	Lists the items required on the bus such as fire extinguisher & sign, seatbelt cutter & sign, 2-way communication & sign, reverse beeper working, first aid kit, seat belts, daily inspection, and Texas inspection sticker.	On the buses used for our programs, all items comply and are working. All inspections are kept on file.
Health & Safety/Transportation	Subpart F -Transportation Bus Driver Training Data	Checks that all drivers have completed their required training.	All drivers for our program have completed required training before driving students. Our

			drivers also receive CPR/First Aid certificates.
Health & Safety/Transportation	Subpart F-Transportation	Document which shows the elementary and names of all the students who ride to Long and/or back to one of our 11 elementary campuses in Abilene ISD.	HS bus transportation is available for children or teens to ride to and from our campus.
Health & Safety/Transportation	Subpart D Health Program Services	Checks to ensure that all health and safety practices are being met by using safety checklists.	Our programs found that health and safety practices are being met by using safety checklists that ensure children are always kept safe.
Mental Health	Conscious Discipline Parent Curriculum	To examine Behavioral/Social Emotional Parent Engagement opportunities for efficacy, identify areas for improvement, and propose potential topics of interest for future Behavioral/Mental Health focused parent meetings.	Parent response demonstrated a positive overall experience in Behavioral/Mental Health engagement opportunities. The parent felt that anecdotal and situational information was very informative. Parent felt that in addition to what is already offered she would like to see a range of mental health topics delivered in a variety of modalities outside of just the in-person workshops.
Mental Health	Conscious Discipline Curriculum	To identify ways to integrate social emotional continuity and improve implementation fidelity program wide.	The teacher interview revealed a strong foundation for implementation across all levels. She cited administrative encouragement, support, and access to professional development opportunities in Conscious Discipline as key strengths of the program. The development of a program-wide scope and sequence with vertically aligned expectations

			and practices was identified as a potential next step to strengthen consistency and support clearer standards for implementation across classrooms.
Mental Health	New Teacher Foundation Training, Coaching Process	To review personal experience of the Coaching Process and suggest ways to support new teachers with Behavioral/Conscious Discipline training moving forward.	Teacher responses suggest that the teacher felt supported at all levels, learned a lot, and appreciated the constructive feedback. The teacher reports that helpful changes could include rearranging training to a schedule that more clearly follows the progression of the year, more Conscious Discipline specific training and the opportunity to explore topics more in-depth.
Mental Health	Staff Wellness Survey Data	To engage additional stakeholders in identifying meaningful and actionable ways to better support staff in their day-to-day work and support their overall wellbeing.	Community partners indicated that while the majority of staff appear to be well and find fulfillment in their work, the data suggests there are several shared stress-related themes that the Mental Health Team can address through enhanced systems of support, communication, and staff wellness practices.
Mental Health	Tracking Sheets, GoEngage Data Entry and Monitoring Systems	To review data entry and monitoring systems for accuracy, consistency, and compliance with program requirements and documentation procedures.	After a review of Tracking Documents and the GoEngage system, the Mental Health Assistant confirmed compliance in both areas. She reports that weekly enrollment information helped increase the accuracy and timely input of the information.

Prenatal	EHS Prenatal Curriculum and Resources Binder	Review prenatal education curriculum and resources to assess compliance with Head Start Performance Standards.	According to the reporter, the EHS Prenatal Curriculum and Resources Binder indicates comprehensive services were provided to EHS enrolled pregnant women. The curriculum and resources aligned with HS Performance Standards.
Prenatal	Parent Interview questions	A former prenatal parent was asked to comment on her experience with the EHS Prenatal Program and offer suggestions.	The data collected from the parent interviewed indicated appropriate prenatal education, referrals and support was provided.
Prenatal	Staff and Community Member Questions	Review of Prenatal Services that were provided.	The interview indicated the Prenatal Master Family Advocate has an excellent understanding of the prenatal education program, is responsive to the needs of prenatal parents and provides the required on-going support and education. The interview with the prenatal services Master Family Advocate indicates she works closely with prenatal parents and community partners to provide comprehensive services to expectant parents.
Transition	Individual Transition Plan	Teachers use this document to inform parents of the steps needed in the transition to the next learning environment.	Although the transition plan and process was clear, it would be helpful if the information was combined with the final Parent Contact (PC#4).
Transition	Initial Transition Plan Meeting Form	Advocates use this document to inform parents of the steps needed in the transition to the next learning environment.	Form provides parents a plan for different transition options and is started early enough for parents to feel supported.

Transition	Parent Contact #4	Teachers use this document to track progress on School Readiness Goals.	The final Parent Contact was easy to understand, Parent and child goals are tracked easily, parents are able to make a Summer goal.
Transition	Parent Survey	Program parents completed a program questionnaire	Parent questionnaire reports positive communication and support with early childhood staff to create a collaborative transition into and out of the programs.
Transition	Teacher Interview	Teachers discussed ways to improve the transition process of students from Early Head Start to Head Start Preschool.	EHS & HS coordinators met to discuss ways to make this information easier to access. 3 year old teachers also noted it would be helpful to have students begin practicing: sustaining attention for up to 7 minutes, walking in line, staying at the table during mealtimes, etc.
		Teacher was asked if there were any materials needed that would improve the implementation of transition strategies in the classroom,	Teachers noted an updated social story would be helpful to share with EHS. Teachers could begin reading 6 months prior to transition.

d. Additional information used during Self-Assessment

The Head Start Program Performance Standards and the Abilene ISD Head Start/Early Head Start Program Service and Management Plans were reviewed as a part of all self-assessment activities. The data analysis took place in a variety of ways, including but not limited to, face to face interviews and review of information, through email correspondence and Zoom meetings. As a result of the Self-Assessment process, written program plans were revised as needed to assure that all the requirements within the Head Start Act and the Head Start Program Performance Standards were met with fidelity.

II. Key Insights

a. Strengths determined by Staff, Parents and Community members

The staff, parents and community members involved in this self-assessment process stated that the Abilene ISD Head Start is a well-developed program. The program has a history of strong performance and excellent monitoring reviews over the past few years. Both sites have highly qualified staff and continue to refine their practices as focused professional development activities are designed to improve cognition and behavioral instructional strategies for staff, families and children. Professional learning opportunities are created to broaden individuals' understanding and gain strategies to support children experiencing social/emotional/trauma induced situations. Through Practiced Based Coaching, the program also focuses on adult-child interactions and the quality of instruction in all classrooms. Foundational academic/cognitive skills such as language development, mathematics and literacy are also crucial priorities for the programs. Classroom coaches provide feedback and high-quality resources to individual teachers in order to promote growth for teachers and students on an ongoing basis. The success of this practice was evident through the progress seen on CLASS scores from our monitoring review and from a third party observer. Investing in staff members is vital to the success of the program. Staff wellness opportunities are a continual practice the program provides as well. These investments have resulted in strong campus culture which then produces high school readiness outcomes for children and families. One of the greatest strengths of the Head Start program is the partnership with AISD. This partnership ensures quality services through disabilities, homelessness, human resources, fiscal management, health/nutrition, and safety.

b. Systemic Issues

The Self-Assessment committee and the Office of Head Start did not reveal any systemic issues indicating the lack of or failure of program-wide management systems, or within any individual program area.

c. Progress of the program in meeting its goals and objectives

The AISD's Early Head Start/Head Start program is in the third year of a five-year grant cycle. There is a historical trend of academic and social emotional progress toward meeting goals each year. The 2025-2026 year is no exception. Current data documents trends in the programs' successes in meeting the needs of students and their families through strong and consistent programmatic and service delivery goals.

d. Progress toward Program and School Readiness goals

End of Year assessments and data analysis has been completed and analyzed. Patterns throughout the year, and EOY data analysis, reflect strong teaching/learning cycles, academic progress, and social/emotional successes among the vast majority of the student population.

Program Goal 1: The AISD Head Start/Early Head Start Program will use the Head Start Early Learning Outcomes Framework to ensure all children receive quality comprehensive services, integrated across all program areas.

Measurable Performance Objective 1:

- Children's outcome data, from the beginning of the year to the end of the year, will demonstrate an average 15% increase in cognitive, social/emotional, and physical development skills based on the school readiness goals measured.

Expected Outcome(s):

- Typically developing students will transition from the program(s) demonstrating age-appropriate school readiness skills.

Progress/Outcomes:

- The infant/toddler site uses Creative Curriculum to assess students. Assessment data includes developmentally appropriate goals and objectives for children within four main categories of interest: social/emotional, physical, cognitive and language. Based on Wave 3 information, Crockett data indicated that the children met the goals expected of them in the following areas: Social Emotional 90%, Physical 94%, Language 79%, Literacy 93%, and Math 71%. Gold assessment data indicates growth in all developmental areas.
- Head Start uses CLI Engage Progress Monitoring Tool to assess students' growth. Wave 3 data shows growth in all domains of the school readiness goals from the beginning to the end of the year. The percentages of growth are as follows: Cognition- 20%, Language & Literacy-30% Social/Emotional-19%, and Physical Development-16%. The end of year expected outcomes for Wave 3 were as follows: Cognition-70%, Language & Literacy -80%, Social/Emotional -84%, and Physical Development-93%.

Challenges:

- Excessive absences with students and staff turn-over were a challenge.

Measurable Performance Objective 2:

- The percentage of Head Start parents indicating that they have the skills to support the social emotional needs of their children on the Family Strengths/Needs Outcomes data will increase by 10% from the beginning of the year to the end of the year.
- The percentage of Early Head Start parents indicating that they have the skills to support the social emotional needs of their children on the Family Strengths/Needs outcomes data will increase by 10% from the beginning of the year to the end of the year.

Expected Outcome(s):

- Parents will indicate they have gained additional skills to support the needs of their children.

Progress/Outcomes:

- *The Family Needs Assessment for infant/toddlers showed the highest reported percentage of families EOY outcome per domain.*
 - o Family Well Being 49% (Thriving)
 - o Parent-Child Relationships 42% (Self-Sufficient)

- o Families as Lifelong Educators 56% (Thriving)
 - o Families as Learners 28% (Self-Sufficient)
 - o Family Engagement in Transition 39% (Thriving)
 - o Family Connection to Peers and Community 62% (Engaged)
 - o Families as Advocates and Leaders 48% (Vulnerable)
- The Family Needs Assessment for the preschoolers showed the highest reported percentage of families EOY outcome per domain.
 - o Family Well Being 63% (Thriving)
 - o Parent-Child Relationships 71% (Thriving)
 - o Families as Lifelong Educators 88% (self sufficient)
 - o Families as Learners 40% (Thriving)
 - o Family Engagement in Transition 87% (Thriving)
 - o Family Connection to Peers and Community 46% (Thriving)
 - o Families as Advocates and Leaders 51% (vulnerable)

Challenges:

Program Goal 2: The AISD Early Childhood Program will create and maintain a positive classroom environment that strengthens social/emotional, communication, and problem-solving skills for children and staff.

Measurable Performance Objective 1:

- Through staff development and coaching, Head Start instructional staff will obtain an average Emotional Support domain score on CLASS observation of at least 6.0, as demonstrated through formal/informal observations and assessment data.
- Through staff development and coaching, Early Head Start instructional staff will demonstrate an average score on ITERS-3 of at least 5.0.

Expected Outcome(s):

- Staff outcomes data will demonstrate competency in social/emotional, self-regulation, and problem-solving skills. Increased staff competency will result in improved classroom instruction and support students' progress toward school readiness goals.

Progress/Outcomes:

- Infant/Toddler classrooms were observed using ITERS-3, any staff member who scored below a 5 in any area were placed on a coaching plan and were supported in reaching their goals. Two teachers were below the expectation of 5 and received intense coaching.
- HS classrooms were coached regularly in behavioral and instructional practices based on their Classroom Needs Assessment. This needs assessment is aligned with CLASS as well as early childhood best practices. End of the year CLASS scores reported the program was 6.276 in Emotional Support which exceeded expectations.

Challenges:

- Staff attendance created a challenge for optimal progress on goals. Teacher turnover was high which created a greater need for more intensive coaching.

Measurable Performance Objective 2:

- Through the implementation of a social/emotional curriculum, Head Start students' initially demonstrating social emotional needs on eDECA will show an increase in total protective factor, self-regulation, initiative, behavior, and attachment by 20% from the BOY to EOY assessments.
- Early Head Start students will initially demonstrate a 20% increase in social/emotional learning, self-regulation, and problem-solving skills from the BOY to EOY on the social emotional assessment eDECA.

Expected Outcome(s):

- Student outcomes data will demonstrate an increase in age appropriate social/emotional, self-regulation, and problem-solving skills.

Progress/Outcomes:

- The infant/toddler's eDECA scores showed students' needs showed 10 % for Total Protective Factor, 20% for Attachment/Relationship, 0% for Initiative, and 10% for Self-Regulation.
- Preschool end-of-year e-DECA data revealed a decreased need across most protective factors. Percentage of students with needs noted: 9% Total Protective Factor, 12% Attachment/Relationship, 8% Initiative, 16% Behavioral Concerns and 9% Self-Regulation.

Challenges:

- Excessive staff and student absences impact the progress.

Program Goal 3: The AISD Head Start/Early Head Start Program will engage with the community to provide comprehensive services needed by children and families to promote School Readiness.

Measurable Performance Objective 1:

- Head Start/Early Head Start will secure and maintain a minimum of 70 partnerships with community resources, enhancing service delivery to families.

Expected Outcome(s):

- Children and families will be connected to and receive community services needed for self-sufficiency and to be school ready.

Progress/Outcomes:

- Head Start maintained numerous community partnerships throughout the year. Health/Mental Health and Community Services Advisory Committee met November 13, 2025 and March 19, 2026.

Challenges:

Measurable Performance Objective 2:

- Head Start/Early Head Start will increase engagement with community partners/agencies by providing training opportunities at a minimum of 3 times per year for staff and/or community members.

Expected Outcome(s):

- Staff and community partners will have a deeper understanding of family needs and the services available to address those needs.

Progress/Outcomes:

- The Programs engaged with families and the community through a variety of events. An Open House was held on September 4, 2025 that hosted three agencies, a Community Resource Fair on September 17, 2025 hosted 12 agencies, Community Helper Day on October 22 hosted 12 agencies and WIC attended quarterly campus events.

Challenges:

Program Goal 4: AISD Head Start/Early Head Start Program will fully integrate technology for the purpose of high student and family engagement, academic success, and safety.

Measurable Performance Objective 1:

- Head Start/Early Head Start will increase staff knowledge through professional development related to technology utilized in the program by providing a minimum of 5 trainings per year.

Expected Outcome(s):

- Staff will be proficient in the use of technology needed to complete job-related responsibilities.

Progress/Outcomes:

- Technology training was provided on the following topics throughout the year: BOY technology, Cyber Security, Frontline & Eduphoria, student assessments and Go Engage.
- Technology support was provided as needed from campus Tech Liaisons.

Challenges:

Measurable Performance Objective 2:

- The Head Start/Early Head Start Program will increase opportunities for children to explore innovative, developmentally appropriate technology and learning materials by utilizing a minimum of \$45,000 a year to purchase high-quality instructional materials.

Expected Outcome(s):

- Children will have the age-appropriate technological skills necessary to be successful in a twenty-first century classroom.

Progress/Outcomes:

- The Head Start/Early Head Start Program staff implement developmentally appropriate learning experiences with technology to individualize instruction or provide an experience to children they may not have. Teachers utilize technology for resources, assessments and planning. Technology apps and email usage is also a successful avenue to communicate with families including those that speak other languages.

Challenges:

- Ensuring staff and students spend the appropriate amount of time using screens.

Measurable Performance Objective 3:

- The Head Start/Early Head Start Program will utilize innovative technology and procedures during the instructional day 100% of the time to ensure the safety of students, parents, and staff.

Expected Outcome(s):

- Students, parents, and staff will be able to teach and learn in safe environments.

Progress/Outcomes:

- AISD Director of School Safety and Security hosts monthly meetings.
- Cameras are used for surveillance on the interior and exterior of the buildings.
- All exterior doors and gates always remain locked. All interior doors remain locked during instruction time. Door sweeps are done weekly.
- All visitors check in and check out through Raptor. Visiting AISD employees use an internal system at the front office.
- Crisis Go is utilized for monthly safety drills and communication during drills.
- Smart Tags were implemented for all students riding buses.

Challenges: Ensuring all staff are diligent about alerting others when work orders need to be submitted.

Measurable Performance Objective 4:

- The Head Start/Early Head Start Programs will utilize technology to complete data checkpoints and aggregate/disaggregate program data three times a year to inform continuous growth and improvement across all program areas.

Expected Outcome(s):

- Program staff will monitor and adjust all aspects of program planning based on data outcomes.

Progress/Outcomes:

- The programs aggregated and disaggregated school readiness data three times a year using the researched based Teaching Strategies GOLD or CLI Progress Monitoring Tool online assessment system to generate data points.
- EOY data taken from Teaching Strategies Gold for infants/toddlers showed the following percent toward the end of year expected outcome: Social/Emotional 90%, Physical 88%, Language 94%, Cognitive 93%, Literacy 82%, Mathematics 71%. Each domain showed progressive growth in each domain.
- EOY data for preschool indicated the highest percentage of growth was seen in Rapid Letter Naming, under the Language and Literacy Domain with 56% increase from BOY to EOY. Speech Production & Skills had the highest percentage towards the expected outcome with 121%. The area with continued need for improvement was in Letter Sound Correspondence with a 37% toward the EOY expected outcomes.

Challenges:

- Staff and student absences play a role in students' learning and growth.

Program Goal 5: AISD Head Start/Early Head Start Program will recruit and employ high-quality, effective staff who embrace diversity, utilize best practices, and understand the importance of student, family, and community engagement.

Measurable Performance Objective 1:

- The Head Start/Early Head Start Program will strengthen and enhance professional development, classroom environment, and effective teaching practices by providing practice-based coaching to classroom staff 1 to four times monthly, depending upon the level of intensity needed by individual staff members.

Expected Outcome(s):

- Staff will demonstrate progress toward individualized professional development goals.

Progress/Outcomes:

- HS & EHS complete a Needs Assessment at the beginning of the year. This Needs Assessment is used to help teachers identify their strengths and challenges. Then, through a collaborative partnership, with the coach, a goal and action plan are developed. Additionally, CLASS/ITERS -3 scores, School Readiness data, various checklists and informal classroom observations are used to guide teachers and the coaches in creating Practiced Based Coaching goals.
- The infant/toddler site continued their Texas Rising Start rating of a 4 and the preschool site achieved CLASS scores from Essential Elements that were above the Competitive Threshold in all three domains, Emotional Support, Classroom Organization, and Instructional Support and above the Quality Threshold in two of the domains, Emotional Support and Instructional Support.

Challenges:

- Staff absences prevent coaches from actually coaching due to classroom coverage.

Measurable Performance Objective 2:

- 100% of Head Start/Early Head Start instructional staff will be highly qualified to provide a rigorous and relevant learning environment for all students at the time of hire or within 120 days of hire.

Expected Outcome(s):

- Instructional staff will demonstrate knowledge and implementation of best practices, which support student/family engagement within the Head Start/Early Head Start Program.

Progress/Outcomes:

- All Infant/toddler teachers complete a 12-week coaching program as well as Child Care Regulations Orientation.
- All preschool teaching staff are qualified through the state of Texas. Teaching staff are also certified as an English as a Second Language certification by the completion of their first year as a certified teacher. Ongoing CLASS and Conscious Discipline trainings take place throughout the year for all staff. New teachers received Conscious Discipline, CIRCLE and CLASS training along with a mentorship program.
- All preschool classroom assistants have the appropriate degree and/or a CDA.

Challenges:

- Staff retention proves to be a challenge to progress.

