

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 5, 2024, beginning at 4:30 PM in the Boardroom, One AISD Center 241 Pine Street, Abilene, Texas 79601.

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

- I. Call to Order
- II. Closed Session: A Closed Session may be held under the provisions of Texas Government Code, Chapter 551 including but not limited to Section 551.071, Section 551.072, Section 551.074, Section 551.076, and Section 551.082, and Section 551.0821.
 - A. The Board may deliberate matters of Personnel, i.e. appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee. (Section 551.074)
 - I. Professional Employment Contracts
 - II. Pursuant to Texas Government Code Section 551.074, to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee, specifically regarding a recommendation to send notice of proposed termination to Lawrence "Fred" B. Grigg for good cause.
 - III. Pursuant to Texas Government Code Sections 551.071, to consult with the District's attorney, in person or by phone, on a matter in which the duty of the attorney to the District under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Government Code, specifically regarding a recommendation to send notice of proposed termination to Lawrence "Fred" B. Grigg for good cause.
- B. Consultation with Legal Counsel regarding Pending or Contemplated Litigation and/ or Privileged Legal Advice (Section 551.071)
- C. The Board may discuss matters of Safety and Security. (Section 551.076)
- D. The Board may discuss matters pertaining to Students necessarily involving personally identifiable information, e.g. Student Discipline. (Sections 551.082, 551.0821)

- III. Reconvene from Closed Session (Approximately 6:00 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. AFJROTC Awards
 - B. AISD 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 8, 2024, Workshop and Regular Meeting; and July 16, 2024, Special Called 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.
- VII. Reports
 - A. Transportation Department
- VIII. Business Items Requiring Board Action
 - A. The Board will consider the formation of a committee to review and update the AISD Board Operating Procedures.
Mrs. Angie Wiley, Board President
 - B. The Board will consider approval of Policy EIC (LOCAL) Update.
Dr. Stevanie Jackson, Executive Director for Instructional Support
 - C. The Board will discuss and consider approval of a recommendation from the Facility Naming Committee (Shotwell Annex).
Mr. Jim Garfield, Executive Director for Athletics
 - D. The Board will discuss and consider approval of the 2024-2025 Public Information Act Calendar.
Dr. Jordan Ziemer, Director of Communications
- 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. Consideration and possible action to approve the recommendation of the Superintendent, as presented, to send notice of proposed termination for good cause to Lawrence "Fred" B. Grigg.
 - 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
- X. Adjournment

SUPERINTENDENT HIRING REPORT
07/01/2024 TO 07/29/2024

Last Name	First Name	Organization	Role	Hire Date
Gonzales	Raegan	Abilene High School	Teacher - High School	8/6/2024
Young	Drew	Abilene High School	Teacher - High School	8/6/2024
Flinn	Savannah	Bassetti Elementary	Teacher - Elementary	8/6/2024
Lippi	Matthew	Bassetti Elementary	Teacher - Elementary	8/6/2024
Moser	Heidi	Bowie Elementary	Teacher - Elementary	8/6/2024
Palacios	Vanessa	Bowie Elementary	Teacher - Elementary	8/6/2024
Scott	Sarah	Bowie Elementary	Teacher - Elementary	8/6/2024
Bossier	Braden	Clack Middle School	Teacher - Middle School	8/6/2024
McKnight	Angela	Clack Middle School	Teacher - Middle School	8/6/2024
Balvantin	Krystal	Cooper High School	Behavior Support	8/6/2024
Boles	Cindy	Cooper High School	Teacher - High School	8/6/2024
Ferrell	Scott	Cooper High School	Teacher - High School	8/6/2024
Reynolds	Aaron	Cooper High School	Teacher - High School	8/6/2024
Smith	Kirbie	Cooper High School	Teacher - High School	8/6/2024
Box	Michael	Craig Middle School	Teacher - Middle School	8/6/2024
Jackson	Lane	Craig Middle School	Teacher - Middle School	8/6/2024
Petty	Devon	Craig Middle School	Teacher - Middle School	8/6/2024
Blue	Patricia	Curriculum and Instruction	Associate Superintendent	8/1/2024
Bennett	Mark	DAEP	Teacher - Alternative	8/6/2024
Lamb	Mark	DAEP	Teacher - Alternative	8/6/2024
McCoy	Shane	DAEP	Teacher - Alternative	8/6/2024
Julian	Emily	Dyess Elementary	Teacher - Elementary	8/6/2024
Neatherlin	Alison	Dyess Elementary	Teacher - Elementary	8/6/2024
Davey	Audrey	Madison Middle School	Teacher - Middle School	8/6/2024
Holsenbeck	Kasey	Madison Middle School	Teacher - Middle School	8/6/2024
Scott	Jenny	Madison Middle School	Teacher - Middle School	8/6/2024
Tallent	Taylor	Madison Middle School	Teacher - Middle School	8/6/2024
Bockenfeld	April	Martinez Elementary	Teacher - Elementary	8/6/2024
Jones	Sharolet	Martinez Elementary	Teacher - Elementary	8/6/2024
Cadle	Amanda	Purcell Elementary	Teacher - Elementary	8/6/2024
Gray	Cindy	Special Education	Diagnostician	8/1/2024
Gelfand	Erica	Stafford Elementary	Teacher - Elementary	8/6/2024
Muzquiz	Lori	Stafford Elementary	Teacher - Elementary	8/6/2024
Ables	Kyndra	Thomas Elementary	Teacher - Elementary	8/6/2024
Barbarick	Tali	Thomas Elementary	Counselor - Elementary School	8/1/2024
Watson	Carli	Thomas Elementary	Teacher - Elementary	8/6/2024
Calvert	Haileigh	Ward Elementary	Teacher - Elementary	8/6/2024
Taillet	Deborah	Ward Elementary	Teacher - Elementary	8/6/2024
Kaufmann	Brandi	Woodson Ctr for Excellence	Teacher - Special Education	8/6/2024
Smith	Whitney	Woodson Ctr for Excellence	Teacher - High School	8/6/2024
Wallace	Jini	Woodson Ctr for Excellence	Teacher - High School	8/6/2024

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

Meeting Date: August 5, 2024 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 2024 financial reports. Included is additional information concerning tax collections, payroll information.

Attached Supporting Documents: June's Monthly Financial Memo, General Fund Budget vs Actual, General Fund Comparison, Government Fund Type, ESSER Projection, Donations, Tax Collections, and Payroll Count Reports

Fiscal Implications:

Administrative Recommendation: None

Contact Person: Dr. Joseph Waldron



Memo



To: Dr. John Kuhn, Superintendent of Schools
CC: Dr. Joseph Waldron, Deputy Superintendent
From: Jennifer Hinds, Executive Director of Finance
Date: August 5, 2024
Re: June 2024 Financial Information

Attached are the financial reports for the General Fund for the month ended June 30, 2024 and additional supplemental information for your review.

Revenues

The cumulative percent of current tax collections through June remained a little below the same tenth month period last year (92.50% vs 95.55%). During the month of June, we had a large tax collection, increasing the percentage collected by 6.6%. There were no unexpected or other significant changes in local revenues from May.

Through the 6th six weeks, year-end attendance projections are likely to fall short of the budgeted expectations. Regular ADA is projected to be down as compared to budgeted ADA. Budgeted State Foundation revenue and Available School Fund revenue is also recognized equally each month for financial statement purposes rather than recognizing actual receipts which are received in varying amounts throughout the year. As each grading period attendance information is received, the state revenue budget is reviewed.

Expenditures

Total year-to-date expenditures for the month ended June 2024 were \$121,366,085 or 80.63 % of the expenditure budget as we have completed the tenth month (83.33% average). Payroll cost are within expectations with 83.19% of the total \$117.2M budget expended. Most expenditures categories on the major function level are trending as expected compared to the current fiscal year budget. Below are specific Function Codes whose actual expenditures are higher than the expected budget percentage.

Social Work Services (FC 32) expenditures are at 96.06% of budget. Expenditure increase is due to continued increase in contract services costs.

Juvenile Justice program (FC 95) expenditures are at 177.05% of budget. Expenditures are elevated due to the increased students attending Taylor County learning center. There was no change from May to June in this program.

Intergovernmental charges (FC 99) expenditures are at 111.33% of budget. Expenditure increase is due to increased costs associated with appraisal district quarterly allocations.

Overall, expenses are 80.63%, which is slightly below the 10 month average of 83.33%.

At this time, increases are not significant and are justifiable. Budget to actuals will continue to be monitored throughout the remainder of the year to ensure budgeted expectations are met.

If you have any questions, please contact me.

**Abilene Independent School District
Revenues and Expenditures - Comparison
General Fund
Periods Ended June 2024 and 2023**

	Year to Date				Increase/ (Decrease)	%
	2023	Encumbr.	Actuals	2024		
REVENUES						
Local	\$ 46,848,562	\$ -	\$ 39,898,077	\$ 39,898,077	\$ (6,950,485)	-14.84%
State	71,538,333	-	79,266,410	79,266,410	7,728,077	10.80%
Federal	6,301,448	-	2,629,287	2,629,287	(3,672,161)	-58.27%
Total Revenues	<u>124,688,343</u>	<u>-</u>	<u>121,793,774</u>	<u>121,793,774</u>	<u>(2,894,569)</u>	<u>-2.32%</u>
EXPENDITURES						
Instruction	\$ 66,778,837	\$ 207,492	\$ 63,503,132	\$ 63,710,624	\$ (3,068,213)	-4.59%
Instructional Resources and Media Services	1,771,238	25,032	1,656,963	1,681,995	(89,243)	-5.04%
Curriculum and Instructional Staff Development	1,989,032	358,718	986,107	1,344,825	(644,207)	-32.39%
Instructional Leadership	2,434,157	6,406	2,496,285	2,502,691	68,534	2.82%
School Leadership	7,839,804	27,387	7,514,629	7,542,016	(297,788)	-3.80%
Guidance, Counseling and Evaluation Services	4,987,647	3,273	5,093,570	5,096,843	109,196	2.19%
Social Work Services	652,397	7,606	616,997	624,603	(27,794)	-4.26%
Health Services	1,199,139	8,840	1,096,324	1,105,164	(93,975)	-7.84%
Student Transportation	5,877,767	779,010	4,860,460	5,639,470	(238,297)	-4.05%
Extracurricular Activities	6,016,135	156,402	4,813,062	4,969,464	(1,046,671)	-17.40%
General Administration	4,740,585	202,128	4,975,003	5,177,131	436,546	9.21%
Facilities Maintenance and Operations	12,810,856	292,055	14,012,522	14,304,577	1,493,721	11.66%
Security and Monitoring Services	980,119	41,939	1,264,996	1,306,935	326,816	33.34%
Data Processing Services	5,409,093	961,038	4,284,366	5,245,404	(163,689)	-3.03%
Community Services	548,300	2,201	560,004	562,205	13,905	2.54%
Debt Services	1,626,814	25,442	1,342,100	1,367,542	(259,272)	-15.94%
Facilities Acquisition and Construction	19,654,638	153,059	1,388,901	1,541,960	(18,112,678)	-92.15%
Juvenile Justice Program	100,675	-	177,045	177,045	76,370	75.86%
Intergovernmental Charges	760,926	-	723,619	723,619	(37,307)	-4.90%
Total Expenditures	<u>146,178,159</u>	<u>3,258,028</u>	<u>121,366,085</u>	<u>124,624,113</u>	<u>(21,554,046)</u>	<u>-14.75%</u>
OTHER						
Sources	\$ 85,511	-	-	-	\$ (85,511)	-100.00%
Uses	-	-	-	-	-	#DIV/0!
EXCESS REVENUES AND OTHER RESOURCES OVER (UNDER) EXPENDITURES AND OTHER USES						
	<u>(21,404,305)</u>	<u>(3,258,028)</u>	<u>427,689</u>	<u>(2,830,339)</u>	<u>18,573,966</u>	
EXPENDITURES BY OBJECT CODE:						
Payroll	\$ 99,996,331	\$ -	\$ 97,547,791	\$ 97,547,791	\$ (2,448,540)	-2.45%
Purchased and Contracted Services	11,945,048	1,018,857	10,612,456	11,631,313	(313,735)	-2.63%
Supplies and Materials	7,323,699	766,147	5,551,850	6,317,997	(1,005,702)	-13.73%
Miscellaneous Expenditures	3,019,948	55,554	4,551,228	4,606,782	1,586,834	52.55%
Debt Service	1,626,814	25,442	1,342,100	1,367,542	(259,272)	-15.94%
Capital Outlay	22,266,319	1,392,027	1,760,661	3,152,688	(19,113,631)	-85.84%
Total Expenditures	<u>146,178,159</u>	<u>3,258,028</u>	<u>121,366,085</u>	<u>124,624,113</u>	<u>(21,554,046)</u>	<u>-14.75%</u>

Abilene Independent School District
Revenues and Expenditures - Budget vs. Actual
General Fund
Period Ending June 2024