V. Recommendations

a. Areas for Program Improvement

No compliance issues were identified. While all areas were found to be compliant, there were a few areas that could be refined: Staff Wellness, Teaching and learning, Professional Development, Family Services, Management & Quality Improvement, ERSEA and Transition.

b. Program Improvement Plans

Performance Std.	Proposed Corrective Action or Improvement Plan	Person Responsible	Time Frame for Completion
1302.45(a) Program Wide Wellness Supports	Continue coordinating supports that promote adult mental health and staff well-being while strengthening practices and resources that foster positive learning environments for all children.	Leadership	August 2026 - June 2027
1302.102 Program Goals, continuous improvement & reporting	Component Coordinators will revise Program Goals to ensure quality outcomes are measured.	Leadership	August 2026-January 2027
1302.101/1302.52(d)(2) Management Systems & Family Partnership Services	To ensure continuity of care for families, Family Advocates that are assigned to a family at enrollment will continue as the advocate for the duration of the families' enrollment unless there are extenuating circumstances that might prevent this. Family Advocates caseloads will be reduced with this	ERSEA & FCP Coordinator	August 2026
1302.70 (d) Transition from Early Head Start	Infant/toddler & Preschool sites will work together to strengthen the transition process. Changes will be made in the way of shared information through Google Drive.	Transition, Health/Mental Health	September 2026-March 2027
1302.71(c)(2)(ii)(iii) Transition to kindergarten	Plan Coordinator visits to various Kindergarten settings within the District to gain a better understanding of the next learning environment including various SPED & Behavior settings.	IC & Director	September 2026-March 2027

1302.12(j)2 Determining, varying, & documenting eligibility 1302.14(a)1 & Selection Process & Prioritization	*Crockett will use only the Selection Criteria and Pointing System to ensure prioritization of placement. The Selection Committee will no longer be used. *ERSEA Program Plan Change	Director & ERSEA Coordinator	July 2026
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VI. Self-Assessment Participants:

Member Name	Member Role (Staff, Parent, Community, Board)	Activity
Alicia Solis	Staff / Head Start Parent	Playground Safety Checklist
Amanda Johnson	EDU Coordinator; Transition Coord.	HS Self-Assessment Leader Reviewed Tracking & CLASS Documents
Amanda Pitmann	Community- School Board Member	Review of Head Start Monthly Reports
Amber Cortes	Head Start Staff Member	Reviewed documents for Health
Angel Diaz	Head Start Staff Member	Reviewed documents for Health
Anna Ramirez	Head Start Staff	Maintenance Work Order Review
April Slabaugh	Mental Health Assistant	Reviewed documents for Mental Health
Belle Floyd	HSU Social Work Intern	Participated in Transition & Prenatal Review
Brandon Henry	HS Staff/ Former HS parent/ Former Policy Council	On- Board Bus Safety
Brody Powell	Community Member/LPC	Analyzed Staff Wellness Survey Data for Trends/Patterns
CSAC Members	CSAC Partners	Participated in a Family Engagement Survey
Destini Delacruz	Operations Manager	HS Self-Assessment Lead
Dusty Fahey	Director of Early Head Start	Head Start Self-Assessment Leader
Emily Cerda	Head Start Staff Member	Reviewed documents for Health

Erica Lang	Policy Council Member	Interview of Family Engagement including transition & communication
Erin Cooper	Mental Health Coordinator	HS Self-Assessment Leader
Hana Martinez	EHS Parent & Former Parental Participants; Head Start Staff	Prenatal Review
Illyssa Munoz	Teacher	Playground Checklist
JaNathan Thompson	Head Start Parent	Reviewed documents for Health
Jennifer Flores	HS Staff/HS Parent	On- Board Bus Safety
Jennifer Putnam	Community - Retired Director of Early Childhood programs	Review of Community Needs Assessment
Jennifer Shackelford	Mentor Teacher	Self-assessment Report Review
Jennifer Sillem	Head Start Parent	Reviewed documents for Health
Julie Hay	Head Start Health and Nutrition Coordinator at Long ELC	HS Self Assessment Leader; reviewed documents & Interviews
Julie Wilson	Director of Early Childhood Programs	Head Start Self-Assessment Leader
Karen Hernandez	Head Start Health Coordinator at Crockett	HS Self Assessment Leader; reviewed documents & Interviews
Katelin Waldrum	Head Start Academic Coach	Classroom Health and Safety Checklist
Katie Green	Head Start Teacher	Reviewed Individual Transition Plan and interview
Kori Stewart	Mental Health Coordinator	Head Start Self-Assessment Leader
Kristie Versyp	Head Start Nutrition Manager	Interviewed Fiscal Staff, Reviewed Documents
Lindsey Cromwell	Head Start Academic Coach	Classroom Health and Safety Checklist
Lindsey McFall	Data Clerk	Classroom Checklist
Margaret Williams	Head Start Head Cook	Interviewed Fiscal Staff, Reviewed Documents
Maribel Gonzalez	AISD Human Resource Dept.	Hire date and Background checks.
Marisa Cruz	Head Start Parent	Reviewed transition plan
Master Family Advocates	Family Advocates	Participated in a Family Engagement Survey
Maurene Carrillo	Head Start Staff/Parent	Playground Safety Checklist
McKenna Bryan	Teacher	On-Board Bus Safety
Melanie Adkins	Head Start Assistant Director	Reviewed Enrollment documents

	(Crockett)	
Melissa Martinez	Family& Community Engagement Coordinator	Head Start Self-Assessment Leader
Mialinda Martin	Head Start Parent	Reviewed transition plan
Michele James	Transportation/ Safety/ Facilities Coordinator	Head Start Self-Assessment Leader
Mindy Cheatham	Prenatal Master Family Advocate	HS Self Assessment Leader
Misty Miller	AISD Bus Driver/ Driver Trainer	Training is complete before drivers transport students.
Nancy Flores	Master Family Advocate	Prenatal Review
Head Start Program parents	Head Start Parents	Participated in a Family Engagement Survey
Rebecca Lana	Head Start Teacher	Examined Program Wide Social & Emotional Learning; Individual Transition Plan and interview
Samantha McKowen	Policy Council Member	Interviewed for Family Engagement including transition & communication
Shameka Appel	Head Start Teacher	Interviewed Fiscal Staff, Reviewed Documents
Shelly Parson	Family& Community Engagement Coordinator; Transition	Head Start Self-Assessment Leader
Summer Clough	Head Start Parent	Evaluated Parent Engagement Opportunities
Sunne Schaake	Head Start Fiscal Manager	Gathered/Presented Documents for Review, Complete Self-Assessment
Suzy Vega	Head Start Fiscal Manager	Gathered/Presented Documents for Review, Complete Self-Assessment
Tammy Jones	Master Family Advocate/ERSEA Coord; Transition	Head Start Self-Assessment Leader
Taylor Anderson, RN	HSAC Member	Reviewed documents for Health
Tressie Fulcher	Head Start Teacher	Reflected Behavioral/Conscious Discipline Coaching
Tyshea Jacobs	Policy Council PResident; HSAC Members	Reviewed documents for Health

Summary Report Completed by: Julie Wilson, Director for AISD's Early Childhood Programs



Board of Trustees Meeting

July 6, 2026



Head Start Self-Assessment & Improvement Plan

*Julie Wilson, Director of Early
Childhood Programs*




ABILENEISD

Head Start Program





Head Start

Component Areas: Governance/Operation, ERSEA, Education, Health, Family & Community Engagement, Disabilities, Fiscal, Safety/Facilities

Program Descriptors	Funding Source	Student Enrollment	Classrooms	Instructional Staff	Qualifiers
Preschool Long Early Learning Center	Federal Grants: CACFP & HS	380 3 & 4 years old	20	Teachers: 20 Assistants: 24	• Age • Income (Federal Poverty Guidelines) • Public Assistance: TANF, SNAP,SSI • Homeless • Foster Care • Identified Disability
Infant/Toddler Crockett Early Head Start		132 Birth to 3 9 Pregnant Women/Teens	17	Associate Teachers: 33 Assistants: 8	
Totals		521	37	81	

The logo for Abilene ISD, featuring a red star above the text "ABILENEISD" in a bold, black, sans-serif font.



Head Start Program Goals

- ✓ Goal 1: Use the Head Start Early Learning Outcomes Framework to ensure all children receive quality comprehensive services, integrated across all program areas.
- ✓ Goal 2: Create and maintain a positive classroom environment that strengthens social/emotional, communication, and problem-solving skills for children and staff.
- ✓ Goal 3: Engage with the community to provide comprehensive services needed by children and families to promote School Readiness.
- ✓ Goal 4: Fully integrate technology for the purpose of high student and family engagement, academic success, and safety.
- ✓ Goal 5: Recruit and employ high-quality, effective staff who embrace diversity, utilize best practices, and understand the importance of student, family, and community engagement.



Accountability: Measures of Success

Program Structure	Instructional & Learning Data
● Head Start Progress Monitoring(Audits) ● CACFP Protocol (Audits) ● Internal Self-Assessment ● Campus Improvement Plan ● Head Start Program Goals ● Child-Care Licensing Visits	● CLASS Observations ● TTESS ● ITERS-3 Observations ● Circle Progress Monitoring ● GOLD ● IEP Progress ● e-DECA ● Family Outcomes

Head Start Self-Assessment



Compliance

Progress

Refinement



Head Start Program Strengths



- ★ AISD and Head Start's partnership including Program Governance.
- ★ Program design is responsive to community needs based on the Community Needs Assessment.
- ★ Instructional Support = effective teaching strategies to promote language development, individualization and deeper understandings.
- ★ Engages families through a collaborative partnership built through trust, strengths, interests and needs.
- ★ Establishes transparent, data-informed processes to develop and maintain fiscal responsibility that aligns with program goals.

Program Improvement & Refinement



- ❑ Enhance Tier 1 classroom management & high-quality instructional practices by providing individualized coaching for staff.
- ❑ Continue coordinating supports that promote adult mental health & staff well-being while strengthening practices that foster positive learning environments for all children.
- ❑ Strengthen student transitions to the next learning environment.
- ❑ Ensure continuity of care with families & further connect with the community to enhance the learning and life experiences for all.
- ❑ Persistent effort to modernize enrollment & recruitment
- ❑ Refine Program Goals to ensure relevant outcomes

QUESTIONS?



Abilene Independent School District Board Document

Meeting Date: August 10, 2026

Meeting Type: Regular Board Meeting

Item Type: Consent

Future Action Required: No

If Yes, Month: N/A

Subject: Texas Teacher Evaluation and Support System Appraisers for 2026-2027

Background Information:

According to local policy DNA, the district shall appraise teachers using the Texas Teacher Evaluation and Support System (T-TESS) in accordance with law and administrative regulations. In addition, per local policy DNA, the board shall approve a list of certified appraisers who can appraise a teacher in place of the teacher's supervisor.

Attached Supporting Documents:

Memo- T-TESS Appraisers

Fiscal Implications:

Administrative Recommendation:

Approve Texas Teacher Evaluation and Support System (T-TESS) appraisers for the Abilene Independent School District for the 2026-2027 school year.

Contact Person:

Lyndsey Williamson and Kassidi Seaton



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Chief Academic Officer
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Abilene Independent School District

PO Box 981 • Abilene, Texas 79604 • (325) 677-1444 ext 8764

August 10, 2026

According to local policy DNA, the district shall appraise teachers using the Texas Teacher Evaluation and Support System (T-TESS) in accordance with law and administrative regulations.

Eligible teachers will be appraised on a four-year rotation. The four-year rotation includes one-fourth of the alphabet and probationary contract employees. The appraisal schedule for the alphabetical rotation for the next four (4) years including the current year is as follows:

2026-2027	N - S
2027-2028	T - Z
2028-2029	A - G
2029-2030	H - M

In addition, per local policy DNA, the board shall approve a list of certified appraisers who can appraise a teacher in place of the teacher's supervisor.

Abilene Independent School District Appraisers List 2026-2027
(Qualified for Supervisory, Alternate and/or Second Appraisers per Policy DNA)

Elementary Campuses

<u>Alcorta:</u>	Melissa Speegle	Christy Egan
<u>Austin:</u>	Lacy Bruce	Greg Rake
<u>Bassetti:</u>	Sherry Gumm	Amanda Archer
<u>Bonham:</u>	Kevin Wellborn	Shannon Barnett
<u>Bowie:</u>	Janaye Wideman	Chelsea Rico
<u>Dyess:</u>	Heath Wright	Lyndee Feitshans
<u>Martinez:</u>	Leslye Roberts	Amy Dudley
<u>Purcell:</u>	Matilda Jimenez Justin Rosenquist	Misty Cadell
<u>Stafford:</u>	Christina Dooley	Jaime Aleman
<u>Taylor:</u>	Shanda Bourn	Julie Humecki
<u>Ward:</u>	Blake Fuller	Michelle Hillock

*after T-TESS training is completed

Early Childhood Campuses

Long Early Learning Center/Crockett Early Head Start

Julie Wilson
Jana Nicole Churchill
Dusty Fahey

Middle School Campuses

<u>Clack:</u>	Michele Josselet Jimmy Schaeffer	Deann Powers Tali Barbarick
<u>Craig:</u>	Ashley West De'Andre Brown	Monica Diaz Tori Sturgeon
<u>Madison:</u>	Joshua Newton Jera Bunton	Kimberly McCutcheon Taylor Kohler
<u>Mann:</u>	Chad Drake Carey Kitts	Lars Lindgren Krystal Villareal

Thomas Learning Center

Rebecca Sellers
Arin Spence-Salas

Woodson/DAEP

Patricia Anderson
Meredith Ware
Simon Guerrero



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Adult Learning Center

Jeff Howle

Abilene High School

Amelia Siburt

Kelli Powell
Tracy Parker
Mandy Hunter
Joshua LeMond
Kaitlin Ziemer

Cooper High School

Jon Patrick

Mary Catherine Timpner
Tyler Edwards
Michael Sanders
Kristie Seeds

The LIFT/ATEMS High School

Brandon Randell

Katy Roberts
Margaret Hope

Holland Medical High School

Ginger Held

One AISD Center/Administration Building

Keri Thornburg
Stevanie Jackson
Alison Sims
Lyndsey Williamson
Kassidi Seaton

Jay Ashby
Clay Johnson
Melissa Scott
John Kuhn

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

Meeting Date: August 10, 2026

Meeting Type: Regular

Item Type: Consent

Future Action Required: No

If Yes, Month: N/A

Subject: Board Operating Procedures

Background Information:

The Abilene ISD Board Operating Procedures have been revised/updated as of Summer 2026.

Attached Supporting Documents:

Board Operating Procedures – Abilene ISD (Revised Summer 2026)

Fiscal Implications:



Administrative Recommendation:

Contact Person:

Mrs. Angie Wiley
Dr. Danny Wheat

Abilene Independent School District

Board of Trustees and Superintendent Team Operating Procedures

Revised Summer 2026

Board of Trustees

Blair Schroeder—President

Taylor Tidmore, MD—Vice President

Rodney Goodman—Secretary

Angie Wiley—Assistant Secretary

Danny E. Wheat, DPM—Member

Alana Jeter—Member

Amanda Pittman—Member

Superintendent of Schools

Joseph Waldron, Ed.D.



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I. Introduction

A. Purpose

The Abilene Independent School District ("Abilene ISD" or "District") Board of Trustees ("Board") adopts and implements these Board Operating Procedures ("BOP") to achieve the following purposes:

1. To outline the Board's general powers and duties under Chapter 11 of the Texas Education Code and other applicable laws;
2. To establish procedural rules governing the operations of the Board; and
3. To apprise Trustees of the expectations of the Board with regard to Trustee conduct.

B. Goals

In exercising its powers and fulfilling its duties to set the vision and student outcomes goals for the district, the Board shall strive to:

1. Act in the best interests of District students;
2. Engage with members of the community as partners in the education of District students;
3. Support District staff in their efforts to carry out the mission of the District;
4. Establish the goals and objectives that define the results the Board seeks to achieve;
5. Continually learn and innovate to improve the educational experience of District students;
6. Serve as a link between the District and state policy makers; and
7. Accept accountability for its decisions and actions.

C. Scope

These Board Operating Procedures apply to all activities conducted by the Board and to the conduct of individual Trustees regarding District operations and business.

D. Responsibility for Implementation

The Board and its officers are responsible for ensuring the implementation and adherence of Trustees to these Board Operating Procedures.

E. Review

The Board Operating Procedures shall be reviewed by the Board in odd numbered years.

II. Ethics and Conduct

A. Trustee Code of Ethics

Trustees should adhere to the Board Code of Ethics below in alignment with Team-of-Eight expectations, roles, and boundaries.

[Board Policy BBF \(Local\) - Board Members: Ethics](#)

As a member of the Board, I shall promote the best interests of the District as a whole and, to that end, shall adhere to the following ethical standards:

Equity In Attitude

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

Trustworthiness In Stewardship

- I will be accountable to the public by representing District policies, programs, priorities, and progress accurately.
- I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of District resources.
- I will make no personal promise or take private action that may compromise my performance or my responsibilities.

Honor In Conduct

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

Integrity Of Character

- I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm the District if disclosed.

Commitment To Service

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Superintendent.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

Student-Centered Focus

- I will be continuously guided by what is best for all students of the District.

B. Trustee Conduct

In all cases, Trustees should behave in a professional, courteous manner that reflects positively on themselves and the school district. In this regard, Trustees should refrain from making statements designed to elicit a show of support from the audience during meetings. Trustees should refrain from grandstanding on highly charged or emotional issues and should refrain from points of personal privilege, compliments, or other actions that may have unintended consequences for the Board.

C. Open Meetings

Trustees shall adhere to the State of Texas' Open Meeting Act in all of their dealings with one another.

D. Express Concern about Another Member's Performance

1. Individual Board members are encouraged to express their concerns about another member's performance directly to that member. (48 hour rule.)
2. If addressing the issue directly with the member does not resolve the concern, discussion with the Board president is appropriate.
 - a) The Board president shall discuss the concern with the individual in question on behalf of the reporting Board member or shall moderate a discussion between the members. If a quorum of the Board is involved, the meeting must be posted and conducted in accordance with the Texas Open Meetings Act.
 - b) The president shall remind the Board member whose behavior is in question about the adopted code of ethics and discuss how the questionable behavior does not comply with the code. The discussion also will identify more appropriate alternatives to the questionable behavior or refer the Board member to policies or procedures that outline approved ways to deal with the issue that prompted the questionable behavior.
 - c) If the Board member in question does not believe his or her behavior is in conflict with the Board's code of ethics, an agenda item specifying "evaluation of individual Board members performance" may be listed on the agenda for an upcoming Board meeting.
 - d) The matter will be discussed by the full Board in closed session in an attempt to clearly identify behavior that may be inappropriate and discuss possible solutions or alternative approaches that may have a more positive impact on team cohesion and effectiveness.
3. If the concern involves the Board president, a member may discuss his or her concern with the Board vice-president,
4. Members will not take concerns about fellow Board members to the superintendent.

5. Members will not speak about concerns regarding individual members with individuals outside of the Board.
6. Members will not speak negatively about another member, superintendent, or staff in the community.

E. Legal Issues

1. In matters concerning legal issues or principles, Trustees should refrain from commenting on active cases or hypothetical situations.
2. In matters concerning a legal opinion, Trustees should direct communication through the Board president or superintendent.

F. Confidential Information

Trustees should not disclose information that is privileged or confidential.

G. Conflicts of Interest

Trustees will submit a letter annually to the district's auditor confirming no known conflicts of interest exist as part of the regular audit process for that year.