	<u>Amended Budget</u>	<u>Year To Date</u>	<u>Difference</u>	<u>%</u>
REVENUES				
5700s - Local	\$ 44,244,773	\$ 39,898,077	\$ (4,346,696)	90.18%
5800s - State	97,229,630	79,266,410	(17,963,220)	81.52%
5900s - Federal	4,191,000	2,629,287	(1,561,713)	62.74%
Total Revenues	<u>\$ 145,665,403</u>	<u>\$ 121,793,774</u>	<u>\$ (23,871,629)</u>	83.61%
EXPENDITURES				
11 - Instruction	\$ 77,270,718	\$ 63,503,132	\$ 13,767,586	82.18%
12 - Instructional Resources and Media Services	2,043,288	1,656,963	386,325	81.09%
13 - Curriculum and Instructional Staff Development	2,491,718	986,107	1,505,611	39.58%
21 - Instructional Leadership	3,129,852	2,496,285	633,567	79.76%
23 - School Leadership	9,385,048	7,514,629	1,870,419	80.07%
31 - Guidance, Counseling and Evaluation Services	6,122,643	5,093,570	1,029,073	83.19%
32 - Social Work Services	642,297	616,997	25,300	96.06%
33 - Health Services	1,348,092	1,096,324	251,768	81.32%
34 - Student Transportation	5,728,543	4,860,460	868,083	84.85%
36 - Extracurricular Activities	5,590,043	4,813,062	776,981	86.10%
41 - General Administration	5,868,667	4,975,003	893,664	84.77%
51 - Facilities Maintenance and Operations	17,211,298	14,012,522	3,198,775	81.41%
52 - Security and Monitoring Services	1,374,073	1,264,996	109,077	92.06%
53 - Data Processing Services	5,980,786	4,284,366	1,696,420	71.64%
61 - Community Services	880,126	560,004	320,122	63.63%
71 - Debt Service	2,628,803	1,342,100	1,286,703	51.05%
81 - Facilities Acquisition and Construction	2,071,303	1,388,901	682,402	67.05%
95 - Juvenile Justice Program	100,000	177,045	(77,045)	177.05%
99 - Intergovernmental Charges	650,000	723,619	(73,619)	111.33%
Total Expenditures	<u>\$ 150,517,298</u>	<u>\$ 121,366,085</u>	<u>\$ 29,151,212</u>	80.63%
OTHER				
7900s - Sources	-	-	-	N/A
8900s - Uses	-	-	-	N/A
EXCESS REVENUES AND OTHER RESOURCES OVER (UNDER) EXPENDITURES AND OTHER USES				
	<u>\$ (4,851,895)</u>	<u>\$ 427,689</u>	<u>\$ (4,424,206)</u>	
EXPENDITURES BY OBJECT CODE:				
6100s - Payroll	\$ 117,262,568	\$ 97,547,791	\$ 19,714,777	83.19%
6200s - Purchased and Contracted Services	14,189,308	10,612,456	3,576,852	74.79%
6300s - Supplies and Materials	7,528,143	5,551,850	1,976,293	73.75%
6400s - Miscellaneous Expenditures	4,959,194	4,551,228	407,966	91.77%
6500s - Debt Service	2,628,803	1,342,100	1,286,703	51.05%
6600s - Capital Outlay	3,949,282	1,760,661	2,188,621	44.58%
Total Expenditures	<u>\$ 150,517,298</u>	<u>\$ 121,366,085</u>	<u>\$ 29,151,212</u>	80.63%

**Abilene Independent School District
Revenues and Expenditures
Governmental Fund Types
Period Ending June 2024**

	<u>Revenues/ Other Resources</u>	<u>Expenditures/ Other Uses</u>	<u>Revenues Over/(Under) Expenditures</u>
General Fund:			
190 Shotwell Complex	\$ 576,275	520,441	\$ 55,834
191 FY22 Board Approved Capital Projects	-	1,903,376	(1,903,376)
197 Extracurricular (beyond District)	49,650	430,893	(381,243)
199 General Operating	121,167,849	118,511,375	2,656,474
Total	<u>\$ 121,793,774</u>	<u>\$ 121,366,085</u>	<u>\$ 427,689</u>
Special Revenue Fund:			
205 Head Start	2,049,061	2,420,092	(371,031)
206 McKinney Vento Grant	44,237	83,082	(38,845)
211 ESEA Title I	3,643,216	4,667,572	(1,024,356)
224 IDEA-B Formula	3,044,661	4,158,559	(1,113,898)
225 IDEA-B Preschool	119,147	126,247	(7,100)
226 IDEA-B Discretionary Deaf	30,756	34,679	(3,923)
240 Food Service	9,904,867	8,914,402	990,465
242 Summer Feeding	113,910	70,534	43,376
244 Carl Perkins-Vocational Education	191,296	207,734	(16,438)
255 ESEA Title II, TPTR	343,408	382,568	(39,160)
263 Title III	44,684	94,705	(50,021)
279 TCLASS ESSER III	10,431	27,127	(16,696)
280 ARP II Homeless COVID Recovery		38,772	(38,772)
281 JROTC Department of Defense		818	(818)
282 ESSER III	6,652,580	6,829,048	(176,468)
284 IDEA-B Formula ARP (ESSER)		7,789	(7,789)
285 IDEA-B Preschool, ARP		18,579	(18,579)
288 Early Head Start	2,166,493	2,647,126	(480,633)
289 Title IV, Part A - SSAEP	337,345	262,946	74,399
309 Adult Education-Federal	629,669	690,891	(61,222)
312 Temp. Assistance for Needy Families-Federal	41,655	48,155	(6,500)
379 ARP Homeless I_TEHCY Supplemental	55,795	135,831	(80,036)
410 Textbook	39,644	51,814	(12,170)
412 Childcare Services	38,053	67,641	(29,588)
429 State Funded Special Revenue Funds	66,611	570,751	(504,140)
431 Adult Education-State	101,527	115,557	(14,030)
435 Deaf Ed - State	86,999	72,103	14,896
461 Campus Activity Fund	245,195	268,127	(22,932)
480 Partners In Education		-	-
481 Holland Medical HS Community Donation		378	(378)
487 Dodge Jones	15,000	-	15,000
488 Dian Graves Owen	7,500	2,491	5,009
489 Abilene Education Foundation	153,815	210,011	(56,196)
492 Kids Learning Together	66,850	104,222	(37,372)
493 Homeless Supply Program	16,495	10,345	6,150
496 Regional Day School for the Deaf-Local	217,811	209,025	8,786
499 Other	10,856	3,561	7,295
Total	<u>\$ 30,489,567</u>	<u>\$ 33,553,282</u>	<u>\$ (3,063,715)</u>
Debt Service Fund:			
599 Debt Service	<u>\$ 18,570,019</u>	<u>\$ 13,421,929</u>	<u>\$ 5,148,090</u>
Capital Projects Fund:			
620 Capital Projects-2019 Bonds	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

Abilene Independent School District
Revenues and Expenditures - Projection
ESSER I, II, & III
As of June 2024

	Actuals As of Fiscal Year					Encumbrances As of 1/31/2024	Remaining Payroll Projection		Grand Total	Budget Per TEAL	Difference
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024		FY 2023	FY 2024			
ESSER I - CARES Fund 266 Grant End Date: 09/30/2022											
REVENUES											
5900s - Revenue - Direct Cost	-	3,777,770	-	-	-	-	-	-	3,777,770	3,853,117	75,347
5900s - Revenue - Indirect Cost	-	192,347	-	-	-	-	-	-	192,347	117,000	(75,347)
Total Revenues	-	3,970,117	-	-	-	-	-	-	3,970,117	3,970,117	-
EXPENDITURES											
6100s - Payroll	-	3,764,959	-	-	-	-	-	-	3,764,959	3,751,507	(13,452)
6200s - Contracted Services	-	12,811	-	-	-	-	-	-	12,811	35,000	22,189
6300s - Supplies and Materials	-	-	-	-	-	-	-	-	-	66,610	66,610
6400s - Miscellaneous Expenditures	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	-	3,777,770	-	-	-	-	-	-	3,777,770	3,853,117	75,347
RECONCILING ITEMS											
Indirect Cost	-	192,347	-	-	-	-	-	-	192,347	117,000	(75,347)
ESSER II - CRRSA Fund 281 Grant End Date 09/30/2023											
REVENUES											
5900s - Revenue - Direct Cost	-	4,862,807	11,582,604	-	-	-	-	-	16,445,411	16,233,507	(211,904)
5900s - Revenue - Indirect Cost	-	667,031	1,620,406	-	-	-	-	-	2,287,437	2,499,341	211,904
Total Revenues	-	5,529,838	13,203,010	-	-	-	-	-	18,732,848	18,732,848	(0)
EXPENDITURES											
6100s - Payroll	-	4,862,807	9,142,544	-	-	-	-	-	14,005,351	10,250,000	(3,755,351)
6200s - Contracted Services	-	-	31,131	-	-	-	-	-	31,131	1,800,407	1,769,276
6300s - Supplies and Materials	-	-	2,408,929	-	-	-	-	-	2,408,929	4,175,050	1,766,121
6400s - Miscellaneous Expenditures	-	-	-	-	-	-	-	-	-	8,050	8,050
Total Expenditures	-	4,862,807	11,582,604	-	-	-	-	-	16,445,411	16,233,507	(211,904)
RECONCILING ITEMS											
Indirect Cost	-	667,031	1,620,406	-	-	-	-	-	2,287,437	2,499,341	211,904
ESSER III - ARP Fund 282 Grant End Date 09/30/2024											
REVENUES											
5900s - Revenue - Direct Cost	1,167,512	2,276,627	10,684,755	14,769,066	6,829,048	-	-	2,065,446	37,792,454	38,237,626	445,172
5900s - Revenue - Indirect Cost	161,935	303,078	1,496,995	2,091,466	238,979	-	-	-	4,292,452	3,847,281	(445,171)
Total Revenues	1,329,447	2,579,705	12,181,750	16,860,532	7,068,027	-	-	2,065,446	42,084,907	42,084,907	-
EXPENDITURES											
6100s - Payroll	961,036	566,742	8,736,487	13,077,023	6,827,048	-	-	2,065,446	32,233,781	33,346,363	1,112,582
6200s - Contracted Services	-	917,970	952,499	228,529	2,000	-	-	-	2,100,998	1,809,407	(291,591)
6300s - Supplies and Materials	206,477	791,916	989,792	1,462,841	-	-	-	-	3,451,026	3,073,827	(377,199)
6400s - Miscellaneous Expenditures	-	-	5,977	672	-	-	-	-	6,649	8,029	1,380
Total Expenditures	1,167,512	2,276,627	10,684,755	14,769,066	6,829,048	-	-	2,065,446	37,792,454	38,237,626	445,172
RECONCILING ITEMS											
Indirect Cost	161,935	303,078	1,496,995	2,091,466	238,979	-	-	-	4,292,452	3,847,281	(445,171)



**Abilene ISD
Monthly Donations Report
June 2024**

<u>Date</u>	<u>Campus/Department</u>	<u>Donor Name</u>	<u>Donor Address</u>	<u>Value</u>	<u>Description of Donation</u>	<u>Purpose of Donation</u>	<u>Fund</u>
6/3/2024	AHS	VFW Post #6873	1049 Veterans Dr (05)	\$ 2,500.00	Monetary	JROTC Activities and Uniforms	865
6/3/2024	CHS	Awesome Cooper Band Boosters	3639 Sayles Blvd. (05)	\$ 3,072.00	Monetary	March transportation cost to and from Love Field for Band	199

**ABILENE INDEPENDENT SCHOOL DISTRICT
SUPPLEMENTAL INFORMATION
PERIOD ENDED JUNE 30, 2024**

TAX COLLECTIONS - current:

	2023-24		2022-23		Variance Compared to Tax Levy (Cumulative)	
	Cumulative tax collections Amount	Percent	Cumulative tax collections Amount	Percent	Amount	Percent
Tax levy	\$ 60,039,293	100.00%	\$ 70,497,815	100.00%		
September	-	0.00%	-	0.00%	-	0.00%
October	1,191,850	1.99%	3,747,270	5.32%	(2,002,241.00)	-3.33%
November	8,481,229	14.13%	11,514,718	16.33%	(1,323,187.00)	-2.20%
December	27,674,626	46.09%	35,505,851	50.36%	(2,561,162.00)	-4.27%
January	43,950,152	73.20%	52,276,671	74.15%	(568,984.00)	-0.95%
February	50,084,059	83.42%	61,086,020	86.65%	(1,939,989.00)	-3.23%
March	50,626,483	84.32%	61,982,871	87.92%	(2,160,064.00)	-3.60%
April	51,119,984	85.14%	62,402,405	88.52%	(2,026,798.00)	-3.38%
May	51,570,214	85.89%	63,001,653	89.37%	(2,086,902.00)	-3.48%
June	55,537,411	92.50%	67,358,259	95.55%	(1,830,133.00)	-3.05%
July	-	0.00%	68,293,628	96.87%	(58,160,063.00)	-96.87%
August	-	0.00%	68,713,719	97.47%	(58,520,299.00)	-97.47%

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.

**ABILENE INDEPENDENT SCHOOL DISTRICT
SUPPLEMENTAL INFORMATION
PERIOD ENDED JUNE 30, 2024**

NUMBER OF PAYROLL CHECKS AND DIRECT DEPOSITS:

	2023-24	2022-23	Net
	Payroll checks/direct deposits		Change
September	2,352	2,526	(175)
October	2,362	2,518	(157)
November	2,372	2,513	(141)
December	2,388	2,520	(133)
January	2,397	2,486	(89)
February	2,418	2,489	(72)
March	2,409	2,494	(85)
April	2,382	2,467	(85)
May	2,368	2,454	(86)
June	2,366	2,437	(72)
July		2,403	(2,403)
August		-	-

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 Board Document - Agenda Item VI.B

Meeting Date: August 5, 2024

Meeting Type: Regular Meeting

Item Type: Consent

Future Action Required: No

If Yes, Month: N/A

Subject: July 2024 Minutes

Background Information:

Attached Supporting Documents:

- July 8, 2024 – Workshop and Regular Meeting Minutes
- July 16, 2024 – Special Called 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 8, 2024,
Combined Workshop and Regular Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Combined Workshop and Regular Meeting at 4:30 p.m., July 8, 2024, in the Boardroom at One AISD Center 241 Pine Street, Abilene, Texas 79601. Mrs. Angie Wiley, President of the Board of Trustees, called the meeting to order at 4:31 p.m., observed that a quorum was present, and stated that notice of the meeting had been duly posted in the time and manner prescribed by law.

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

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

I. Call to Order

Mrs. Angie Wiley called the meeting to order and announced that Board Workshop Meetings will be held in the Alta Vista Room moving forward. She asked Dr. John Kuhn to share an overview of the agenda in order to plan the discussion for this meeting.