1. In accordance with Board Policy [BBFA \(LEGAL\)](#), Trustees are required to sign a Conflict Disclosure Statement, as adopted by the Texas Ethics Commission, regarding any conflicts of interest within seven (7) business days after becoming aware of the facts that require the filing.
2. A Trustee shall not participate in deliberations or actions of the Board on topics which create a conflict of interest for the Trustee. Should the Board need to discuss the topic in Closed Session, the Trustee with a conflict shall remove himself or herself from the Closed Session during the portion in which the topic creating a conflict is being discussed.
3. Trustees shall be mindful of the perception of conflicts of interest.
4. In the event a Trustee does not have an actual conflict of interest, but could reasonably be perceived to have a conflict of interest, the Trustee shall consider voluntarily abstaining from the deliberations or actions of the Board on the topic to ensure there is no appearance of impropriety and to protect the fidelity of the Board's deliberations and action.
5. A Trustee who believes he or she, or another Trustee, has an actual, or perceived conflict of interest, shall inform the Board President as soon as possible.

Related Policies: [BBE](#), [BBF \(LOCAL\)](#), and [BBFA \(LEGAL\)](#)

III. Officers and Committees

A. Board Officer Selection

1. Election of officers will be held at the first Board meeting following elections or at any other time the Board determines it needs to reorganize.
2. The Board will elect a president and secretary in accordance with policy [BDAA \(LEGAL\)](#) and other Board officer positions as specified in [BDAA \(LOCAL\)](#).

3. The Board may reorganize and elect officers at other times of the year by placing “reorganization of the Board’ or “election of (position)” on an agenda.
4. No member should be elected to the office of president until he or she has at least two years of experience on the Board.
5. Elections will be conducted in accordance with Robert’s Rules of Order.
 - a) Any Board member may make nominations.
 - b) Nominations will not be closed until all who wish to make a nomination have done so.
6. The Board may choose to go into a closed meeting to discuss the qualifications of the nominee(s) after nominations are closed and before taking a vote unless all nominees state their preference for discussion in open meeting in accordance with [BEC \(LEGAL\)](#).
7. No vote will be taken by secret ballot per policy [BE \(LEGAL\)](#) and the vote for officers must occur in open meeting.
8. Board members should exercise care and avoid violating the Texas Open Meetings Act by informally gathering a quorum of members to discuss member qualifications in preparation for reorganization and election of officers.

B. Board Officer Transition

Trustees should work with one another to assure a smooth transition across officer assignments by transferring all written materials to their successors, by meeting with them to discuss current issues, and by assisting in other ways as needed.

C. Board Officers

1. Board President
 - a) Presides at all meetings of the Board of Trustees
 - b) Assists/aids the superintendent in the preparation of all agendas
 - c) Appoints Trustees to external organizations as necessary to achieve the Board’s business.
 - d) Serves as formal communication link between the Board and the superintendent,
 - e) May act as official spokesperson for the Board on critical issues and represent the Board at district, community, and social functions, as appropriate
 - f) Will vote in open session on all issues, including those that are considered from closed session
 - g) Builds consensus among Team members
 - h) Serves as ex-officio member on all Board committees
 - i) Serves on the Executive Committee
 - j) Holds Team to these agreed upon Operating Procedures

- k) Accepts other duties as assigned.
- 2. Board Vice President:
 - a) Acts for the president in cases of his/her absence
 - b) Assists the president as requested
 - c) Serves on the Executive Committee
 - d) Accepts other duties as assigned.
- 3. Board Secretary:
 - a) Signs documents on behalf of the Board
 - b) Serves on the Executive Committee
 - c) Accepts other duties as assigned.
- 4. Assistant Secretary
 - a) Signs documents on behalf of the Board, if Secretary is absent
 - b) May serve on the Executive Committee, as designated
 - c) Accepts other duties as assigned.

D. Board Committees

- 1. Committee Selection: The Board president selects committee members for all standing committees at the first Board meeting following elections or at any other time the Board determines it needs to reorganize.
- 2. Committee Transition: Trustees should work with one another to assure a smooth transition across committee assignment by transferring all written materials to their successors, by meeting with them to discuss current issues, and by assisting in other ways as needed.
- 3. Operations: In accordance with policy [BDB \(Local\)](#), Board committees shall be fact-finding, deliberative, and advisory, but not administrative. The role of the standing and special Board committees shall be limited to the finding of fact and formulation of recommendations for action by the Board.
- 4. Committee recommendations do not become policy unless and until they are adopted by the Board. Committees should post meetings with the administration, provide an agenda and minutes for all meetings to be sent to all Board members and the superintendent.

E. Standing Board Committees

- 1. Executive Committee:
 - a) Membership: President, Vice-President, and Secretary
 - b) Responsibilities
 - (1) Meets on issues as referred to the Committee by the Board or the Board president;
 - (2) Oversees the team Operating Procedures Review Process;
 - (3) Administers, scores and reviews the annual Board Self- assessment;
 - (4) Prepares the Board's annual objectives for Board consideration;

- (5) Maintains Board's annual calendar.
- 2. Minutes Review Committee:
 - a) Membership: 2-3
 - b) Responsibilities –
 - (1) Assists administration and staff in the review and correction of Board minutes.
- 3. External Committees and Ad Hoc Committees:
 - a) External Committees: Trustees may volunteer to serve on an external committee, pending approval by a majority of Trustees at a Board meeting. The president may select Trustees to serve on external committees, if there is no Trustee volunteer, pending approval by a Board majority.
 - b) Ad Hoc Committees and Task Forces: The Board may appoint Trustees to district and task force committees at any time, although unless mandated by a government agency or determined by unanimous vote of the Board, Trustees should refrain from serving on District task forces. The purpose of committees is to receive representative and Board input and assistance from across the District on issues impacting its communities of schools and citizens. Typically, committees provide draft recommendations to the Board in a workshop setting and exchange input and understanding. Final proposals should then be provided to the Board within a time frame that will allow adequate review prior to Board action. When serving in the capacity of committee/task force member, Trustees may provide insight to the other members of the task force, but the Trustee should refrain from dominating the discussion or meeting, should not publicly criticize the committee's work, and should refrain from voting on the committee's recommendations that may eventually reach the Board.

Related Policies: [BDAA \(LEGAL\)](#), [BDAA \(LOCAL\)](#), [BDB \(LOCAL\)](#), [BE \(LEGAL\)](#), [BE \(LOCAL\)](#), [BEC \(LEGAL\)](#)

IV. Preparing the Board Activity Calendar

A. Board Activity Calendar

1. The purpose of the Board activity calendar is to identify all important Board tasks, activities, and issues, and schedule them in one document at appropriate times during the year.
2. The format of the annual Board calendar will be selected and may be modified by a majority of the Board so that it best meets their needs.
3. In the month immediately following Board reorganization, the Board president will meet with the superintendent and establish a tentative Board activity calendar.
4. Tasks included on the activity calendar may include but are not limited to the following Board activities and actions:

- a) Activities and actions required by law or policy
 - (1) Approval of the district and campus performance objectives
 - (2) Public meeting on district achievement after receipt of results on the state assessment
 - (3) Superintendent evaluation (formative and summative)
 - (4) Approval of superintendent performance goals
 - (5) Renewal of administrative and teaching staff contracts
 - (6) Budget workshop and public hearing to set tax rates
 - (7) Board-superintendent team building and assessment
 - (8) Review of annual district audit
 - (9) New Board member orientation
- b) Additional activities desired for effective governance and oversight.
 - (1) Board or team self-assessment workshop
 - (2) District goal progress reports
 - (3) District planning session
 - (4) Annual district goals adoption
- 5. The Board president will present the annual Board activity calendar to the Board for review and approval.
- 6. Dates and events entered on the annual Board calendar may be modified by the president and provided to the Board for information.

Related Policies: [BJCD \(LEGAL\)](#) and [\(LOCAL\)](#), [CE \(LEGAL\)](#) and [\(LOCAL\)](#), [BBD \(LEGAL\)](#), [CFA \(LEGAL\)](#), [CFC \(LEGAL\)](#), [BQ \(LEGAL\)](#) and [\(LOCAL\)](#), [BOA \(LEGAL\)](#) and [\(LOCAL\)](#), [BOB \(LEGAL\)](#) and [\(LOCAL\)](#)

V. Policy Review

Policy review is a continuous cyclical process that takes one of three forms:

A. Situational

Whenever unanticipated circumstances prompt Board action (e.g., public complaints over library materials, disputes over boundary changes)

- 1. Board members will be advised of the policies implicated, the administrative processes supporting those policies, and the facts of the situation currently under discussion. This is accomplished by placing the item on an upcoming meeting.
- 2. The Board will evaluate the cause of the concern and make its decision within the framework of those policies. If the circumstances warrant an exception to the policy, the Board may act accordingly. If, however, the Board believes that changes are appropriate in policy or in administrative procedures, it may request that the superintendent take appropriate steps to develop and recommend revised policy or to present revised administrative procedures to the Board for its review.

B. Routine Governance Decision-Making

In accordance with recurring annual cycles (e.g., budget development, action on employment contracts, adoption of district goals and objectives)

1. Before the Board acts on such topics, Board members should be briefed on the policies governing the decisions to be made.
2. Agenda item action sheets will reference the appropriate policies and administrative processes underpinning the superintendent's recommendations,
3. The Board will make its decisions within the framework of these policies. If changes in either policy or administrative procedures are desired before the next cycle, the Board will request that the superintendent take appropriate steps to develop and recommend revised policy or to present revised administrative procedures to the Board for its review.

C. Periodic, Comprehensive Review

1. At least every three years and no less frequently than five years, the superintendent will enter into an agreement with TASB Policy Service to conduct a policy review seminar.
2. The superintendent or designee will provide to TASB Policy Service a policy audit questionnaire and a copy of the official district manual.
3. TASB Policy Service staff will conduct an extensive audit of the manual and identify discrepancies between Policy Service records and the official copy. The audit further identifies internal discrepancies, unresolved legal issues, and the absence of policy in codes required by law or good practice.
4. The TASB Policy consultant/analyst will conduct a daylong administrative session to review and resolve the audit findings. In a meeting called for that purpose, the Board will receive training on key policy areas and the use and maintenance of the manual. The consultant/analyst will develop a summary report of findings for subsequent administrative and Board action.
5. The Board will take appropriate action on (LOCAL) policy recommendations arising from this audit. Policy manuals will be adjusted to reflect the outcome of the audit and Board action.

Related Policies: [BF \(LEGAL\)](#), [BP \(LEGAL\)](#)

VI. Board Meetings

A. Board Meetings and Agendas

([BE LOCAL](#) and Robert's Rules of Order)

1. Regular Board Meeting and Agenda: The Board meets the Monday following the first Thursday of the month, unless specified otherwise by the president. Trustees should submit requests for additional information in time to allow administration to

respond in the Board packet. For questions that arise during the meeting, the Board will direct administration on the mechanism by which to respond.

2. Workshop and Workshop Agenda: Workshops are scheduled for the first Thursday of the month for items requiring lengthy presentation and discussion. Workshops abide by Texas Open Meeting Act requirements and have a posted agenda and minutes. Agendas for workshops should be transmitted to the Board under the same guidelines as that of a regular meeting.
3. Special Meeting Board Meeting and Agenda: Special meetings are called in accordance with [BE LOCAL](#) and [LEGAL](#). Agendas for special meetings should be transmitted to the Board under the same guidelines as that of a regular meeting.
4. Consent Agenda: A consent agenda should be used whenever possible.
5. Administrative Presentations at Board Meetings: In general, administrative presentations/overviews should be limited to 20 minutes. Each Trustee should then be allotted three to five minutes to ask questions of presenters beyond those submitted in advance. A motion should generally follow, if warranted and appropriate. The president should coordinate administrative presentation topics, time allocations, and presentation format with the superintendent.
6. Reasonable and appropriate time for consideration of an issue: The Board should consider and vote, as appropriate, on agenda items and items about which the information has been provided prior to the meeting, thus allowing the Board to consider each issue and agenda item in a manner consistent with good decision making. In cases in which information is brought to Trustees without adequate time for consideration, Trustees should not be coerced into taking action on any issue until adequate time has been allotted to review all information provided. In all cases, the Board should avoid pressure votes.
7. Timed Agenda: The Board should use a timed agenda for all meetings. The president and superintendent should set, and have authority to modify, time limits.

B. Board Deliberations

1. Deliberation: After a motion is on the floor, it is appropriate to state concisely (typically less than three to five minutes) why a Trustee should or should not support the motion. The Board should act swiftly and move forward. Policy BE Local provides for rules to be suspended at any meeting by majority vote of the members present; therefore, four Trustees can vote to extend time on any item under discussion. Trustees should refrain from debating with one another during deliberation. Statements should be made based on facts presented, rather than in response to comments made by other Trustees. The operating principle during deliberation shall be "Individual choice-mutual respect."
2. Abstentions: Trustees should be encouraged to vote on all issues, except in cases in which there is a potential for conflict of interest.

C. Board Decision Making

1. Votes: A majority of the Board present at a duly called meeting should decide an issue once a motion has been made and seconded. After the Board has voted, each decision is an action by the whole and binding upon each member.
2. Trustee Not in Support of Policy or Decision:
 - a) General Guideline: A Trustee not in agreement with a policy has the right, duty and obligation to bring the issue before the Board. The policy can then be reviewed and discussed in open meeting and, if a majority of the Board wishes, revised.
 - b) Disagreement with a Recommendation: If a Trustee is not in agreement with a recommendation, his or her position should be stated prior to voting. Disagreement with a decision should be expressed when or if the decision comes before the Board again. Disagreement should be openly discussed with other Trustees.
 - c) Reconsideration of a Board Decision: A Trustee who was on the losing side of a vote, or who abstained during a vote, may have the item placed back on the agenda for reconsideration after a year has elapsed. Any two Trustees who were on the prevailing side of a vote, or an individual Trustee who was absent during a vote, or an individual Trustee who was not a member of the Board at the time of a vote, may have the item placed back on the agenda for reconsideration at any time.
3. Renewal of Agenda Items That Have Been Tabled, Postponed, or Upon Which the Board Declines to Take Action:
 - a) Deliberation of an agenda item may be "tabled" (i.e., set aside temporarily when something else of immediate urgency has arisen) by adoption of a motion to "Lay on the Table." At any time after the interrupting business has been disposed of, deliberation of the agenda item may be resumed by adoption of a motion to "Take from the Table." If the Board does not take up the tabled item by the end of the meeting, the item should automatically be placed on the agenda for the next meeting. Note: Since the motion to "Lay on the Table" is un-debatable, it is out of order if the evident intent is to kill or avoid dealing with a measure, in which case the motion to "Postpone Indefinitely" should be used instead (see paragraph "c." below).
 - b) Deliberation of an agenda item may be postponed to a specific time in the future by using the motion to "Postpone to a Certain Time." If adopted, deliberation of the agenda item ceases, and the item should automatically reappear on the agenda at the designated time.
 - c) If the Board chooses to take no action on an agenda item, or adopts the motion to "Postpone Indefinitely" (i.e., to cease deliberation of an agenda

item for the remainder of the meeting), any Trustee may place the item on a future agenda a second time. If, the second time, the Board again chooses to take no action on the item, or again adopts the motion to "Postpone Indefinitely," the item should be considered "disposed of" and may not be placed back on the agenda until six months have elapsed.

D. Conduct During Meetings

1. Trustees' Conduct in Open Sessions and Community Input Periods: The Trustees should act in a civil, respectful manner in all cases.
2. President's Role During Community Input: The president directs community input. The president should inform those presenting to the Board to act in a civil, respectful manner in all cases. In instances of abusive or inappropriate behavior, the president may call for recess, suspend the presentation, or otherwise restore order to the session. The president should request that the superintendent or his/her designee should respond to presenters after Community Input, as appropriate, within 10 days.
3. Trustees' Conduct during Community Input: Trustees should not respond to presenters during community input. If a Trustee seeks clarification, he or she should direct the question to the president. An administrator should set a timer for appropriate time limitations prior to presentation and give notice when the presenter is approaching the end of allotted time.
4. Inappropriate Topics for Open Session: Trustees should refrain from discussing any employee's or other individual's performance issues in open session. Specific issues of this type should be referred to the appropriate administrator for consideration. If necessary, the Board may adjourn to Executive Session to discuss this type of issue, in accordance with the Texas Open Meeting Act.

Related Policies: [BBE](#) and [BBF \(LOCAL\)](#), [BBFA \(LEGAL\)](#), [BE \(LEGAL\)](#) and [\(LOCAL\)](#), [BED \(LEGAL\)](#) and [\(LOCAL\)](#)

VII. Communication Expectations

In the following paragraphs, the word "communications" refers to any message, oral or written, regardless of the medium, including, but not limited to, telephone calls, e-mail messages, faxes, or face-to-face meetings.

A. Communications Between Trustees and the Superintendent

Trustees should respect the superintendent's and administration's schedules and exercise courtesy by calling ahead for an appointment. Whenever possible, Trustees should submit comments and questions to the superintendent in writing. In all respects, the interactions and the relationships between the Trustees and the superintendent should be civil, respectful, and professional.

1. The superintendent will communicate with each Board member by weekly Board notes that may include information such as:

- a) District events.
 - b) Progress reports on Board goals and directives.
 - c) Follow-up replies in answer to Board member questions.
 - d) Updates on administrative matters or district operations.
 - e) Items that may be included on an agenda at a future Board meeting.
2. The weekly notes that contain information that is restricted to closed meeting discussion will be edited by the Superintendent upon records request.
 3. The superintendent will meet with the Board president at least twice a month and communicate as needed by telephone, fax, and/or e-mail to inform him or her of district issues that may need to come before the Board for information or action.
 4. The Board president may direct the superintendent to distribute copies of documents to each member of the Board for information. The weekly Board notes is the preferred method of distribution unless circumstances dictate a faster delivery.
 5. The superintendent will communicate information to all Board members in as timely a manner as possible without interfering with the regular conduct of district business.
 6. Board members may communicate with other individual members for purposes of asking questions, clarifying information, or socializing under circumstances that do not conflict with or circumvent the Texas Open Meetings Act.

B. Communications Among Trustees

Communications should not be sent from one Trustee to more than two other Trustees, even if no reply is requested, expected, or received. Trustees who have received messages should not forward them if the result is that a quorum of Trustees receives the message. Trustees should not use "blind carbon copy (bcc:)" when sending e-mail to other Trustees. If a Trustee wishes to provide information to the entire Board, the information should first be submitted to the superintendent, who should then provide the information to the entire Board.

EXCEPTION: Communications that are completely unrelated to public business or public policy over which the Board has supervision or control are allowed. Examples of this type of communication are organizing a group trip to a conference, discussing the collection of money for a flower arrangement, organizing seating of the Board at a social function, or scheduling a date and time for a workshop.

1. Board members may not communicate with other individual members for purposes of determining individual position or soliciting votes in support of or opposition to items of business that may come before the Board.
2. Board members who wish to share information relevant to district business or issues scheduled to come before the Board will relay the information to the superintendent for distribution to all members.

C. Communications between Trustees and District Employees

Trustees should not communicate with district employees without the express knowledge and consent of the superintendent.

Exceptions:

1. Trustees may communicate directly with any member of the Senior Leadership team.
2. Trustees have the same rights as other parents to communicate with district employees regarding issues involving their own children.
3. Trustees have the right to communicate with district employees in personal conversation and social settings as long as such communication does not circumvent the role and authority of the superintendent. Circumvention occurs when the Trustee's intent is to persuade employees, direct employees, elicit a position from employees, or obtain information from employees without the superintendent's knowledge and consent.

D. Media and Community Relations

Except for the Board President, individual Trustees do not have the authority to speak on behalf of the Board or the District without prior approval of the Board. Trustees should refrain from making statements to individuals or to the media that would be interpreted as critical of other Trustees. Statements should be made based on why one personally supported or opposed a motion. Thus, for example, one Trustee should not attempt to interpret why another didn't agree.