II. Board Workshop Agenda

A. District and Campus Improvement Plans

Ms. Kimberley Brumley, Executive Director for Federal Programs and District Planning, reported the process for the determination of the following four highest priorities in the coming year:

- Positive communication
- Continued support for the whole educator
- Closing achievement gaps, particularly for emerging bilingual students
- Engaging teachers in meaningful conversations about effective use of digital resources

The 2024-2025 District Improvement Plan and each Campus Improvement Plan document how the performance objectives – or targets for outcomes – rely on an array of strategies from a variety of offices to reach district goals. Improvement plans are living documents and will be updated regularly throughout the year as campuses and departments complete data analyses and set targets for improvement.

Ms. Brumley will provide updated data to the Board via Board Note on a quarterly basis.

B. Student Code of Conduct 2024-2025

Mrs. Alison Camp, Executive Director for Student Services, shared that changes to the Student Code of Conduct are minimal this year since this is not a legislative year. Formatting and date changes were updated throughout the document. A noteworthy change is on page 8 - added nicotine products to the prohibited items section. She also reported that a survey regarding a high school cell phone policy was sent to the high school teachers. If changes are made, Board approval will be needed.

C. Surplus Property

Dr. Joseph Waldron shared that this conversation regarding surplus property has been ongoing, and progress has been made toward the disposal of both Fannin Elementary and Woodson Early Childhood. This presentation updated the board on progress. It also clearly showed the intent to put Fannin out to bid and Woodson EC consideration is ongoing.

D. Budget Workshop

Mrs. Jennifer Hinds, Executive Director of Finance, shared the fourth presentation in a series of Board workshops aimed at informing the Board as the FY 25 budget and tax rates are being prepared. This presentation focused on the overall revenue and expenditure picture, particularly unique components of payroll, non-payroll, cuts that have been implemented and challenges we are facing.

E. Compensation Presentation

Mrs. Alison Sims provided an overview of information given in the TASB Pay Study. Models of possible compensation plans for the 2024-2025 school year were shared and discussed. This presentation summarized some of the information shared and provided comparisons to the local market and our TASB comparison groups.

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.

Mrs. Angie Wiley announced that a Closed Session would be held under the provisions of Texas Code, Chapter 551. The Board convened in Closed Session at 5:46 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)
 - I. Hendrick Health Settlement Agreement
- 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)
- 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 6:30 p.m.)

The Board reconvened at 6:56 p.m.

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

- A. Invocation
- B. Pledge of Allegiance to the Flags of the United States of America and the State of Texas
- C. Board/Superintendent Announcements/Information

Dr. John Kuhn made the following announcements:

- Discontinue Touring Tuesdays this year
- May have a policy regarding dual credit incentive and associates degree offering for future consideration
- Administrative Retreat July 22-24, 2024
- New Board Member Orientation with Mike Leasor – July 11, 2024
- New Board Member Orientation with Dr. John Kuhn – July 22, 2024
- Registration for TASA/TASB 2024 Convention opens July 22, 2024
- Special Called Board Meeting July 16, 2024 at 11:30
- Board Workshop – August 1, 2024
- Regular Board Meeting – August 5, 2024
- Budget Meeting – August 26, 2024

V. Recognitions

- A. Athletics State Competitors

Mr. Jim Garfield, Executive Director for Athletics introduced Brandon Cooke, Justin Gorman, and Kevin Johnson who recognized student athletes for outstanding performance in gymnastics and track on the state level.

VI. Oral Communication from the Public

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

VII. Consent Agenda

Mrs. Angie Wiley asked if there was a motion regarding the Consent Agenda. Mr. Bill Enriquez made a motion to approve the Consent Agenda as present. The motion was seconded by Mr. Rodney Goodman and passed 6-0.

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

Nays: None

Absent: Earles

- 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 6, 2024, Workshop Meeting; June 10, 2024, Regular Board Meeting and June 20, 2024 Special Called Meeting.
- D. The Board will consider approval of the Student Code of Conduct 2024-2025.
- E. The Board will consider approval of First Public Lone Star Investment Pool Addition of Authorized Representative.
- F. The Board will consider approval of the Investment Report for Quarter Ending May 31, 2024.

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

Mrs. Angie Wiley called on Ms. Kimberly Brumley to give a brief summary of the ESSA Application.

- A. Open Public Hearing

The Public Hearing opened at 7:12 p.m.

- B. Receive Public Comment

Mrs. Angie Wiley 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 7:27 p.m.

IX. Reports

- A. Schneider Electric

Mr. Charlie Davis and Mr. Ryan Wunder of Schneider Electric gave a final construction update as follows:

- BAS Control Integration: Administration Building is being finalized first week of July.

- 25 Doors to be replaced began July 1st with expected completion of end of July.
 - Punch List: Replacement glass for warranty issues, final trim and finish.
- X. Business Items Requiring Board Action
- A. The Board will consider approval of Education Service Center Region 14 Contract for 2024-2025.

Dr. John Kuhn reported that Abilene ISD Board Policy GNB (LEGAL) provides for the purchase of services from our Regional Educational Service Center, which is Region 14. Regional Education Service Centers provide services to assist school districts in improving student performance and increasing the efficiency and effectiveness of school programs and operations. The cost is \$159,497.67 total. (\$110,299 will come from AISD local funds. The remainder to be covered by state and federal funding.)

Mrs. Angie Wiley asked if there was a motion regarding the Education Service Center Region 14 Contract for 2024-2025. Dr. Taylor Tidmore made a motion to approve the Education Service Center Region 14 Contract for 2024-2025 as presented. Mr. Blair Schroeder seconded the motion and it passed 6-0.

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

Nays: None

Absent: Earles

- B. The Board will consider the Appointment of Delegate and Alternate for the TASB Delegate Assembly, Saturday, September 28, 2024.

Dr. John Kuhn reported that each school district that belongs to the Texas Association of School Boards (TASB) nominates a delegate and an alternate delegate to serve on the TASB Delegate Assembly. The Delegate Assembly meets during the TASA/TASB Conventions. The 2024 TASA/TASB Delegate Assembly will be held in San Antonio, Texas on Saturday, September 28, 2024.

Mrs. Angie Wiley asked if there was a motion regarding the appointment of Delegate and Alternate for the TASB Delegate Assembly.

Mrs. Angie Wiley made a motion to approve Cindy Earles as Delegate and Dr. Taylor Tidmore as Alternate for the TASB Delegate Assembly, Saturday, September 28, 2024. Dr. Danny Wheat seconded the motion and it passed 6-0.

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

Nays: None

Absent: Earles

- C. The Board will consider approval of the 2024-2025 AISD Employee Compensation Plan.

Mrs. Alison Sims shared that administration recommended a 2% general pay increase as well as the following:

- Increase teacher starting salary to \$51,500
- Make TASB recommended adjustment to align with market comparisons
- Adjust Administrative Professional Pay Grade 1 to meet new Fair Labor Standards
- Approve new stipends for Behavior and Special Education Teachers

Mrs. Angie Wiley asked if there was a motion regarding the 2024-2025 AISD Employee Compensation Plan. Mr. Rodney Goodman made a motion to approve a 2% general pay increase for all AISD employees, make TASB recommended adjustments, FLSA adjustments and new stipends as presented. Mr. Blair Schroeder seconded the motion and it passed 6-0.

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

Nays: None

Absent: Earles

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

Mrs. Angie Wiley asked if there was a motion regarding items covered during Closed Session.

Dr. Taylor Tidmore made a motion to approve school marshals as presented in Closed Session. Dr. Danny Wheat seconded the motion and it passed 6-0.

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

Nays: None

Absent: Earles

- A. The Board will consider approval of Personnel Recommendations.
- I. Professional Employment Contracts
- B. Matters pertaining to Litigation, if any
- I. Hendrick Health Settlement Agreement
- 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 7:48 p.m.

APPROVED:

President

ATTEST:

Secretary

Minutes of the July 16, 2024,
Special Called Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Special Called Meeting at 11:30 a.m., July 16, 2024, in the Boardroom at One AISD Center 241 Pine Street, Abilene, Texas 79601. Mrs. Angie Wiley, President of the Board of Trustees, called the meeting to order at 11:30 a.m., observed that a quorum was present, and stated that notice of the meeting had been duly posted in the time and manner prescribed by law.

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

Trustees absent: Dr. Taylor Tidmore

Administrators present for all or part of the meeting: Dr. John Kuhn, Superintendent; Dr. Joseph Waldron, Deputy Superintendent; Mrs. Alison Sims, Associate Superintendent for the Development of Human Resources; Dr. Gustavo Villanueva, Associate Superintendent for Student Services; Dr. Karen Munoz, Executive Director for Innovation and Program Development; Dr. Jordan Ziemer, Director of Communication; and Mrs. Robin Jones, Administrative Assistant to the Superintendent and Board of Trustees.

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

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

- 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.

Mrs. Angie Wiley announced that a Closed Session would be held under the provisions of Texas Code, Chapter 551. The Board convened in Closed Session at 11:31 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. Associate Superintendent for Curriculum and Instruction
- B. Consultation 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)

- IV. Reconvene from Closed Session

The Board reconvened at 11:50 a.m.

- V. The Board may take action relevant to Items Covered During Closed Session.
 - A. Matters pertaining to Personnel
 - I. Associate Superintendent for Curriculum and Instruction

Mrs. Angie Wiley asked if there was a motion regarding the Associate Superintendent for Curriculum and Instruction. Mr. Rodney Goodman made a motion that the Board of Trustees accept the recommendation to offer an administrative contract to Patti Blue as Associate Superintendent for Curriculum and Instruction. The motion was seconded by Dr. Danny Wheat and passed 6-0.

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

Nays: None

Absent: Tidmore

- B. Matters pertaining to Litigation, if any
- C. Matters pertaining to Safety and Security, if any

- VI. Adjournment

There being no further business, the meeting adjourned at 11:53 a.m.

APPROVED:

President

ATTEST:

Secretary

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

Meeting Date: August 5, 2024

Meeting Type: Regular

Item Type: Consent

Future Action Required: No

If Yes, Month: No

Subject: The Board will consider approval of the District and Campus Improvement Plans

Background Information:

The July 8, 2024, Board Workshop included a presentation outlining the needs assessment process and draft goals, performance objectives, and strategies for the 2024-2025 District and Campus Improvement Plans. Plans are available for public viewing at <https://www.abileneisd.org/our-district/accountability/district-and-campus-improvement-plans/>.

Trustees approve goals and performance objectives as specified by policy BQ (LEGAL). In the attached reference, goals and performance objectives appear in bold font. On the website linked above, each campus plan is posted. Goals and performance objectives appear at the top of each page in campus plans.

Over the course of the year, these plans document how the performance objectives – or targets for outcomes – rely on an array of strategies from a variety of offices to reach district goals. Improvement plans are living documents and will be updated regularly throughout the year as campuses and departments complete data analyses and set targets for improvement. The links on the district website refresh nightly to reflect the most current information.

Spanish translations will be ordered after plans are approved by Trustees.

Attached Supporting Documents: 2024-2025 District Strategic Improvement Plan

Fiscal Implications: None

Administrative Recommendation: Approve the 2024-2025 District and Campus Improvement Plan goals and performance objectives.

Contact Person: Kimberly Brumley, Executive Director – Federal Programs & District Planning.
Kimberly.Brumley@abileneisd.org; ext. 5858
Dr. Karen Munoz, Executive Director - Innovation & Program Development
Karen.Munoz@abileneisd.org, ext. 3216

Goal 1

Student Achievement: Learners will be actively engaged in classrooms.

Expected Results

- The percentage of Grade 3 students who score Meets Grade Level or above on STAAR Math will increase from 31% to 53% by 2027 (43% by 2025). [HB3]
- The percentage of Grade 3 students who score Meets Grade Level or above on STAAR Reading will increase from 40% to 53% by 2027 (47% by 2025). [HB3]
- The percentage of graduates who meet CCMR criteria will increase from 48% to 60% by 2027 (54% by 2025). [HB3]
- The district will match or outperform the state average for percentage of students scoring Approaches or better on at least 10 of 20 STAAR exams by 2027.
- The percentage of students meeting or exceeding projected growth on MAP Growth will steadily increase.
- The district will be able to establish baselines for and measure effectiveness of interventions.
- Performance gaps between all students and sub-population groups will decrease by 50% by 2027.

Performance Objective 1 - Provide effective Tier I instruction, including implementation of high quality instructional materials (HQIM).

Strategies

1. Utilize district-designated curriculum documents (DDCD) and update DDCD as needed. (KT/SJ)
2. Engage general education teachers in professional learning regarding strategies to support differentiated learning.(KT/SJ)
3. Integrate resources and applications to support collaborative learning for student groups and intervention. (RT)
4. Develop a K-12 Reading Language Arts instructional framework through the Strong Foundations Planning grant. (KT/SJ)

Performance Objective 2 - Support a student-centered Tier I environment.

Strategies

1. Provide, review, and refine resources and ongoing training for staff in procedures, policies, and specific behavioral techniques to improve student behavior and assist campuses. (GV)
2. Refine instructional practices to increase student engagement.¹ (KT/SJ/GV)

¹ The T-TESS Rubric identifies five factors supporting engagement: relevant, meaningful learning based on students' abilities and interests (3.3); positive rapport among students (3.3); intentional planning that promotes student ownership of their own learning (1.2); opportunities for complex, higher-order thinking and problem solving (1.4/3.1); and instructional adjustments that respond to signs of frustration or withdrawal (2.5)

Performance Objective 3 - Systematically pursue high quality options and/or improve schools.

Strategies

1. Establish a mission and vision to launch a science, technology, engineering and mathematics (STEM) focused program at Mann Middle School through the School Action Fund (SAF). (KM)
2. Explore expanded enrichment opportunities for middle school students within and/or beyond the school day. (KB)
3. Regularly engage the Board of Trustees in program updates and secure their input for the development of high quality schools. (KM)

Performance Objective 4 - Implement a multi-tiered system of supports (MTSS) to scaffold the Tier II and Tier III needs of students.