E. Social Media

1. Trustees shall use discretion when utilizing social media sites, blogs, and similar online tools.
2. Trustees shall distinguish between their personal social media accounts, those used for campaigning, and those used for official District business.
3. If a Trustee includes their title as Trustee or otherwise identifies themselves as a Trustee or school official on the Trustee's personal social media account(s), account(s) used for campaigning, and/or personal or campaign-related online publications, the Trustee must include a disclaimer on such account or publication clearly indicating a post and/or information from the account is intended to convey speech as a private citizen rather than speech in the Trustee's official capacity.

Examples of such disclaimer language include:

- a) Opinions posted here are my own and not those of Abilene ISD or the Board of Trustees of Abilene ISD; or
- b) Views expressed here are my own and are not endorsed by Abilene ISD or the Abilene ISD Board of Trustees.

Related Policies: [BE \(LEGAL\)](#) and [BJA \(LOCAL\)](#)

VIII. Requests for Information and Action

A. Request Information About Meeting Agenda Items

1. Trustees' Requests for Information: Trustees should direct all requests for information or reports through the superintendent's office.
 - a) Members are encouraged to ask for information related to meeting agenda items at least one business day prior to the scheduled meeting.
2. Trustee's Agenda Specific Requests for Information: Trustees should submit requests for information pertaining to agenda items as early as possible to allow administration time to prepare a response. The superintendent should inform the requesting Trustee if administration is unable to comply with the request prior to the meeting and the information should be prepared as soon after the meeting as practical. If the superintendent determines that the request requires an unusually high amount of resources, the superintendent should resolve the issue with the Board president.
 - a) Any questions about agenda items or requests for additional information about them will be directed to the point of contact specified in the agenda or to the superintendent.
 - b) If a written report is provided in response to the request, all Board members will receive a copy of both the request and report prior to the opening of the meeting.
 - c) Board members may discuss the provided information or ask additional questions about the agenda item in the meeting.

B. Request Information Not Related to Agenda Items

1. Members should request information not related to a meeting agenda item directly from the superintendent, assistant superintendents, associate superintendents or Executive Director of Business and Finance.
 - a) Trustees' Requests for Action: Directives to the superintendent or other staff regarding the generation of new reports should be made by Board action.
2. The superintendent will determine if the information requested is available from existing sources or records or if it requires that a special, one-time-only report be developed.
3. If the requested information can be provided from readily available data with no diversion of staff time, then it will be provided as soon as reasonable.
4. In the event the request requires a special report that will divert staff time from established priorities, the superintendent will notify the requestor and the Board president of this fact. The requestor may ask that the item be placed on an upcoming meeting agenda.

5. The Board president will place the request for information on the next meeting agenda to determine if a majority of the Board agrees the requested information is important for its future decision-making.
6. If the Board does agree that the information is important for future decision-making, then the superintendent will direct that a report be developed and provided as requested by the Board. All team members will receive a copy of any report generated by a Board member's request in accordance with this procedure.

C. Trustee Responses to Citizen Requests or Complaints

1. Citizen Requests or Complaints: Trustees should communicate citizen requests or complaints directly to the superintendent in writing. When communicating with the citizen(s), Trustees should urge the citizen to follow the appropriate school hierarchy (e.g., the chain of command beginning with the teacher, campus administration, appropriate district administration, or superintendent) to resolve the issue or complaint.
2. Superintendent's Response: The superintendent should respond in a timely manner and all Trustees should receive the same information. If the request or complaint is appropriately to be referred to the Board agenda or to closed session, the superintendent should do so through the normal process.

D. Trustee Response to Employee Requests or Complaints

Trustees should not discuss district business directly with employees as the effectiveness of the superintendent or others may be undermined. If an employee wants to discuss district business with the Trustee, the Trustee should:

1. Advise and encourage the employee to follow appropriate channels within the district's organizational structure.
2. Submit a written summary of the situation to the superintendent, if the request or complaint involves activity that is serious enough to warrant the superintendent's review. For example, such matters might include, but not be limited to, harassment, discrimination, illegal activities, or fear of retaliation for discussion of the situation.

Related Policies: [BBE](#), [BBE](#), [BED \(LOCAL\)](#), [FNG](#), [GF](#)

IX. Board Self-Assessment

A. Process to Conduct Board of Trustees Self-Assessment

1. Annually in February the Board will conduct an evaluation of its performance in governing, overseeing district management, and conducting its business. The superintendent will post an appropriate agenda as required by the Texas Open Meetings Act.
2. Not later than December of the preceding year, a Board subcommittee will present its recommended evaluation instrument to the Board for approval.

3. The superintendent will arrange for the selected instrument with instructions to be distributed to each Trustee at least a week in advance of the scheduled meeting. Trustees will complete the instrument in accordance with the instructions.
4. During the meeting, the Board will focus its discussion on those items in the instrument where individual responses indicate either a performance concern or there is disagreement about the Board's current performance.
5. After discussing the assessment results, the Board will identify priority areas for its improvement and strategies related to the identified areas.
6. The Board will develop an action plan. The plan will include appropriate activities to address its concerns, a time frame for completion, and criteria to judge progress.
7. The Board will schedule a review of progress at least every six months as part of a regularly scheduled meeting or workshop. The dates for the reviews will be entered in the Board activity calendar. The Board's action plan will be integrated into the team's Continuing Education plan developed following the annual team-building workshop.

Related Policies: [BG \(LEGAL\)](#)

X. Superintendent Evaluation

A. Process to Evaluate the Superintendent

1. The president will schedule a meeting to be held by the end of February to conduct the summative evaluation with the superintendent.
2. The president will call a special meeting and place no other items on the agenda for the summative evaluation meeting.
3. The president will distribute blank evaluation instruments to each member at least four weeks in advance of the summative evaluation meeting along with instructions for completing the instrument.
4. The superintendent will prepare a report and present it to the president for distribution to Board members with the blank evaluation instruments. The report will include:
 - a) Summary results on superintendent performance goals established following the previous year's summative evaluation.
 - b) Summary of progress on current year's district goals.
 - c) Report on student performance as required by the state.
 - d) Any additional district or professional highlights the superintendent believes will demonstrate effective performance for the past year.
5. Members will complete the evaluation instruments and return them to the president at least one week prior to the summative evaluation meeting.

6. The president will collect completed evaluation instruments from each Board member and prepare a composite summary of all Board members' ratings and comments for each instrument category.
7. The composite summary of evaluations will be distributed to each Board member at least three days before the summative evaluation meeting.
8. Board members will meet in a properly posted closed session, without the superintendent present, to discuss their ratings and identify:
 - a) Agreements on areas of strength.
 - b) Agreements on areas that need improvement.
 - c) Specific improvements the Board would like to see.
9. For areas in which there is no consensus rating on a performance indicator on the evaluation instrument, the Board will discuss reasons for their varying ratings and try to reach consensus about what, if anything, the Board would like to see differently regarding that indicator in the coming year.
10. After reaching consensus about the superintendent's performance ratings, the Board will discuss their agreements about areas of strength, areas needing improvement, and specific improvements they would like to see, with the superintendent in a properly posted closed session. The Board will allow the superintendent to respond and ask questions about the Board's ratings.
11. The president will ask individual members to share concerns or ratings that differ from the majority of the Board. However, the president will clearly distinguish between those ratings and directives that represent a majority of the Board, and those representing individual members. The superintendent is not expected to take action based on individual comments.
12. The Board will identify areas for superintendent performance goals at the conclusion of the summative evaluation meeting and ask the superintendent to develop draft performance goals to present to the Board in February.
13. The president will compile all results of the summative evaluation in a confidential written document that includes:
 - a) Individual Board members rating instruments.
 - b) The Board's agreements about the superintendent's performance.
 - c) Areas for developing performance goals.
 - d) Specific expectations the Board has regarding the superintendent's performance for the coming year.
14. At a posted closed meeting in February, the Board and superintendent will discuss the draft superintendent performance goals and identify specific target results to review at the next summative evaluation.

15. The Board will approve final superintendent performance goals and update the superintendent evaluation instrument no later than March for the next year's summative evaluation.
16. Board members who have concerns about the superintendent's performance between evaluation meetings may request that the president post an item for interim superintendent evaluation on any regular meeting agenda in order to discuss the concern with the full team.
17. The Board may take action to extend or revise the superintendent's contract following the summative evaluation.
18. The Board President, in consultation with the Board's legal counsel, is authorized to receive complaints regarding the Superintendent and recommend an appropriate course of action to the full Board.

Related Policies: [BJCD \(LEGAL\)](#) and [BJCD \(LOCAL\)](#)

XI. Trustee Visits to Campus

A. Procedures For Campus Visits

Trustees should:

1. Visit campus in her/his role of parent. However, if there is any doubt of the Trustee's role, the Trustee should notify the school principal prior to the visit.
2. Notify the superintendent's office, in advance, of the time and purpose of an uninvited visit or any visit to a campus that one may make in the role of Trustee.
3. Follow security protocols and campus procedures for all visitors, including presenting a district badge.
4. Use good judgment with regard to actions, discussions and frequency of visits.

B. Actions To Avoid Regarding Campus Visits

Trustees should not:

1. Make presentations or act on behalf of the Board during campus visits, unless duly authorized by the Board as a whole, and
2. Inspect campuses, observe personnel, or engage in other administrative activities, unless duly authorized by the Board as a whole.

Abilene Independent School District Board Document – VI.G

Meeting Date: August 10, 2026

Meeting Type: Regular

Item Type: Consent Future Action Required: Yes If Yes, Month: August 2026

Subject: Abilene ISD Student Code of Conduct

Background Information:

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct. Board policy FO requires Board approval on the Student Code of Conduct each year. Since this year is not a legislative year, there are very few changes needed. Feedback was collected from campus principals.

In the Student Code of Conduct the only change was we had to move the "Certain Felonies" section from discretionary expulsion to mandatory expulsion.

In the dress code section we removed the sentence, "Middle School students are not permitted to wear slides." We reworded information for clarification about what is allowed when students are wearing leggings and tights. We added no costumes or parts of costumes unless approved by principal to the elementary section.

In the cell phone policy, we changed the price of a Yondr bag to 20 instead of 35. This is due to the price of Yondr bags decreasing.

Attached Supporting Documents:

Student Code of Conduct
Phone Policy
Dress Code

Fiscal Implications:

N/A

Administrative Recommendation:

Approval – August Consent Agenda

Contact Person:

Mrs. Alison Camp

Student Code of Conduct

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Student Code of Conduct

Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the district at alison.camp@abileneisd.org or 325-677-1444.

Purpose

The Student Code of Conduct (“Code of Conduct”), as required by [Chapter 37](#) of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Code of Conduct has been adopted by the Abilene ISD board of trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code of Conduct remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code of Conduct shall be posted at each school campus or shall be available for review at the campus principal’s office. Additionally, the Code of Conduct shall be available at the campus behavior coordinator’s office and posted on the district’s website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under [Chapter 37](#) of the Education Code.

Not later than the first day of the 2025-2026 school year, the Texas Education Agency (TEA) shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature, Regular Session, 2025. A school district shall provide to each student and the parent of or person standing in parental relation to the student the prepared report.

Because the Code of Conduct is adopted by the district’s board of trustees, it has the force of policy. In the event of a conflict between the Code of Conduct and the Student Handbook, the Code of Conduct shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law ([Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973](#)) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School District Authority and Jurisdiction

School rules and the district's authority to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by [Education Code 37.0832](#);
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by [Education Code 37.006, 37.007, or 37.0081](#); and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a single person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal, or any other campus administrator selected by the principal. Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of [Chapter 37, Subchapter A](#) are appropriately implemented. The CBC is primarily responsible for maintaining student discipline. The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team:

- Conduct that contains the elements of the offense of terroristic threat under [Penal Code 22.07](#);
- Conduct that contains the elements of the offense of unlawfully carrying weapons under [Penal Code 46.02](#);

School District Authority and Jurisdiction

- Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under [Education Code 37.125](#); and
- Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information may be found on each campus' website and at abileneisd.org.

Threat Assessment and Safe and Supportive School Team

The CBC or other appropriate administrator will work closely with the campus threat assessment and safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal or CBC and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

The board utilizes school resource officers (SROs), school marshals, to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the CBC and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

The law enforcement duties of school resource officers are:

- SROs will serve to protect life and property of AISD, its employees, students, and citizens.
- SROs will comply with and enforce state and local laws.

School District Authority and Jurisdiction

- SROs will be visible and provide an active presence on the campus and deal with law enforcement matters that concern violations of state or local laws.
- SROs will coordinate and assist all law enforcement agency requests to conduct formal police interviews on campuses, as well as arrests needing to be made on campuses.
- SROs will perform any other duties as directed by the Chief of Police or any additional duties as directed by AISD after being approved by the Chief of Police.

“Parent” Defined

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

The district has the right to limit a student’s participation in graduation activities for violating the district’s Code of Conduct.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

In accordance with [Education Code 37.105](#), a school administrator, SRO, or district police officer shall have the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district’s grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

[See Restrictions During Placement for information regarding a student assigned to DAEP at the time of graduation.]

Standards for Student Conduct

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Code of Conduct.

General Conduct Violations

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on In-School Suspension, Out-of-School Suspension, Disciplinary Alternative Education Program (DAEP) Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in Removal from the Regular Educational Setting.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. [See Placement and/or Expulsion for Certain Offenses for assault.]
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism. [See Glossary]
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See Glossary for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual, racial, or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. [See Glossary]
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. [See Glossary]
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.

General Conduct Violations

- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. [See Placement and/or Expulsion for Certain Offenses for felony criminal mischief.]
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. [See Placement and/or Expulsion for Certain Offenses for felony robbery, aggravated robbery, and theft.]
- Enter, without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- A short barrel firearm;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;

General Conduct Violations

- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products (including nicotine pouches), cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*See Placement and/or Expulsion for Certain Offenses for weapons and firearms. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Personal Communication Devices

Students shall not:

- Use a personal communication device, including a cell phone, or other electronic device on school property during the school day and shall store the device in accordance with the method of storage established by the district. [See Glossary]
- The district may authorize the use of a personal communication device for the following reasons:
 - To implement an individualized education program (IEP) or for a plan created under [Section 504, Rehabilitation Act of 1973 \(29 U.S.C Section 794\)](#) or a similar program or plan;
 - With documented need based on a directive from a qualified physician; or
 - To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.

Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with this Code of Conduct.

- Offense 1: The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m.
- Offense 2: The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m., and the student will be assigned one (1) day of in-school suspension.
- Offense 3: The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m., and the student will be assigned two (2) days of in-school suspension.

General Conduct Violations

- Offense 4: The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m., and the student will be assigned three (3) days of in-school suspension.
- Offense 5: The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m., and the student will be assigned four (4) days of in-school suspension.
- Offense 6: The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m., the student will be assigned to DAEP (Disciplinary Alternative Education Program).

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. [See Disciplinary Alternative Education Program (DAEP) Placement and Expulsion for mandatory and permissive consequences under state law.]
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. [See Glossary for “paraphernalia.”]
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. [See Glossary for “abuse.”]
- Abuse over-the-counter drugs. [See Glossary for “abuse.”]
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. [See Glossary for “under the influence.”]
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others,

General Conduct Violations

or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.

- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.
- Violate safety protocols (opening exterior doors, gates or entrances where entry is prohibited)

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, unauthorized use of artificial intelligence, plagiarism, and unauthorized communication between students during an examination.

General Conduct Violations

- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.

Discipline Management Techniques

Discipline Management Techniques

Discipline shall be designed to improve conduct and encourage students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette

An appropriate administrator may place a student in a disciplinary alternative education program for the first-time offense of possession or use of a nicotine delivery product or e-cigarette, as defined by [Section 161.081, Health and Safety Code](#).

If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under [Education Code 37.008](#), the student shall be placed in in-school suspension for a period of at least 10 school days.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the [Education Code](#), a student who receives special education services may not be disciplined in a manner that results in a change to the student's educational placement for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists [see Glossary] until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.

Discipline Management Techniques

- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- In-school suspension, as specified in In-School Suspension.
- Out-of-school suspension, as specified in Out-of-School Suspension.
- Placement in a DAEP, as specified in Disciplinary Alternative Education Program (DAEP) Placement.
- Expulsion and/or placement in an alternative educational setting, as specified in Placement and/or Expulsion for Certain Offenses.
- Expulsion, as specified in Expulsion.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Discipline Management Techniques

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL)]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of [Education Code 37.0012\(d\)](#).

Discipline Management Techniques

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the CBC shall send written notification by U.S. Mail. If the CBC is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Parental Involvement

The district has not adopted a policy for parental involvement in school disciplinary placements under [Education Code 37.0014](#).

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or online at www.abileneisd.org

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. [See policies FFH(LEGAL) and (LOCAL)]

Removal from the School Bus

Removal from the School Bus

A bus driver may refer a student to the principal's office or the CBC's office to maintain effective discipline on the bus. The principal or CBC must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the CBC may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the CBC's office as a discipline management technique. The CBC shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code of Conduct to maintain effective discipline in the classroom.

Formal Teacher Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior repeatedly interferes with the teacher's ability to teach the class or with other students' ability to learn.
2. A student demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student in the classroom.
3. A student engages in conduct that constitutes bullying, as defined by [Education Code 37.0832.0](#).

A teacher, CBC, or other appropriate administrator must notify a parent or person standing in parental relation to the student of the formal removal. A teacher may remove a student from class based on a single incident of behavior.

Within three school days of the formal removal, the CBC or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the CBC or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the [Education Code](#) requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Removal from the Regular Educational Setting

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's written consent.

A student who has been formally removed by a teacher for any other conduct may not be returned to the teacher's class without the teacher's written consent unless the placement review committee determines that the teacher's class is the best or only alternative, and not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.

Appeals of Formal Teacher Removals

A student may appeal the teacher's removal of the student from class to the school's placement review committee or the campus's threat assessment and safe and supportive school team, in accordance with a district policy providing for such an appeal to be made to this team.

In-School Suspension

In-School Suspension

An in-school suspension is not subject to any time limit.

A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date of the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate.

During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program (IEP) and continue to have an opportunity to progress in the general curriculum.

[See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for limitations to the general rule.]

Process

Before being suspended, a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension.

In deciding whether to order in-school suspension, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Out-of-School Suspension

Out-of-School Suspension

Misconduct

Students may be suspended for behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students below grade 3 unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in [Penal Code sections 46.02 or 46.05](#);
- Conduct that threatens the immediate health and safety of other students in the classroom;
- Documented conduct that results in repeated or significant disruption to the classroom; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be assigned to out-of-school suspension for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;

Out-of-School Suspension

4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Alternative Assignment

A parent or person standing in parental relation to the student may submit a written request to the principal or other appropriate administrator to reassign a student placed in out-of-school suspension. The parent or person standing in parental relation to the student must provide information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. It is the sole discretion of the principal or other appropriate administrator to reassign the student placed in out-of-school suspension.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten-grade 5 and secondary classification shall be grades 6-12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code of Conduct.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses:

- Engaging in bullying that encourages a student to die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. [see Glossary]
- Involvement in criminal street gang activity. [see Glossary]

Disciplinary Alternative Education Program (DAEP) Placement

- Criminal mischief, not punishable as a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.
- Engages in conduct that contains the elements of the offense of disruptive activities under [Education Code 37.123](#).
- Engages in conduct that contains the elements of the offense of disruption of classes under [Education Code 37.124](#).
- Possesses or uses an e-cigarette, as defined by [Section 161.081, Health and Safety Code](#), except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under [Education Code 37.008](#), the student shall be placed in in-school suspension for a period of at least 10 school days. See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for additional information.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief [see Glossary] that the student engaged in conduct punishable as a felony that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process. Aggravated robbery or felonies listed as offenses in Title 5 [see Glossary] of the Penal Code are punishable as mandatory expulsions.

The CBC **may** place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
- Engages in conduct punishable as a felony.
- Commits an assault [see Glossary] under [Penal Code 22.01\(a\)\(1\)](#).
- Except as provided by [Education Code 37.007\(a\)\(3\)](#), sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. [School-related felony drug offenses are addressed in Expulsion.] [See Glossary for "under the influence," "controlled substance," and "dangerous drug."]

Disciplinary Alternative Education Program (DAEP) Placement

- Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by [Chapter 487 of the Health and Safety Code](#) does not violate this provision.
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Sells, gives, or delivers to another person an e-cigarette, as defined by [Section 161.081, Health and Safety Code](#).
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. [see Glossary]
 - Engages in conduct that contains the elements of an offense of harassment against an employee under [Penal Code sections 42.07\(a\)\(1\), \(2\), \(3\), or \(7\)](#).
- Engages in expellable conduct and is six to nine years of age.
 - Commits a federal firearms violation and is younger than six years of age.
 - Engages in conduct that contains the elements of the offense of retaliation under [Penal Code 36.06](#) against any school employee or volunteer on or off school property.
 - Engages in conduct that contains the elements of harassment under [Penal Code 42.07](#) against any school employee or volunteer on or off of school property.

The student receives deferred prosecution [see Glossary], or a court or jury finds that the student has engaged in delinquent conduct [see Glossary], or the superintendent or designee has a reasonable belief [see Glossary] under [Section 53.03, Family Code](#), for conduct defined as any of the following offenses under the Penal Code:

1. A felony offense under [Title 5](#);
2. The offense of deadly conduct under [Section 22.05](#);
3. The felony offense of aggravated robbery under [Section 29.03](#);
4. The offense of disorderly conduct involving a firearm under [Section 42.01\(a\)\(7\) or \(8\)](#); or
5. The offense of unlawfully carrying weapons under [Section 46.02](#), except for an offense punishable as a Class C misdemeanor under that section.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

Disciplinary Alternative Education Program (DAEP) Placement

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the CBC.

Conference

When a student is removed from class for a DAEP offense, the CBC or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and, in the case of a teacher removal, the teacher.

At the conference, the CBC or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

Placement Order

After the conference, if the student is placed in a DAEP, the CBC shall write a placement order. A copy of the DAEP placement order and information for the parent or

Disciplinary Alternative Education Program (DAEP) Placement

person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by [Section 52.04 of the Family Code](#).

If the student is placed in a DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.

DAEP at Capacity

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal, and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The CBC shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established

Disciplinary Alternative Education Program (DAEP) Placement

district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who are in a DAEP placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the CBC or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or
2. The student has engaged in serious or persistent misbehavior [see Glossary] that violates the district's Code of Conduct.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or online at www.abileneisd.org.

Appeals shall begin at the Executive Director of Student Services, as the Board's designee, whose decision shall be final in accordance with policy FOC (LEGAL).

All other complaints related to discipline, other than the DAEP placement decision, should be addressed in accordance with policy FNG (LOCAL). A copy of this policy may be obtained from the principal's office or online at www.abileneisd.org. These complaints shall begin at Level 1 with the lowest level administrator who has authority to provide a resolution. (The Board encourages resolution of complaints through informal conferences with the appropriate teacher, principal, or other campus administrator.)

Disciplinary Alternative Education Program (DAEP) Placement

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's IEP or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the CBC or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication [see Glossary], or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

Disciplinary Alternative Education Program (DAEP) Placement

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the CBC may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the CBC or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state. The district may place the student in the district's DAEP or a regular classroom setting.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district

Disciplinary Alternative Education Program (DAEP) Placement

determines that the student is a threat to the safety of other students or employees, or if the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. [See policy FOCA(LEGAL) for more information.]

Placement and/or Expulsion for Certain Offenses

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the [Education Code](#) provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Students

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Expulsion

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. [see Disciplinary Alternative Education Program (DAEP) Placement]

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Criminal mischief, if punishable as a felony.
- Breach of computer security. [see Glossary]
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, unless the conduct is punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by [Chapter 487 of the Health and Safety Code](#) does not violate this provision. [See Glossary for "under the influence."]

Expulsion

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in deadly conduct. [see Glossary]

Within 300 Feet of School

A student may be expelled for possession of a firearm, as defined by federal law, while within 300 feet of school property, as measured from any point on the school's real property boundary line.

Property of Another District

A student may be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in a DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code of Conduct, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by [Penal Code 1.07](#); or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under [Penal Code 21.07](#);
 - b. Indecent exposure under [Penal Code 21.08](#);
 - c. Criminal mischief under [Penal Code 28.03](#);
 - d. Hazing under [Education Code 37.152](#); or
 - e. Harassment under [Penal Code 42.07\(a\)\(1\)](#) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on or off school property.

Expulsion

Under Federal Law

Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. [see Glossary]

Note: Mandatory expulsion under the [federal Gun Free Schools Act](#) does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by [Penal Code 46.02](#):
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. [see Glossary] Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
- A location-restricted knife, as defined by state law. [see Glossary]
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. [see Glossary]
- Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125.
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. [see Glossary]
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Kidnapping or aggravated kidnapping.
 - Burglary, robbery or aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or disabled individual.

Expulsion

- Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
- Engaging in conduct that contains elements of assault against a school employee or volunteer.

Under Age 10

When a student under the age of 10 engages in behavior that is expellable behavior, the student shall not be expelled but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Virtual Expulsion Program

In some circumstances, a student may be placed in a virtual expulsion program.

- The school must ensure students in the program have the necessary technology and internet and must provide it if needed.
- The virtual program must, as much as possible, meet the same requirements as an in-person disciplinary alternative education program (DAEP).
- The student's placement must be reviewed every 45 school days.
- If an in-person spot becomes available, the school should plan the student's return to in-person learning.
- If continued virtual placement is appropriate, the school must document the decision.

Consideration of Virtual Education as Alternative to Expulsion

Before a school district may expel a student, the district must consider the appropriateness and feasibility of, as an alternative to expulsion, enrolling the student in a full-time hybrid program, full-time virtual program, full-time hybrid campus, or full-time virtual campus. This requirement does not apply to a student expelled under [Education Code 37.0081 or 37.007\(a\), \(d\), or\(e\)](#).

Process

If a student is believed to have committed an expellable offense, the CBC or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

Expulsion

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district;
2. An opportunity to testify and to present evidence and witnesses in the student's defense; and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the Executive Director of Student Services or the Director of Behavior Supports authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Expulsion

Not later than the second business day after the hearing, the Executive Director of Student Services shall deliver to the juvenile court a copy of the expulsion order and the information required by [Section 52.04 of the Family Code](#).

If the length of the expulsion is inconsistent with the guidelines included in the Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees; or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Time served in a Juvenile Detention Center is not counted towards the District assigned term of expulsion.

Withdrawal During Process

When a student's conduct requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the CBC or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC or the board may issue an additional disciplinary order as a result of those proceedings.

Expulsion

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order; and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees; or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Emergency expulsion may be ordered based on a single incident of behavior by the student. Within 10 days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than 10 years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Expulsion

Certain Felonies

Regardless of whether DAEP placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with [Education Code 37.0081](#), a student may be expelled and placed in either DAEP or JJAEP if the board or CBC makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 [see Glossary] of the Penal Code. The student must have:

- Received deferred prosecution for conduct defined as aggravated robbery or a [Title 5 felony](#) offense;
- Been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a [Title 5 felony](#) offense;
- Been charged with engaging in conduct defined as aggravated robbery or a [Title 5 felony](#) offense;
- Been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a [Title 5 felony](#) offense; or
- Received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred;
2. The location at which the conduct occurred;
3. Whether the conduct occurred while the student was enrolled in the district; or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school;
2. The charges are dismissed or reduced to a misdemeanor offense; or

Expulsion

3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the CBC or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Glossary

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by [Penal Code 29.03\(a\)](#) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older; or
 - b. A disabled person.

Antisemitism is defined by [Government Code section 448.001](#) as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016.

Armor-piercing ammunition is defined by [Penal Code 46.01](#) as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by [Penal Code 28.02](#) as a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. Any building, habitation, or vehicle:
 - (1) Knowing that it is within the limits of an incorporated city or town;
 - (2) Knowing that it is insured against damage or destruction;
 - (3) Knowing that it is subject to a mortgage or other security interest;
 - (4) Knowing that it is located on property belonging to another;
 - (5) Knowing that it has located within it property belonging to another;
or
 - (6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damaging or destroying a building belonging to another; or

Glossary

- b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by [Penal Code 22.01](#) as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in [Penal Code 33.02](#), if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system.

Bullying is defined as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by [Penal Code 46.01](#) as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by [Penal Code 46.01](#) as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person

Glossary

with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in [Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act](#). The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by [Agriculture Code 121.001](#), or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by [Penal Code 71.01](#) as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by [Education Code 37.0832](#) as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Dangerous drug is defined by [Health and Safety Code 483.001](#) as a device or a drug that is unsafe for self-medication and that is not included in [Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act](#). The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by [Section 71.0021 of the Family Code](#).

Deadly conduct under [Penal Code 22.05](#) occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine

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or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by [Penal Code 46.01](#) as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under [Penal Code 42.06](#) occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by [federal law \(18 U.S.C. 921\(a\)\)](#) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by [Penal Code 46.01](#) as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects

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another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in [Education Code 37.001\(b\)\(2\)](#); or

3. Conduct that is punishable as a crime under [Penal Code 42.07](#), including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
 - d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - e. Making a telephone call and intentionally failing to hang up or disengage the connection;
 - f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
 - g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or
 - i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by [Education Code 37.151](#) as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in [Education Code 37.151](#), including:

1. Any type of physical brutality;

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2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in [Education Code 37.001\(b\)\(3\)](#) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by [Penal Code 46.01](#) as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by [Penal Code 21.08](#) as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by [Civil Practices and Remedies Code 98B.001](#) and [Penal Code 21.16](#) as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by [Penal Code 46.01](#) as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by [Penal Code 46.01](#) is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Personal Communication Device means a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication.

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Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
3. Personal communication devices or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under [Penal Code 46.05\(a\)](#) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
 - a. An explosive weapon; or
 - b. A machine gun.
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public Lewdness is defined by [Penal Code 21.07](#) as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in [Education Code 37.121\(d\)](#) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under [Code of Criminal Procedure Article 15.27](#).

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

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Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by [Penal Code Section 1.07](#); or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under [Penal Code 21.07](#);
 - b. Indecent exposure under [Penal Code 21.08](#);
 - c. Criminal mischief under [Penal Code 28.03](#);
 - d. Hazing under [Education Code 37.152](#); or
 - e. Harassment under [Penal Code 42.07\(a\)\(1\)](#) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by [Penal Code 46.01](#) as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by [Penal Code 22.07](#) as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;

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3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by [Penal Code 46.01](#) as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in [Title 5 of the Penal Code](#) that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under [Sections 19.02–.05](#);
- Kidnapping under [Section 20.03](#);
- Trafficking of persons under [Section 20A.02](#);
- Smuggling or continuous smuggling of persons under [Sections 20.05–.06](#);
- Assault under [Section 22.01](#);
- Aggravated assault under [Section 22.02](#);
- Sexual assault under [Section 22.011](#);
- Aggravated sexual assault under [Section 22.021](#);
- Unlawful restraint under [Section 20.02](#);
- Continuous sexual abuse of a young child or disabled individual under [Section 21.02](#);
- Bestiality under [Section 21.09](#);
- Improper relationship between educator and student under [Section 21.12](#);
- Voyeurism under [Section 21.17](#);
- Indecency with a child under [Section 21.11](#);
- Invasive visual recording under [Section 21.15](#);
- Disclosure or promotion of intimate visual material under [Section 21.16](#);
- Sexual coercion under [Section 21.18](#);
- Injury to a child, an elderly person, or a disabled person of any age under [Section 22.04](#);

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- Abandoning or endangering a child under [Section 22.041](#);
- Deadly conduct under [Section 22.05](#);
- Terroristic threat under [Section 22.07](#);
- Aiding a person to die by suicide under [Section 22.08](#); and
- Tampering with a consumer product under [Section 22.09](#).

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the in-fluence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by [Penal Code 46.01](#) as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

HIGH SCHOOL PHONE POLICY

Phones are not to be used during school

Cell phones and personal electronic devices are not to be used during the school day.

Only district-provided devices may be used during the school day, unless otherwise approved by the campus principal. Without such permission, staff will collect the items and turn them in to the front office.

Storage Options

Every student will be assigned a personal Yondr Bag. While the Yondr Bag is considered school property, it is each student's responsibility to bring their bag with them to school every day and keep it in good working condition. The bag will be returned to the school at the end of the school year.

Cell phones and personal electronic device definition

- Cell phones (both phones that connect to the internet and non-internet connected cell phones that send and receive text message and make phone calls)
- Personal electronics devices such as tablets, laptops, and gaming devices
- Airpods, earbuds, Bluetooth connected headphones
- Smartwatches, fitness trackers and other accessories that connect to the internet
- Wearable tech

Exceptions

A school shall require documentation to support exemptions. The exception is specific to the need only and still prohibits the use for any other purposes.

- A student has a medical necessity, as determined by a healthcare professional, requiring the use of a cell phone to manage their condition. The cell phone must be used exclusively for this purpose.

Parent/Guardian/Student Communication

If a parent, guardian, or student needs to communicate during the school day, a phone will be available in the main office or another designated area determined by the school. Additionally, every classroom is equipped with a phone that teachers can use to facilitate necessary communication. Students will also have access to their school email at designated times during the day and may receive messages from parents via email.

Daily Process

As students **enter the designated area**, they will:

- 1) Turn their phone off.
- 2) Place their phone inside their Yondr bag and secure it in the presence of school staff.
- 3) Store their Yondr bag in their backpack for the day.

At the end of the day, students will unlock their bag, remove their phone and put their bag in their backpack. Students must bring their bag to school with them each day.

***Students arriving late or leaving early will bag/unbag their phones in the **designated area**.

Violations

Bag Damage / Lost Bag / Using Phone During School

If a student damages their bag or is caught using their phone, Administration will collect the student's bag/phone.

Repercussions for damaged bag or missing/lost bag may include:

- If damaged or lost, purchase a replacement bag for 20.00.
- If missing, the phone/personal electronic device will be taken up.
- Multiple times of bag and ID missing will result in ISS and DAEP placement (refer to AISD student code of conduct and AISD Student Parent Handbook)

Examples of bag damage include:

- Bent pin
- Ripped fabric
- Deep scratches on the lock exterior + green ring
- Intentional marks on the inside or outside of the bag
- Pin and button not fully recessing due to pin damage

Consequences for Unauthorized Phone/Electronic Device Use:

Unauthorized use of phone/electronic device will result in the confiscation of the phone/device and the following consequences:

- **Offense 1:** The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m.
- **Offense 2:** The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m., and the student will be assigned **one (1) day of in-school suspension**.
- **Offense 3:** The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m., and the student will be assigned **two (2) days of in-school suspension**.
- **Offense 4:** The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m., and the student will be assigned **three (3) days of in-school suspension**.
- **Offense 5:** The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m., and the student will be assigned **four (4) days of in-school suspension**.
- **Offense 6:** The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m., the student will be assigned to **DAEP** (Disciplinary Alternative Education Program).

Refusal to surrender a cell phone when directed by school personnel is considered an act of defiance. This behavior will result in immediate disciplinary action, which may include placement in In-School Suspension (ISS) or a Disciplinary Alternative Education Program (DAEP), depending on the severity and frequency of the offense.

Forgotten Yondr Bags

If a student forgets their bag, **their phone will be collected**. The phone will be returned to the student at dismissal.

If a student consistently forgets their bag, it is considered lost. **Refer to the Lost Bag policy above.**

Multiple instances of failure to bring your bag to school will result in ISS and/or DAEP placement.

Cumulative Instances of violations related to cell phone, electronic devices, school identification

Cumulative Instances of students failure to bring the Yondr bag and their student ID to school, will result in the following consequences:

1st offense: Warning and documentation

2nd offense: Warning and documentation

3rd offense: Parent contact and documentation

4th offense: Parent contact, documentation and 1 day of ISS

5th offense: Parent Contact, documentation, and 2 days of ISS

6th offense: Parent Contact, documentation and DAEP placement

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the Dress Code.

If it is determined that a student's grooming or clothing violates the district's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Prior to being disciplined for a violation of the District's dress code, the student will be warned that his/her dress is unacceptable and given an opportunity to make necessary changes. If appropriate corrections are not made in the student's appearance, the student shall be subject to discipline (such as ISS) after being afforded appropriate due process. Repeated offenses may result in additional disciplinary action in accordance with the Student Code of Conduct.

Judgements as to what is neat, clean, modest, immodest, appropriate, or inappropriate will be made by the principal and the decision of the campus principal in these matters is final.

The following specific guidelines must be adhered to in the matter of dress in all AISD schools:

Elementary

1. Appropriate and modest attire is required. Some examples of items not to wear include but are not limited to: off-the-shoulder appeal, tank tops, spaghetti straps, muscle shirts, mesh tops, halter tops, see-through clothing, exposed midriff or backs, bicycle shorts, sunshades in building. Sleeveless shirts must have a 2' strap.
2. All apparel, accessories and visible body markings must be free of reference to hate speech, alcohol products, tobacco products, drugs, sex, vulgarity, profanity, death, weapons, suicide, or violence, either explicitly or by innuendo. Body markings on any part of the body must be reasonable covered in an unobtrusive manner if they are gang related or violate any provision of the dress code.
3. Clothing must be appropriately sized and worn at the waistline. No shorts, skirts, or dresses may be shorter than fingertip length with arms to your side. Clothing that is altered, slit, or frayed and exposes skin that -is above fingertip length, is not allowed. Leggings / tights are not allowed without shorts or skirts unless covered by an appropriate garment that completely covers the student's buttocks.
4. Clothing must adequately cover the student's body so as not to consistently expose any portion of underwear, cleavage, midriff or buttocks when standing or sitting with normal posture. Outer garments must cover undergarments (athletic shorts etc.) at waist level. No sleepwear is permitted.
5. Shoes appropriate for school must be worn at all times. House shoes/slippers and shoes with wheels are not appropriate for school. Elementary students are not permitted to wear slides.

6. Hats, caps, or any other head coverings are not permitted to be worn in the building at Elementary campuses. Hoods inside the building are not permitted on any campus.
7. Hair should be clean and appropriately groomed and cut or styled in such a way that it does not cover the eyes. The District also prohibits hairstyles and treatments that are gang related and / or create a potential disturbance / distraction.
8. Visible body piercing and clipping jewelry is limited to the ears in elementary school. In middle school and high school, facial piercings should be limited to clear or small studs. Body piercings should remain concealed at all times.
9. Any apparel, accessory or visible body marking, including facial coverings that denotes gang-related association is prohibited (i.e. rags, bandanas, chains, spiked or studded items, or other physical alterations as identified by local law enforcement). Anything gang related will be confiscated by the SRO.
10. No costumes or parts of costumes allowed unless approved by campus administrators.