Strategies

1. Refine and review district practices for implementation of NWEA's MAP Growth assessment and follow instructional recommendations based on student scores to plan instruction as part of the multi-tiered system of supports (MTSS). (KT/SJ)
2. Review and refine the referral process for any staff to recommend a student for physical or emotional support. (GV)
3. Evaluate and refine behavior intervention and mental health services districtwide. (GV)

Performance Objective 5 - Close Achievement Gaps.

Strategies

1. Provide professional learning for and support implementation with fidelity of instructional strategies to meet the needs of students who qualify for supplemental services due to giftedness, learning disabilities, homelessness, economic hardship, and/or language barriers. (RT/KT/SJ)
2. Provide consistent coordination of staff and resources for successful transition of students between the home campus and alternative disciplinary settings. (GV)
3. Monitor and review opportunities within and beyond the school day for intervention, grade repair, acceleration, and credit recovery. (KT/SJ)

Goal 2

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

Expected Results

- The CTE program of study completer status will increase by 5% annually.
- Each teacher will receive at least three walkthroughs providing quality feedback in T-TESS Domains 1-3.
- A 1:1 ratio internal staff will be ready to step into vacant leadership roles. (Holdsworth)

Performance Objective 1 - Establish and implement effective professional learning communities.

Strategies

1. Establish district guidelines for professional learning communities (PLCs) and provide professional learning opportunities for implementation and growth of PLCs. (KT/SJ/GV)
2. Develop, deliver, and reflect extensive and authentic professional learning opportunities based on identified staff and students' performance needs. (RT)

Performance Objective 2 - Consistently utilize data to inform instructional decisions.

Strategies

1. Utilize workforce predictions and/or student interest to expand opportunities for students to earn industry-based certifications. (LF)
2. Support all classroom teachers in using data to improve instruction, measure progress, and implement effective instructional strategies. (KT/SJ)

Performance Objective 3 - Define and foster leadership.

Strategies

1. Utilize the Abilene ISD Leadership Definition to evaluate and adjust systems to identify aspiring district leaders and prepare them for future leadership roles. (AS)

Goal 3

Teacher Quality: Abilene ISD will develop and capitalize on the strengths, resources, and talents of all stakeholders.

Expected Results

- The percentage of students meeting growth targets as measured by MAP Growth Reading and Math will increase consistently.
- Benchmark assessments will reflect increases of at least 5% in all tested areas.
- Novice teachers will be able to reflect how participating in year-long professional development has positively impacted the quality of their own instruction *75% of the time*.
- Increasingly higher percentages of staff will return to the district annually.
- More teachers will have the opportunity to qualify for Teacher Incentive allotments, and designees will seek to join AISD to improve their designation status.
- Classroom walkthroughs and student feedback will increasingly show evidence of engagement.
- First-year teacher turnover will diminish by at least 10%.

Performance Objective 1 - Refine onboarding of new staff.

Strategies

1. Review and refine the comprehensive coaching framework that enhances the teachers' ability to use district curriculum, access content support, and use assessments to monitor student progress in all subject areas by utilizing best practices. (KT/SJ)
2. Provide and implement a year-long comprehensive professional development experience for teaching staff new to AISD. (RT)

Performance Objective 2 - Develop a system to prioritize staffing to high need campuses.

Strategies

1. Develop a staffing plan for Tier I general education. (AS)
2. Develop funding practices that direct supplemental resources to campuses in proportion to the number of qualifying students they serve. (KB/JH)

Performance Objective 3 - Retain and reward employees.

Strategies

1. Provide health and wellness support above and beyond benefits required by the state, including mental health resources and employee assistance programs. (AS)
2. Expand the opportunity for teachers to participate in Teacher Incentive Allotment. (KB)
3. Promote professional learning to increase effective use of interactive classroom technology. (RT)

Goal 4

Community Engagement: Tell the AISD story of being a school district of choice that provides unparalleled opportunities for all students, staff, and families.

Expected Results

- Community connection and celebration of student achievements will increase.
- Transparency, trust, and confidence in Abilene ISD will improve.
- *Family satisfaction with enrollment/onboarding processes will grow.*
- *Family participation in capacity-building and input opportunities will increase.*
- *Communication and collaboration with community partners will increase.*

Performance Objective 1 - Invite input and promote engagement of families.

Strategies

1. Measure and track the degree of improvement in family satisfaction with enrollment and onboarding experiences. (GV)
2. Engage families with strategic, frequent, and measurable communication and feedback tools, including social media channels, school-to-home messaging platforms, and online surveys. (JZ)
3. Increase districtwide opportunities for collaboration between families and the district.² (KB)

Performance Objective 2 - Promote student and staff showcasing of campus successes to external audiences.

Strategies

1. Support campus-level storytelling by providing district-level resources and training for effective communications and marketing. (JZ)
2. Celebrate Abilene ISD students and staff through regular district-level digital and print content publication. (JZ)

Performance Objective 3 - Secure and engage external stakeholders to inform and enrich district programs.

Strategies

1. Ensure community and business partners participate meaningfully in opportunities for districtwide collaboration. (KB)
2. Develop and implement a consistent community relations program, including volunteer onboarding and visibility at civic events. (JZ)

² The Every Student Succeeds Act (ESSA) identifies specific ways to build family capacity to support student achievement by helping families understand assessments, monitor a child's progress, work with educators to improve the achievement of their children, and/or build other skills that help families such as literacy training and using technology.

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

Meeting Date: August 5, 2024, Meeting Type: Regular Meeting

Item Type: Consent Future Action Required: Yes If Yes, Month: no

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 *23-24 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,

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 *23-24 Head Start Self-Assessment Executive Overview* explains the self-assessment process, the program's strengths and plans for improvement for the 24-25 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 Workshop on July 8, 2024, and will be on the consent agenda for approval at the regular board meeting in August.

Attached Supporting Documents:

23-24 Abilene ISD Head Start School Readiness Data Analysis
23-24 Abilene ISD Head Start School Readiness Narrative
AISD Early Head Start and Head Start Program Goals and Actions – FY24
23-24 Head Start Self-Assessment Executive Overview

Fiscal Implications:

Head Start generates more than \$1.4 million in revenue to fund services to children ages 0-3.