Middle School

1. Appropriate and modest attire is required. Some examples of items not to wear include but are not limited to: off-the-shoulder apparel, tank tops, spaghetti straps, muscle shirts, mesh tops, halter tops, see-through clothing, exposed midriff or backs, bicycle shorts, sunshades in building. Sleeveless shirts must have a 2' strap.
2. All apparel, accessories and visible body markings must be free of reference to hate speech, alcohol products, tobacco products, drugs, sex, vulgarity, profanity, death, weapons, suicide, or violence, either explicitly or by innuendo. Body markings on any part of the body must be reasonable covered in an unobtrusive manner if they are gang related or violate any provision of the dress code.
3. Clothing must be appropriately sized and worn at the waistline. No shorts, skirts, or dresses may be shorter than fingertip length with arms to your side. If leggings or tights are worn with shorts or skirts over them, the shorts or skirts must be fingertip length. Clothing that is altered, slit, or frayed and exposes skin that is above fingertip length, is not allowed. Any top worn with leggings or tights must cover the buttocks.
4. No shorts, skirts, or dresses may be shorter than fingertip length with arms to your side. Clothing that is altered, slit, or frayed and exposes skin that is above fingertip length, is not allowed. Leggings / tights are not allowed without shorts or skirts that are fingertip length. If wearing a shirt over leggings and tights the buttocks must be covered.
5. Clothing must adequately cover the student's body so as not to consistently expose any portion of underwear, cleavage, midriff or buttocks when standing or sitting with normal posture. Outer garments must cover undergarments (athletic shorts etc.) at waist level. No sleepwear is permitted.
6. Shoes appropriate for school must be worn at all times. House shoes/slippers and shoes with wheels are not appropriate for school.

7. Hats, caps, or any other head coverings are not permitted to be worn in the building at Middle School campuses. Hoods inside the building are not permitted on any campus.
8. Hair should be clean and appropriately groomed and cut or styled in such a way that it does not cover the eyes. The District also prohibits hairstyles and treatments that are gang related and / or create a potential disturbance / distraction.
9. Visible body piercing and clipping jewelry is limited to the ears in elementary school. In middle school and high school, facial piercings should be limited to clear or small studs. Body piercings should remain concealed at all times.
10. Any apparel, accessory or visible body marking, including facial coverings that denotes gang-related association is prohibited (i.e. rags, bandanas, chains, spiked or studded items, or other physical alterations as identified by local law enforcement). Anything gang related will be confiscated by the SRO.
11. No costumes or parts of costumes allowed unless approved by campus administrators.

High School

1. Appropriate and modest attire is required. Some examples of items not to wear include but are not limited to: off-the-shoulder appeal, tank tops, spaghetti straps, muscle shirts, mesh tops, halter tops, see-through clothing, exposed midriff or backs, bicycle shorts, sunshades in building. Sleeveless shirts must have a 2' strap.
2. All apparel, accessories and visible body markings must be free of reference to hate speech, alcohol products, tobacco products, drugs, sex, vulgarity, profanity, death, weapons, suicide, or violence, either explicitly or by innuendo. Body markings on any part of the body must be reasonable covered in an unobtrusive manner if they are gang related or violate any provision of the dress code.
3. Clothing must be appropriately sized and worn at the waistline.
4. Clothing must adequately cover the student's body so as not to consistently expose any portion of underwear, cleavage, midriff or buttocks when standing or sitting with normal posture. Outer garments must cover undergarments (athletic shorts etc.) at waist level.
5. Shoes appropriate for school must be worn at all times. House shoes/slippers and shoes with wheels are not appropriate for school.
6. Non distracting head coverings, such as caps or scarfs can be worn in the building at High School. Hoods inside the building are not permitted on any campus.
7. Hair should be clean and appropriately groomed and cut or styled in such a way that it does not cover the eyes. The District also prohibits hairstyles and treatments that are gang related and / or create a potential disturbance / distraction.

8. Visible body piercing and clipping jewelry is limited to the ears in elementary school. In middle school and high school, facial piercings should be limited to clear or small studs. Body piercings should remain concealed at all times.
9. Any apparel, accessory or visible body marking, including facial coverings that denotes gang-related association is prohibited (i.e. rags, bandanas, chains, spiked or studded items, or other physical alterations as identified by local law enforcement). Anything gang related will be confiscated by the SRO.
10. No costumes or parts of costumes allowed unless approved by campus administrators.

Prior to being disciplined for a violation of the District's dress code, the student will be warned that his/her dress is unacceptable and given an opportunity to make necessary changes. If appropriate corrections are not made in the student's appearance, the student shall be subject to discipline (such as ISS) after being afforded appropriate due process. Repeated offenses may result in additional disciplinary action in accordance with the Student Code of Conduct.

Judgements as to what is neat, clean, modest, immodest, appropriate, or inappropriate will be made by the principal and the decision of the campus principal in these matters is final.

Abilene Independent School District Board Document - Agenda Item

Meeting Date: August 10, 2026

Meeting Type: Regular Meeting

Item Type: Consent Agenda Future Action Required: Yes

If Yes, Month: August

Subject: Policy BJCF (Local)

Background Information:

Policy BJCF establishes specific performance, conduct, legal, and professional standards that may justify nonrenewal of the superintendent's contract while ensuring due process through written notice, an opportunity for a hearing, and a final Board determination based on evidence. This policy has been updated to reflect new SB 12 requirements, specifically knowingly implementing, directing, or assigning instructional programs, activities, or DEI-related duties that are prohibited by state law.

Attached Supporting Documents:

Policy BJCF (Local)

Fiscal Implications:

None

Administrative Recommendation:

Accept Policy BJCF as attached.

Contact Person: Alison Sims

SUPERINTENDENT
NONRENEWAL

BJCF
(LOCAL)

Reasons

The Board's decision not to renew the Superintendent's contract shall not be based on the Superintendent's exercise of Constitutional rights or based unlawfully on race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. Reasons for the nonrenewal of the Superintendent's contract shall be:

1. Deficiencies pointed out in evaluations, supplemental memoranda, or other communications.
2. Failure to fulfill duties or responsibilities.
3. Incompetency or inefficiency in the performance of duties.
4. Insubordination or failure to comply with Board directives.
5. Failure to comply with Board policies or administrative regulations.
6. Failure of the District to make measurable progress toward the goals stated in the District improvement plan. [See BQ]
7. Conducting personal business during school hours when it results in neglect of duties.
8. Drunkenness or excessive use of alcoholic beverages; or possession, use, or being under the influence of alcohol or alcoholic beverages while on District property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.
9. The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.
10. Failure to meet the District's standards of professional conduct.
11. Failure to report to the Board any arrest, indictment, conviction, no contest or guilty plea, or other adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL). [See DH]
12. Conviction of or deferred adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL); or conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony. [See DH]
13. Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.

SUPERINTENDENT
NONRENEWAL

BJCF
(LOCAL)

14. Disability, not otherwise protected by law, that prevents the Superintendent from performing the essential functions of the job, with or without reasonable accommodation.
15. Any activity, school-connected or otherwise, that, because of publicity given it or knowledge of it among students, faculty, or the community, impairs or diminishes the Superintendent's effectiveness in the District.
16. Any breach by the Superintendent of an employment contract or any reason specified in the Superintendent's employment contract.
17. Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, staff, or the Board.
18. Behavior that presents a danger of physical harm to a student or other individuals.
19. Assault on a person on District property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.
20. Use of profanity in the course of performing any duties of employment, whether on or off District premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.
21. Falsification of records or other documents related to the District's activities.
22. Falsification or omission of required information on an employment application.
23. Misrepresentation of facts to the Board or other District officials in the conduct of District business.
24. Failure to fulfill or maintain requirements for Superintendent certification, unless granted a waiver by the commissioner of education.
25. Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.
26. Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.
27. Engaging in or assigning to another individual, whether intentionally or knowingly, an instruction, guidance, activities, or programming prohibited by law. [See EMB]

SUPERINTENDENT
NONRENEWAL

BJCF
(LOCAL)

28. Engaging in or assigning to another individual, whether intentionally or knowingly, diversity, equity, and inclusion duties prohibited by law.

27-29. Any reason constituting good cause for terminating the contract during its term.

**Notice of Proposed
Nonrenewal**

If the Board determines that the Superintendent's contract should be considered for nonrenewal, the Board shall deliver to the Superintendent written notice of the proposed nonrenewal in accordance with law.

Request for Hearing

If the Superintendent desires a hearing after receiving notice of the proposed nonrenewal, the Superintendent shall notify the Board in writing not later than the 15th day after receiving the notice. When the Board receives a timely request for a hearing on proposed nonrenewal, the hearing shall be held not later than the 15th day after receipt of the request, unless the parties mutually agree to a delay. The Superintendent shall be given notice of the hearing date as soon as it is set.

Hearing Procedure

Unless the Superintendent requests that the hearing be open, the hearing shall be conducted in closed meeting with only the members of the Board, the Superintendent, their chosen representatives, and such witnesses as may be called in attendance. Witnesses may be excluded from the hearing until called to present evidence. The Superintendent and the Board may each be represented by a person designated in writing to act for them. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

The conduct of the hearing shall be under the presiding officer's control and shall generally follow the steps listed below:

1. After consultation with the parties, the presiding officer shall impose reasonable time limits for presentation of evidence and closing arguments.
2. The hearing shall begin with the Board's presentation, supported by such proof as it desires to offer.
3. The Superintendent may cross-examine any witnesses for the Board.
4. The Superintendent may then present such testimonial or documentary proofs, as desired, to offer in rebuttal or in general support of the contention that the contract be renewed.

SUPERINTENDENT
NONRENEWAL

BJCF
(LOCAL)

5. The Board may cross-examine any witnesses for the Superintendent and offer rebuttal to the testimony of the Superintendent's witnesses.

6. Closing arguments may be made by each party.

A record of the hearing shall be made so that a certified transcript can be prepared, if required.

Board Decision

The Board may consider only such evidence as is presented at the hearing. After all the evidence has been presented, if the Board determines that the reasons given in support of the recommendation to not renew the Superintendent's contract are lawful, supported by the evidence, and not arbitrary or capricious, it shall so notify the Superintendent by a written notice not later than the 15th day after the date on which the hearing is concluded. This notice shall also include the Board's decision on renewal, which decision shall be final.

No Hearing

If the Superintendent fails to request a hearing, the Board shall take the appropriate action and notify the Superintendent in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent.

Abilene Independent School District Board Document - Agenda Item

Meeting Date: August 10, 2026

Meeting Type: Regular Meeting

Item Type: Consent Agenda Future Action Required: Yes

If Yes, Month: August

Subject: Policy AE (Local)

Background Information:

Policy AE (LOCAL) reflects Abilene ISD's Strategic Plan and commitment to its vision, "Equipped Learners. Brighter Futures." The proposed revisions incorporate the district's North Star Goal, Board Goals, Theory of Action, and Strategic Priorities, providing a unified framework to guide decision-making and improve student outcomes through engagement, partnerships, collaboration, and opportunity.

Attached Supporting Documents:

Policy AE (LOCAL)

Fiscal Implications:

None

Administrative Recommendation:

Accept Policy AE as attached.

Contact Person: Alison Sims

PROPOSED REVISIONS

Vision	Equipped learners. Brighter futures.
Mission	AISD will equip learners to make a positive impact in their world through relevant, innovative, and challenging learning experiences.
Beliefs	Connect • Each child, staff member, and parent needs positive personal connections within the District. • Respect, care, and having high expectations for each student is the foundation for learning. Lead • Initiative, innovation, and a strong work ethic are important life skills for students and staff. • Developing partnerships throughout the Abilene community builds connections for future leaders to give back to the community. Succeed • Intellectual, emotional, and physical safety are crucial components to a successful school environment. • Critical thinking, collaboration, and problem-solving are essential for deep learning.
North Star Goal	By the end of of the 2028-2029 school year, 75 percent of students in Abilene ISD shall be in A or B seats.
Board Goals	The percentage of grade 3 students who score Meets Grade Level or Above on the state standardized reading test shall increase from 40 percent in August 2022 to 53 percent by August 2027. The percentage of grade 3 students who score Meets Grade Level or above on the state standardized mathematics test shall increase from 44 percent in August 2022 to 66 percent by August 2027. The percentage of graduates who meet the criteria for College, Career, and Military Readiness (CCMR) shall increase from 48 percent in August 2022 to 60 percent by August 2027.
Theory of Action	If Abilene ISD: • Analyzes school performance annually by conducting a quality seats analysis that includes data representative of community needs to develop an annual school plan that leverages

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

school actions and differentiates support for individual schools;

- Monitors its progress towards achieving its north star goal and student outcome goals multiple times throughout the school year using established goal progress measures;
- Ensures choice schools and programs are accessible to all students and families through strong communication practices and enrollment systems; and
- Creates central office systems and structures to support effective implementation of teaching and leading, innovation, and strategic partnerships;

Then 75 percent of students in Abilene ISD will be in A- or B-rated seats by the end of the 2028-2029 school year.

Strategic Priorities

Engagement

Cultivate learner engagement through dynamic, interactive classroom experiences.

Partnerships

Develop strategic partnerships that capitalize on the strengths and resources of all stakeholders.

Collaboration

Establish a culture of collaboration within the Abilene ISD community.

Opportunity

Provide unparalleled opportunities as the school district of choice for all students, staff, and families.

•

PROPOSED REVISIONS

Vision	Equipped learners. Brighter futures.
Mission	AISD will equip learners to make a positive impact in their world through relevant, innovative, and challenging learning experiences.
Beliefs Statements	Connect • Each child, staff member, and parent needs positive personal connections within the District. • Respect, care, and having high expectations for each student is the foundation for learning. Lead • Initiative, innovation, and a strong work ethic are important life skills for students and staff. • Developing partnerships throughout the Abilene community builds connections for future leaders to give back to the community. Succeed • Intellectual, emotional, and physical safety are crucial components to a successful school environment. • Critical thinking, collaboration, and problem-solving are essential for deep learning.
<u>North Star Goal</u>	<u>By the end of of the 2028-2029 school year, 75 percent of students in Abilene ISD shall be in A or B seats.</u>
<u>Board Goals</u>	<u>The percentage of grade 3 students who score Meets Grade Level or Above on the state standardized reading test shall increase from 40 percent in August 2022 to 53 percent by August 2027.</u> <u>The percentage of grade 3 students who score Meets Grade Level or above on the state standardized mathematics test shall increase from 44 percent in August 2022 to 66 percent by August 2027.</u> <u>The percentage of graduates who meet the criteria for College, Career, and Military Readiness (CCMR) shall increase from 48 percent in August 2022 to 60 percent by August 2027.</u>
<u>Theory of Action</u>	<u>If Abilene ISD:</u> • <u>Analyzes school performance annually by conducting a quality seats analysis that includes data representative of community needs to develop an annual school plan that leverages</u>

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

	<u>school actions and differentiates support for individual schools;</u>
	• <u>Monitors its progress towards achieving its north star goal and student outcome goals multiple times throughout the school year using established goal progress measures;</u> • <u>Ensures choice schools and programs are accessible to all students and families through strong communication practices and enrollment systems; and</u> • <u>Creates central office systems and structures to support effective implementation of teaching and leading, innovation, and strategic partnerships;</u>
	<u>Then 75 percent of students in Abilene ISD will be in A- or B-rated seats by the end of the 2028-2029 school year.</u>
<u>Strategic Priorities</u>	<u>Cultivate learner engagement through dynamic, interactive classroom experiences.</u>
<u>Engagement</u>	
<u>Partnerships</u>	<u>Develop strategic partnerships that capitalize on the strengths and resources of all stakeholders.</u>
<u>Collaboration</u>	<u>Establish a culture of collaboration within the Abilene ISD community.</u>
<u>Opportunity</u>	<u>Provide unparalleled opportunities as the school district of choice for all students, staff, and families.</u>
Strategic Priorities	 • Establish a culture of collaboration between students, teachers, administrators, and the AISD community. • Learners will be actively engaged in classrooms. • AISD will develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders. • Tell the AISD story of being a school district of choice that provides unparalleled opportunities for all students, staff, and parents.

Abilene Independent School District Board Document - Agenda Item

Meeting Date: August 10, 2026

Meeting Type: Regular Meeting

Item Type: Presentation

Future Action Required: No If Yes, Month:

Subject: Teacher Incentive Allotment

Background Information:

This presentation provides an overview of Abilene ISD's Teacher Incentive Allotment (TIA) program, highlighting how the district recognizes and rewards highly effective teachers through a performance-based designation system. It explains teacher eligibility, the process for earning designations, the growth of designated teachers in Abilene ISD, and how TIA generates additional state funding that is primarily invested in teacher compensation. The presentation also introduces the district's long-term vision for expanding eligibility through Enhanced TIA and Strategic Compensation to strengthen teacher recruitment, retention, and student achievement.

Attached Supporting Documents:

TIA Presentation

Fiscal Implications:

None

Administrative Recommendation:

None

Contact Person: Alison Sims



Board of Trustees Meeting

August 10, 2026



Teacher Incentive Allotment

Chris Bailey & Alison Sims



Purpose of TIA

- Recognize highly effective teachers
- Improve student outcomes
- Reward teacher excellence
- Generate additional state funding
- Strengthen teacher recruitment and retention

Key Takeaway

TIA allows Abilene ISD to invest additional state dollars directly into our teachers.

What is TIA?

Teachers may earn one of four designations.

Designation	State Recognition
Master	Top 5%
Exemplary	Top 20%
Recognized	Top 33%
Acknowledged	Top 50%



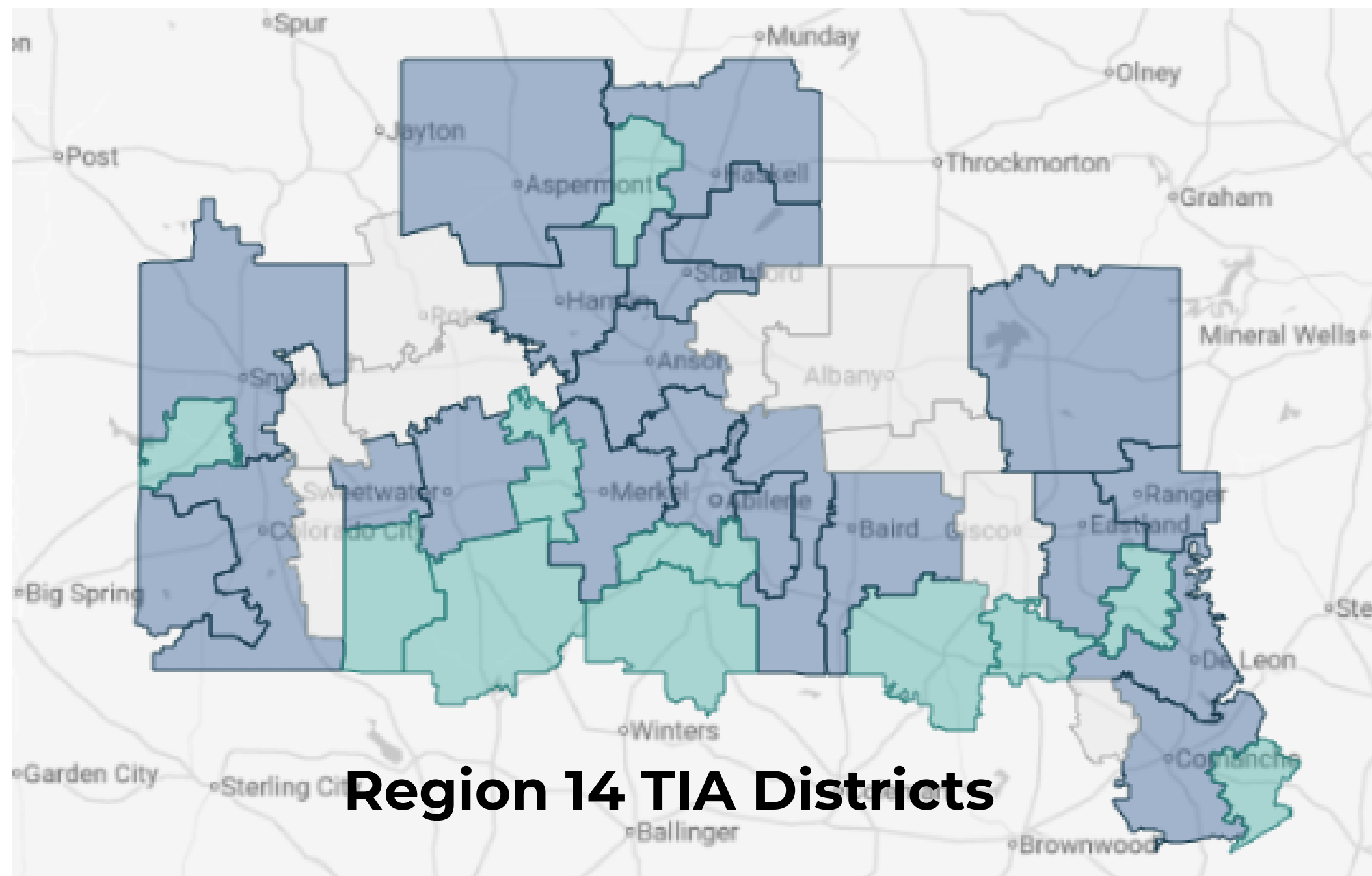
Designations are based on:

- T-TESS
- Student growth
- Local district data approved by TEA



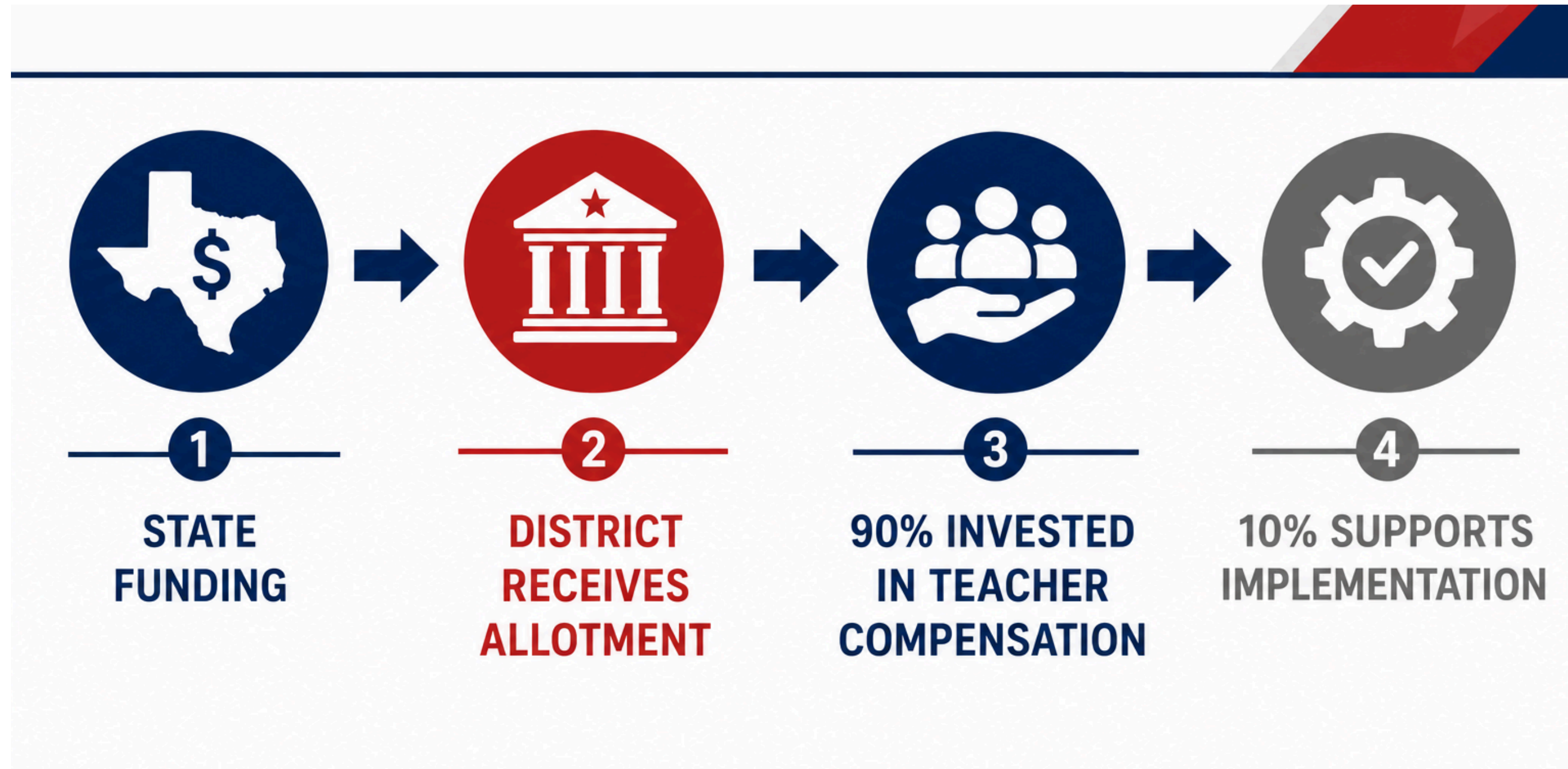
TIA Across Texas

809 out of the 1,207 Texas school districts are implementing TIA.





How TIA Benefits Abilene ISD



Funding is generated based on teacher designation and campus characteristics.

WHO IS ELIGIBLE?

Teachers become eligible based on:



**CLASSROOM
TEACHING
ASSIGNMENT**



**DISTRICT
IMPLEMENTATION
PLAN**



**NATIONAL BOARD
CERTIFICATION**



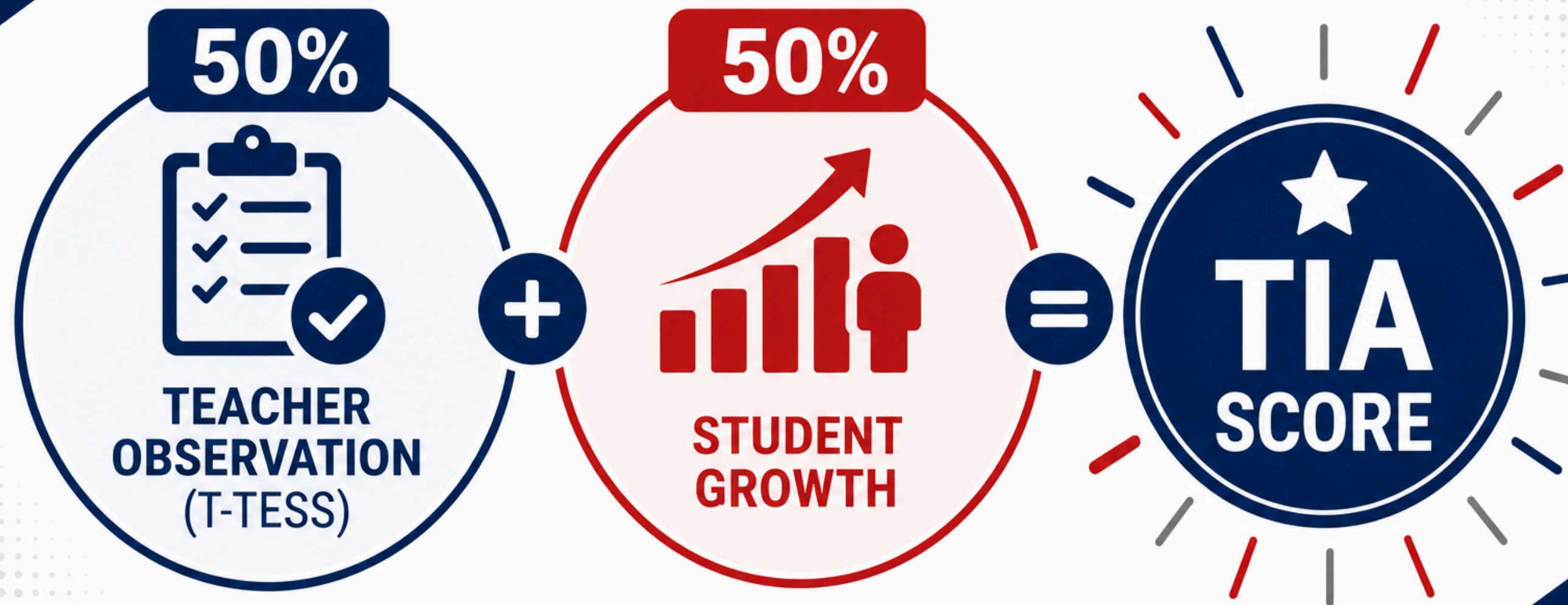
**Abilene ISD continues
to expand eligibility as our system grows.**

Eligible Teaching Assignments

CONTINUING ELIGIBLE ASSIGNMENTS	NEW ELIGIBLE ASSIGNMENTS
✓ K-8 Reading	✓ Biology I
✓ K-8 Math	✓ U.S. History - 8th grade and High School
✓ 3-8 Science	✓ K-12 Special Education
✓ Early Childhood	✓ Dyslexia
✓ Algebra I	✓ Art I
✓ English I	✓ K-5 Art
✓ English II	✓ Art 1 - 6th grade
✓ Physical Education	✓ K-5 Music
	✓ Theater I - High School
	✓ Theater 3 - Middle School



How Teachers Earn a Designation





Domains 2 and 3 - T-TESS

DOMAIN 2 	DOMAIN 3 
 Achieving Expectations – Academic Success	 Classroom Environment, Routines, and Procedures
 Content Knowledge and Expertise	
 Communication	 Managing Student Behavior
 Differentiation	
 Monitor and Adjust	 Classroom Culture

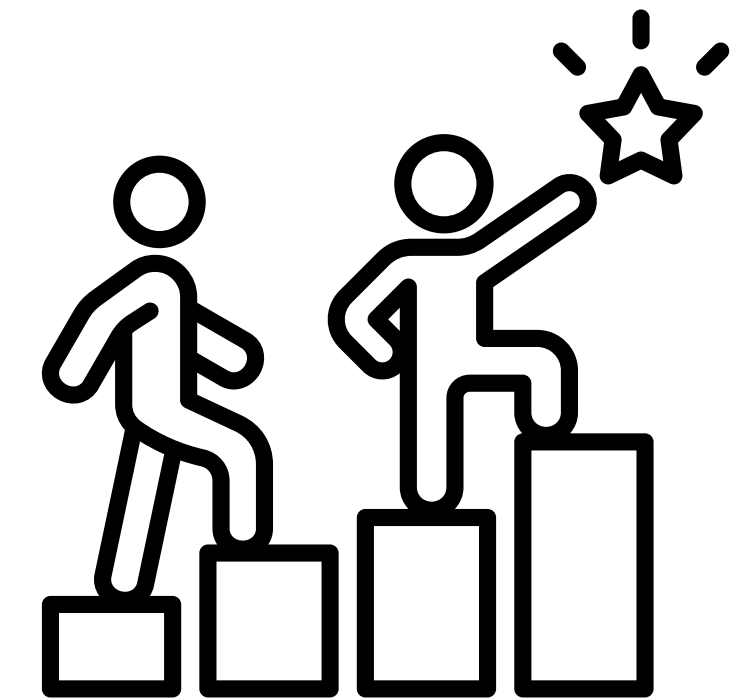


Student Growth

Growth is determined by student assessments.

Examples:

- **Growth on STAAR from one grade to another**
- **Growth on the FitnessGram from Fall to Spring**
- **Growth on MAP testing from Fall to Spring**
- **Growth on Music First assessment from Fall to Spring**



Abilene ISD Success

TIA DESIGNATIONS

 YEAR	 TOTAL	 MASTER	 EXEMPLARY	 RECOGNIZED	 NBCT
2021-2022	18	1	9	8	1
2022-2023	31	7	14	10	0
2023-2024	58	16	26	16	1
2024-2025	92	24	45	23	0
2025-2026	148	37	73	38	2



Enhanced TIA and Strategic Compensation

Enhanced TIA	Strategic Compensation
 Additional 10% TIA Funding	 Rewards Teacher and Administrator Effectiveness
 100% of Teachers Eligible	 Based on Teacher Observations and  Includes Student Outcomes
 Expands Funding Opportunities	 Supports District Implementation
	 Aligns Pay with Performance

How this Impacts Abilene ISD



- Effective administrators and teachers have the greatest impact on student performance.
- Teachers and administrators deserve to be paid for their expertise and performance.
- TIA and Strategic Compensation will strengthen recruitment and retention of teachers and administrators.

Abilene Independent School District Board Document - Agenda Item

Meeting Date: August 10, 2026

Meeting Type: Regular Meeting

Item Type: Action Item

Future Action Required: Yes

If Yes, Month: August

Subject: Compensation Plan

Background Information:

Over the past three months, the Board has heard several options for the 2026-2027 Compensation Plan. This presentation reviews goals and priorities of our Compensation Plan.

Attached Supporting Documents:

TASB Model 5

Compensation Presentation

Fiscal Implications:

\$3,661,029 for pay increases.

Administrative Recommendation:

Adopt Compensation Plan as follows:

2% Pay Increase for Exempt employees

3% Pay Increase for Non-exempt employees

Raise all teacher pay to 100% of the market

Raise starting pay for paraprofessionals and auxiliary employees

Contact Person: Alison Sims



Board of Trustees Meeting

August 10, 2026



Compensation Plan

Mrs. Alison Sims



Purpose

Investing in Our People



Recruit & Retain



Our goal is to adopt a compensation plan that remains competitive while maintaining the district's long-term stability.





Administrative Recommendation

**Teachers
100% of the
Market**

**Increase starting
pay for:**

- Paraprofessionals
- **Auxiliary
Employees**

**Non-Exempt
Employees
3% General
Pay
Increase**

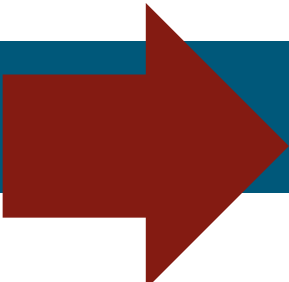
**Exempt
Employees
2% General Pay
Increase**



Cost Increase

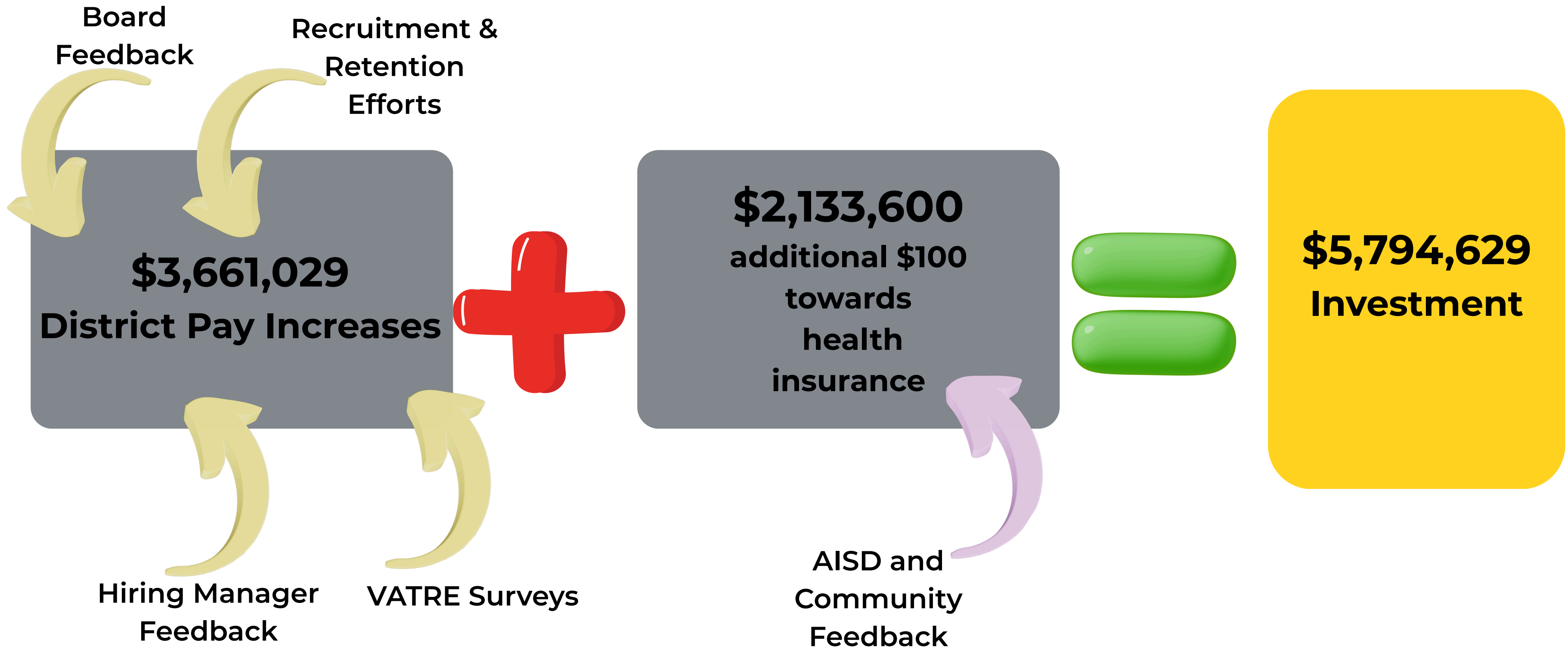
Teachers -	\$1,435,990
Administrative Professionals -	\$702,967
Information Technology -	\$63,717
Clerical Paraprofessionals -	\$1,015,130
Auxiliary -	\$443,225

Subtotal - General Pay Increase	2,185	\$2,465,526	2.3%
Subtotal - Teacher Retention Allotment	105	\$238,000	0.9%
Subtotal - Implementation/Equity Adjustments	1,205	\$957,503	0.9%
Total Cost Estimate	2,186	\$3,661,029	3.4%





District Investment Based on Strategic Priorities





Strategic Impact

- ✓ **Maintain competitive teacher salaries**
- ✓ **Improve recruitment of paraprofessionals and auxiliary employees**
- ✓ **Increase retention across all employee groups**
- ✓ **Invest available resources where they have the greatest impact**



Recommendation

- **Raise teachers to 100% of the market**
- **Raise the starting pay for paraprofessional and auxiliary staff**
- **2% Pay increase for all exempt employees**
- **3% pay increase for all non-exempt employees**

Abilene Independent School District Board Document - Agenda Item

Meeting Date: August 10, 2026

Meeting Type: Regular Meeting

Item Type: Action Item

Future Action Required: Yes

If Yes, Month: August

Subject: END Notice – Policy DEC (Local)

Background Information:

Policy DEC (Local) authorizes payment for eligible unused accumulated sick leave upon an employee's retirement. The Board annually establishes the daily reimbursement rate through administrative regulation. It is recommended that the Board maintain the current reimbursement rate of \$100 per day of eligible accumulated sick leave for employees who provide early notice of retirement in accordance with the policy.

Attached Supporting Documents:

Policy DEC (Local)

END Letter

Spring 2027 Early Notice Request and Release Agreement

END Presentation

Fiscal Implications:

None currently

Administrative Recommendation:

The Board maintain the current reimbursement rate of \$100 per day of eligible accumulated sick leave for employees who provide early notice of retirement in accordance with the policy.

Contact Person: Alison Sims

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

**Leave
Administration**

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

Definitions

The term "immediate family" is defined as:

Immediate Family

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee's household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term "family emergency" shall be limited to disasters and life-threatening situations involving the employee or a member of the employee's immediate family.

Leave Day

A "leave day" for purposes of earning, using, or recording leave shall mean the number of hours per day equivalent to the employee's usual assignment, whether full-time or part-time.

School Year

A "school year" for purposes of earning, using, or recording leave shall mean the term of the employee's annual employment as set by the District for the employee's usual assignment, whether full-time or part-time.

Daily Rate of Pay

The "daily rate" of a contract employee, including a teacher, school counselor, or librarian, shall be computed by dividing the employee's annual salary by the number of duty days in the employee's contract year.

Catastrophic Illness
or Injury

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee's immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization or recovery or are expected to result in disability or death.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

Conditions relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

Note: For District contribution to employee insurance during leave, see CRD(LOCAL).

Availability

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year on the first day the employee reports for duty.

**State Leave
Proration**

If an employee separates from employment with the District before his or her last duty day of the school year or begins employment after the first duty day of the school year, state personal leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.

Medical Certification

An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than five consecutive workdays because of personal illness or illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; or
3. The employee requests FMLA leave for the employee's serious health condition; a serious health condition of the employee's spouse, parent, or child; or for military caregiver leave.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

State Personal Leave

The Board requires employees to differentiate the manner in which state personal leave is used.

**Nondiscretionary
Use**

Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

Discretionary Use

Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

*Request for
Leave*

In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.

Discretionary use of state personal leave shall not exceed five consecutive workdays.

Local Sick Leave

Each employee shall earn five, six, or seven paid local sick leave days per school year in accordance with administrative regulations.

Local sick leave shall accumulate without limit.

Local sick leave shall be used according to the terms and conditions of state sick leave accumulated before the 1995-96 school year, except that an employee may contribute local sick leave to a sick leave bank. [See DEC(LEGAL)]

Sick Leave Bank

The District shall establish a sick leave bank that employees may join through contribution of local sick leave.

Leave contributed to the bank shall be solely for the use of participating employees. An employee who is a member of the bank may request leave from the bank if the employee or a member of the employee's immediate family experiences a catastrophic illness or injury and the employee has exhausted all paid leave and any applicable compensatory time.

The Superintendent shall develop regulations for the operation of the sick leave bank that address the following:

1. Membership in the sick leave bank, including the number of days an employee must contribute to become a member;
2. Procedures to request leave from the sick leave bank;
3. The maximum number of days per school year a member employee may receive from the sick leave bank;
4. The committee or administrator authorized to consider requests for leave from the sick leave bank and criteria for granting requests; and
5. Other procedures deemed necessary for the operation of the sick leave bank.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

Appeal	An employee may appeal a decision regarding the sick leave bank in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator.
Family and Medical Leave	The District shall make FMLA leave available to employees in accordance with DECA(LEGAL) and the following provisions.
Concurrent Use of Paid Leave	FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable, except as provided below.
<i>Exception</i>	A teacher shall notify the appropriate administrator if they choose not to use paid leave concurrently with FMLA leave for an absence related to pregnancy or the birth or adoption of child.
Twelve-Month Period	For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be July 1 through June 30.
Combined Leave for Spouses	When both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks.
Intermittent or Reduced Schedule Leave	The District shall permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.
Certification of Leave	When an employee requests leave, the employee shall provide certification, in accordance with FMLA regulations, of the need for leave.
Fitness-for-Duty Certification	In accordance with administrative regulations, when an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification.
Leave at the End of Semester	When a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester.
Temporary Disability Leave	Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.] An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent as a request for temporary disability leave.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.

**Workers'
Compensation**

Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance.

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

Paid Leave Offset

The District shall permit the option for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]

Court Appearances

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

**Payment for
Accumulated Leave
Upon Retirement**

An employee who retires from the District shall be eligible for payment for accumulated local sick leave under the following conditions:

1. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed.
2. The employee does not expect to return to employment in a full-time capacity.
3. The employee provides advance written notice of intent to retire by the first Monday in February.
4. The employee has at least ten years of service with the District.
5. The employee has at least one day of available local sick leave.

The employee shall receive payment for each day of accumulated local sick leave based upon the employee's number of years of service with the District, at a rate established by the Board.

The number of years of service with the District shall be multiplied by five to determine the maximum number of days an employee shall receive payment (e.g., an employee with 10 years of service is eligible for payment of 50 days of accumulated local sick leave). Local sick leave in excess of the maximum number of paid days shall be contributed to the District sick leave bank. If the employee

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

is reemployed with the District, days for which the employee received payment shall not be available to that employee. The rate established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

**Neutral Absence
Control**

If an employee does not return to work after exhausting all available paid and unpaid leave, the District shall provide the employee written notice that he or she no longer has leave available for use. The District shall automatically pursue termination of an employee who has exhausted all available leave, regardless of the reason for the absence [see DF series]. The employee's eligibility for reasonable accommodations, as required by the Americans with Disabilities Act [see DAA(LEGAL)], shall be considered before termination. If terminated, the employee may apply for reemployment with the District.



Board of Trustees Meeting

August 10, 2026



Policy DEC (Local) - Regulation

Mrs. Alison Sims



Policy DEC (LOCAL)



Payment for Accumulated Leave Upon Retirement



**Recommendation: Continue the current payout of \$100 per day,
plus a base of \$1,000.**



How the Policy Works



RETIREMENT LEAVE PAYOUT PROCESS



Employee
Retires



Years of Service
× 5



Maximum
Eligible
Leave Days



Paid at
Board-Approved
Daily Rate



EXAMPLE:

10

Years of Service

×

5

=

50

Maximum Eligible Days





Board Recommendation

Continue rate of \$100 per day plus \$1,000 for all employees with no additional enhancements.

Abilene Independent School District Board Document - Agenda VIII.C.

Meeting Date: August 10, 2026

Meeting Type: Regular Meeting

Item Type: Presentation

Future Action Required: Yes

Subject: Framework for Long-Range Facility Planning Committee

Background Information: Abilene ISD will provide the Board with a preview of the proposed Long-Range Facility Planning Committee framework. The framework establishes the purpose, charge, objectives, membership structure, selection process, leadership, and anticipated meeting schedule for a community-based committee that will help inform development of the district's next Long-Range Facility Plan.

The proposed 75-member committee is designed to include students, staff, parents, residential and community members. Every campus will be represented, each Board Trustee will have the opportunity to appoint one citizen member, and additional at-large members will be selected.

Committee members will review facility conditions and program needs, consider safety and security, transportation, maintenance, technology, co-curricular, and extracurricular needs, and examine the district's financial context. The committee will serve in an advisory capacity and will develop recommendations for presentation to the Board. The Board of Trustees will retain sole authority for any action related to capital planning or future projects.

The presentation will also preview the member selection timeline and the proposed meeting schedule beginning in September 2026 and concluding with presentation of the committee's recommendations in June 2027.

Attached Supporting Documents: LRFPC Framework and Presentation

Administrative Recommendation: Approve

Contact Person: Jay Ashby



Long-Range Facility Planning Committee Framework

An Administrative Recommendation for Committee Membership

Abilene Independent School District (AISD) is putting together a committee of local citizens, students and school employees to study facility needs across the district. This work will include, but is not limited to a review of facilities under the following scope: academic and enrollment, technology, safety and security, capital improvements and transportation and student programs/extracurricular needs.

The committee's work will be instrumental in developing a **Long-Range Facility Plan** that will serve Abilene ISD students for the next five years.

Committee's Charge

The planning committee is charged to serve in an advisory capacity to the School Board and Administration on a temporary basis regarding the topic of facility planning and capital needs. The committee will keep students at the center of all recommendations and maximize the district's financial resources. The committee's work will be presented in a public meeting as recommendations to the AISD School Board. A district webpage will be dedicated to sharing information and presentations with the public as part of the committee's ongoing work.

Committee's Objectives

- Study current demographic data and future projections for student enrollment;
- Tour district facilities and assess capital improvement, safety/security needs in consultation with AISD staff;
- Identify any additional needs required of the district to effectively carry out its mission and/or the district goals outlined in the AISD Strategic Plan.
- Review Abilene ISD's current and projected financial situation, considering all factors, including but certainly not limiting AISD to: new construction, building additions, temporary facilities and/or any other options for addressing maintenance, transportation, safety and security or technology; and
- Make a final recommendation as part of a Long-Range Facility Planning Committee Recommendation to the AISD School Board and Administration.

Committee Composition

25 Elementary Representatives: One (1) staff representative from Thomas Learning Center and Two (2) representatives from each of the district's 12 elementary schools as follows:

- One member of each elementary school's staff
- One parents from each elementary school who are not employees but have a child enrolled in elementary school

12 Middle School Representatives: Three (3) representatives from each of the district's four middle schools as follows:

- One student from each middle school
- One member of each middle school's staff
- One parent from each middle school who are not employees but have a child attending middle school

16 High School Representatives: Four (4) representatives from each of the district's four high schools as follows:

- Two students who attend each high school (representing various grades)
- One member of each high school's staff
- One parent from each high school who are not employees but have a child attending high school

Seven (7) residential or commercial taxpayers of the community appointed by the Board of Trustees

Ten (10) appointees from the community at large as follows:

- Four business or corporate leaders appointed by the Administration
- Four residential taxpayers without current AISD students appointed by the Administration
- Two residential taxpayers who are the parents of children not yet of school age

Five (5) at-large open seats will be decided by an application process.

Ultimately, from among the volunteer applicants who meet the AISD application deadline, individuals will be chosen by the Administration based on representation from various geographic areas of the district and based on personal/family involvement in a variety of clubs and organizations (civic organizations, academics, athletics, arts, ag, etc.) to ensure balance among the committee's membership.

Total Membership: 75 students, staff, parents, residential/commercial taxpayers and business leaders

AISD Administrators/Directors/Campus Administrators will serve as resources and liaisons to the committee, along with architects, financial advisors, demographers, and other subject-matter experts.

Every effort will be made to reach recommendations by consensus, but a vote of the committee members may be necessary if/when the group were to reach an impasse.

Meetings will be open to the public, however, the public will merely observe meetings in the audience and will not be active participants.

Committee Membership Selection Process

- Campus principals will facilitate the selection process at the school level.
- The Superintendent and his leadership team will facilitate the appointment of the at-large members from the business and residential community.
- Each Board Trustee has the opportunity to appoint one citizen member or direct that back to the Superintendent for selection.
- Candidates through the committee application process will be considered as needed, but turning in an application does not guarantee participation.
- All selected participants must agree to serve prior to September 7, 2026.

Committee Leadership

- The committee will be led by co-chairpersons selected by the Superintendent and School Board President.
- The Administration recommends that co-chairs be citizens and not employees of AISD and that they represent separate geographical regions of the district.

Committee Meetings

- Meetings will be open to the public, but are not for the public. Anyone wishing to attend can sit in the designated audience seating area. Public comments, however, are reserved for designated times during official AISD School Board meetings and will not be allowed during Long-Range Facility Planning Committee meetings.
- LRFPC meetings will be on Tuesdays once a month unless otherwise designated. Meetings will take place from 6 to 8 p.m. with light snacks and refreshments beginning at 5:30 p.m. Meetings sites are still to be determined.
 - September 22
 - October 27
 - November 17
 - December 15
 - January 19
 - February 23
 - April 20
 - May 18
 - Monday, June 7 (Presentation of Recommendation to AISD Board of Trustees)
- If AISD Board members attend any meetings as observers, they will be a part of the audience and not be involved in committee discussion in accordance with Texas Open Meetings laws.
- Meetings will be held on a regular basis until the committee's work is complete.
- Ultimately, a final Long-Range Facility Plan (a written report or presentation of recommendations) will be presented to the Board and Administration and posted to the website for public review.

The ultimate responsibility for action regarding district capital needs planning lies solely with the seven elected members of the Board of Trustees. Abilene ISD is committed, however, to seeking grassroots community, student and staff input while considering *all* options for facility needs and planning.

Approved by Abilene ISD School Board on [insert date]



Long-Range Facility Planning Committee Framework

Purpose

- ▶ Connect the process to Board Policy CS(LEGAL)
- ▶ Preview the proposed committee charge and composition
- ▶ Explain how prior work will inform the formal process
- ▶ Identify next steps for Board consideration

Legal Anchor for the Process

Texas legal policy (CS Legal) related to facility standards requires the district to develop a long-range facility plan that considers:

- ▶ What we teach and how programs may change
- ▶ The age and condition of buildings
- ▶ Previous capital investments
- ▶ Site constraints and opportunities
- ▶ Enrollment projections and capacity
- ▶ Safety and security needs
- ▶ Stakeholder input
- ▶ Long-term facility priorities

Common Practice in the State



Committee Members

Meeting Information

Video Library



Plano Independent School District
<https://www.pisd.edu/about-our-district/approved-pl...>

Approved Long Range Facility Plan

Jun 10, 2024 — The Board of Trustees approved this plan as part of their commitment to govern the district for success. This plan calls for the closing of four ... [Read more](#)



McKinney ISD
<https://www.mckinneyisd.net/page/lrfpc>

Long Range Facility Planning

Sep 15, 2024 — The LRFPC is charged to provide feedback and recommendations to the administration regarding long range building and property efficiencies. [Read more](#)



Navarro Independent School District
<https://www.navarroisd.us/longrangeplanning>

Long-Range Facilities Master Planning

The final goal is to deliver a clear, actionable recommendation to the board that prepares and maintains district facilities to enhance high-quality learning ... [Read more](#)



Eanes ISD
<https://www.eanesisd.net/district/current/lrfpc>

Long-Range Facility Planning Committee

The Long-Range Facility Planning Committee (LRFPC) serves in a key advisory role to guide the district with providing valuable insights and assessing future ... [Read more](#)



Celina ISD
<https://www.celinaisd.com/community/long-range-fa...>

LONG-RANGE FACILITIES PLANNING

Long-range facility planning is crucial for anticipating future growth, ensuring the safety and security of students, and aligning facilities with evolving ... [Read more](#)

Long-range facility planning is a common district practice used to organize facility needs, community input, priorities, and future capital planning.

2018 Master Facility Planning Committee

Committee Membership

Cary Etter, Chair

Mike Breckenridge, Vice Chair

Seaton Higginbotham, Vice Chair

Maddy Beal, Kennedy Carmichael, Odis Dolton, Veronica Diaz, Will Dugger,
Mike Dunahoo, Tracy Howle, Joe Humphrey, Khandon James, Lois Jameson, Danny Kittley,
Donna Lanier, April Mercer, Jack Miller, Brady Nichols, Daniel Ortiz, Amy Smith



Why This Process Matters

- ▶ Facilities shape student experience
- ▶ Long-term decisions require broad input
- ▶ It helps the district weigh needs, costs, and long-term priorities
- ▶ Final decisions remain with the elected Board of Trustees

Prior and Ongoing Work

- ▶ Strategic Footprint Committee
- ▶ Pathways to Possibility
- ▶ Community Perception Survey
- ▶ Facility Assessment Process

Committee's Charge

- ▶ Serve in an advisory capacity to the Board and Administration
- ▶ Keep students at the center of all recommendations
- ▶ Study facility, program, enrollment, safety, and financial information
- ▶ Ask questions, consider tradeoffs, and prioritize long-term needs
- ▶ Present recommendations to the Board in a public meeting

Proposed Committee Make-up

~75 member committee

- ▶ Elementary
 - ▷ Staff Member and Parent
- ▶ Middle School
 - ▷ Staff Member, Parent, and Student
- ▶ High School
 - ▷ Staff Member, Parent, and Student
- ▶ Trustee Nominations
- ▶ Administrator Nominations
- ▶ At-large application-based selections

Campus and District Leaders would serve as liaisons to the committee

Subcommittees would focus on areas and present information and recommendations to the whole committee in areas such as:

- ▶ Academics & Enrollment
- ▶ Capital Improvements & Transportation
- ▶ Student Programs/Extracurricular
- ▶ Safety & Security
- ▶ Technology

Select committee members would serve as Committee Co-Chairs and Subcommittee Co-Chairs



Proposed Process

- ▶ Committee members confirmed by September 7, 2026
- ▶ Monthly meetings beginning September 22
- ▶ Data review, facility study, financial analysis, and project prioritization
- ▶ Communitywide facility-planning survey in spring 2027
- ▶ Final committee recommendation presented in June 2027

Next Steps

- ▶ Finalize committee framework
- ▶ Continue campus and community selection process
- ▶ Launch the committee meetings in September

Abilene Independent School District Board Document - Agenda Item VIII.D

Meeting Date: August 10, 2026

Meeting Type: Regular Board Meeting

Item Type: Action Item

Future Action Required: No

If Yes, Month: N/A

Subject: Hazardous Bus Routes for the 2026-2027 School Year

Background Information:

Under Texas Education Code §48.151, school districts generally receive state transportation funding only for regular education students who live two or more miles from their assigned campus (or who qualify under other specific categories such as homelessness or special education).

Section 48.151(d) recognizes that distance alone does not determine whether it is safe for a child to walk to school.

It allows a district to receive up to an additional 10% of its regular transportation allotment if the Commissioner of Education approves an application to transport students who:

- live within two miles of their assigned campus, and
- would face either hazardous traffic conditions, or a high risk of violence while walking.

This funding is not automatic. The district must apply and demonstrate the need. Board approval of specific routes is required.

Qualifications

The administrative rule (19 TAC §61.1016) provides examples.

A hazardous traffic condition exists when no safe pedestrian walkway is available and children must walk along or cross areas such as: a freeway or expressway, an underpass, an overpass, a bridge, an uncontrolled major traffic artery, an industrial area, a commercial area, another comparable hazardous condition.

The emphasis is on the absence of safe pedestrian infrastructure.

Attached Supporting Documents:

Presentation

Listing of Hazardous Routes

Fiscal Implications:

Allows for transportation funding to be received for routes that would not qualify due to the two-mile radius rule in the Texas Education Code.

Administrative Recommendation:

Approve the hazard bus routes for the 2026-2027 school year as presented.

Contact Person: Dr. Gustavo Villanueva, Chief of Schools



Board Approved Bus Routes

C Code	Campus	Condition 1	Condition 2	Condition 3	Condition 4	Route 1	Route 2	Route 3	Route 4	Route 5	Route 6
002	CHS	Crossing Winters Freeway				43	47				
010	LIFT/ATEMS	Crossing Loop 322				49	50	55	56		
044	Madison	Crossing Winters Freeway	Crossing S Treadaway (S of 27th)			18	38				
047	Clack	Crossing Winters Freeway	Crossing Hwy 277 S (S 14th St)	Dyess AFB W of Arnold/Dub Wright		13	19	48			
048	Craig	Crossing Railroad tracks (btwn N & S 1st)				25	45				
102	Austin	Crossing S 14th St				29	40				
104	Bowie	Crossing S 14th St	Crossing S Treadaway (N of 27th)			30	41	43			
112	Alcorta	Crossing S Treadaway Bl				14	38				
113	Purcell	Crossing N Mockingbird Bl				28	35	45			
116	Stafford	Coachlight	Riveria Apts	North of Ambler		16	33	34			
150	Ward	Crossing Buffalo Gap Rd				18	47				
153	Bassetti	North of US Hwy 277 S	Across the creek from Bassetti (East & South)			19	20	32	48		
155	Martinez	Crossing Catclaw creek north of N 18th St	Crossing Pine St	Crossing Grape St north of N 18th	Crossing Ambler	27	36	60			
121	Taylor	Pasadena Heights	Crossing Judge Ely Bl	Crossing EN 10th St		23	25	39			



Board of Trustees Meeting

August 10, 2026



2026-2027 Hazardous Bus Routes

Dr. Gustavo Villanueva



General State Transportation Funding

- TEC. 48.151 allows for funding for regular education students who live 2 or more miles from campus
- The state recognizes that distance alone does not determine safe routes



Hazardous Routes

- TEC. 48.151(d) allows exception to the 2 mile transportation funding rule
- Hazardous routes exist in high traffic areas:
 - without safe pedestrian infrastructure
 - where children must walk along or cross
- Freeway, underpass, overpass, bridge, major traffic artery



Hazardous Routes

- Board approves identified routes
- Routes can be revised
- For the 26-27 School Year
 - 30 routes identified
 - 14 campuses impacted
- Specified list in Boardbook

Recommendation:

Approve the hazardous
routes list as presented