Administrative Recommendation:

Accept the 23-24 Head Start Self-Assessment and approve the AISD Early Head Start and Head Start Program Goals and Actions

Contact Person:

Julie Wilson, Director for Early Childhood, ext. 3113

**Abilene ISD Head Start School Readiness Data Analysis
2023-2024**

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	76%	89%	13%	89%	13%
		e-DECA: Self-Regulation	80%	87%	7%	87%	7%
	Demonstrate creativity of thinking and expression	e-DECA: Total Protective Factor	72%	88%	16%	90%	18%
Approaches to Learning Average			76%	88%	12%	89%	13%
Social & Emotional Development	Recognize, express, and manage emotions with increasing independence	Social Emotional Behaviors: Emotional & Behavior Regulation	65%	74%	9%	78%	13%
	Develop a sense of belonging, relationships, and problem-solving skills	Social Emotional Behaviors: Positive Social Behaviors	63%	72%	9%	75%	12%
Social & Emotional Development Average			64%	73%	9%	77%	13%
Language & Literacy	Language & Communication: Show understanding of increasingly complex language, questions, and stories from others, and respond appropriately	Speech Production & Sentence skills	95%	103%	8%	119%	24%
	Show a steady increase in the variety and use of vocabulary	Rapid Vocabulary 1,2,3	67%	85%	18%	97%	30%
	Literacy: Recognize at least half of the letters of the alphabet and their sounds	Rapid Letter Naming	45%	66%	21%	98%	53%
		Letter-Sound Correspondence	14%	23%	9%	43%	29%
Progressively write letters to convey meaning	Early Writing Skills	50%	76%	26%	92%	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 29% Onset-Rime 3% Alliteration 39% Rhyming 1 50%	Syllabication 51% Onset-Rime 50% Alliteration 53% Rhyming 1 66%	Syllabication 22% Onset-Rime 47% Alliteration 14% Rhyming 1 16%	Syllabication 66% Onset-Rime 75% Alliteration 65% Rhyming 1 79%	Syllabication 37% Onset-Rime 72% Alliteration 26% Rhyming 1 29%
Language & Literacy Average			44%	64%	20%	82%	38%
Cognition	Mathematics: Understand the relationship between numbers & quantities	Math: Counting sets	49%	69%	20%	83%	34%
	Recognize and extend patterns	Optional Math: Patterns	40%	53%	13%	63%	23%
	Scientific Reasoning: Sort/classify objects by complex attributes such as weight, sound, smell, functions, characteristics, etc.	Math/ Science: Shape Naming	67%	81%	14%	93%	26%
	Make predictions, investigations, and conclusions	Science	84%	92%	8%	100%	16%
Cognition Average			60%	74%	14%	85%	25%
Perceptual, Motor, and Physical Development	Control large muscle skills (running, hopping, balancing, climbing)	Physical Development and Health Checklist: Gross Motor	74%	82%	8%	87%	14%
	Control small muscle skills (pencil grip, cutting, painting, etc.)	Physical Development and Health Checklist: Fine and Visual Motor	75%	86%	11%	91%	17%
	Identify and practice safe and healthy habits (dental health, toileting, hand-washing, healthy food choices, safety practices, etc.)	Physical Development and Health Checklist: Health	68%	84%	16%	90%	22%
Perceptual, Motor, and Physical Development Mastery			72%	84%	12%	90%	18%

Abilene ISD Head Start
School Readiness Data Analysis Narrative
2023-2024

During the 2023-2024 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 95%. 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: Phonological Awareness Section. The CLI Engage Progress Monitoring Tool splits this goal into four separate assessments: Syllabication, Onset-Rime, Alliteration and Rhyming 1. The baseline for Onset-Rime is 3% of the end of year expected outcome. Strategies to promote progress in the Language and Literacy domain of Phonological Awareness and Onset-Rime:

- Practice Based Coaching Collaboration & Plans
- Cognitive Transitions
- Staff Development in CLASS Instructional Support Domain
- Set shared School Readiness Goals with parents
- Lesson Plan Requirements Checklist
- Individualized Instruction and Documentation
- 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 for their Student Learning Objective (SLO) 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 92%. There was an increase of 8% going from 84% toward the expected EOY outcome at the beginning of the year to 92% at mid-year. The area with the largest average growth from the Beginning of the Year to the Mid-Year Assessment was in Onset-Rime which is in the Language and Literacy Domain. This increased from 3% toward the EOY expected outcome at the beginning of the year to 50% yielding a 47% 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. A number of our campus teachers have chosen this concept as their Student Learning Objective for this school year. Letter-Sound Correspondence increased by 9% with a 23% 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 SLO 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 Onset-Rime with 72% growth. The percent toward CLI's expected outcome grew from 3% at the beginning of the year to 75% at the end of year. Our program will continue to use these successful program practices:

- Student Learning Objectives (SLO) Focus
- 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 2023-2024 school year, our program's area for continual growth is in the Language and Literacy Domain in the area of Letter-Sound Correspondence with 43% toward the expected outcome during the end of year assessment. Even though this is our lowest area of achievement, there was a 29% growth throughout the year from 14% to 43% 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 2024-2025

After analyzing each wave of the 2023-2024 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

Abilene ISD's Early Head Start and Head Start

Goals, Objectives, and Action Plan FY 2023-2024

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 AISD's Early Childhood Program's Annual Self-Assessment was completed during the spring of 2023 and approved by the Policy Council in August of 2023. 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 14, 2023, 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 19, 2023.

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 HS CLI Engage Progress Monitoring Tool showed the following percent toward the end of the year expected outcome: Cognition-60%, Social/Emotional-64%, and Physical Development-72%.
- MOY data taken from HS CLI Engage Progress Monitoring Tool showed the following percent toward the end of the year expected outcome: Cognition-74, Social/Emotional-73%, and Physical Development-84%.
- *BOY data taken from EHS Teaching Strategies GOLD showed the following percent toward the end of the year expected outcome: Social/Emotional 93.69%, Physical 97.33%, Language 86.02% , Cognitive 95.58% , Literacy 91.45% , Math 83.21%*
- *MOY as of January 29, 2024 data taken from EHS Teaching Strategies GOLD showed the following percent toward the end of year expected outcome: Social/Emotional 92.24., Physical 100%, Language 91.45% Cognitive 98.27% Literacy 92.24%, and Math 96.43%. There was growth in all areas except Social/Emotional.*
- *EHS EOY, as of April 26, 2024 data taken from the EHS Teaching Strategies GOLD assessment showed the following percent toward the end of year expected outcome: Social/Emotional 99.24, Physical 97.69, Language 91.67, Cognitive 98.49, Literacy 90.91, and Math 90.15. The program is meeting all expected growth outcomes in all developmental domains.*
- EOY data taken from HS CLI Engage Progress Monitoring Tool showed the following percent toward the end of the year expected outcome: Cognition-85%, Social/Emotional-77% and Physical Development-90%. Growth was made in all developmental domains.

Challenges: *We are seeing more children needing ECI services especially in the area of Language.*

- *EHS staff turnover, excessive absences, and a shortage of experienced staff has created a challenge when it comes to training and coaching staff who are teaching infants and toddlers.*
- *Staff turnover continues to be a challenge especially when it comes to coaching staff in Social/Emotional learning for infants and toddlers.*
- HS - 14% of the students have excessive attendance issues meaning they have missed 15% or more of the school year.
- HS - 17.6% of the students have excessive attendance issues meaning they have missed 15% or more of the school year.
- *Having so many new teachers, and assuring accurate data for our child assessments was a challenge.*

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 Early Head Start showed the highest reported percentage of families BOY outcome per domain:*
 - *Family Well Being 42% (Thriving).*
 - *Parent-Child Relationships 34% (Thriving)*
 - *Families as Lifelong Educators 65% (Emerging)*
 - *Families as Learners 31% (Thriving)*
 - *Family Engagement in Transition 52%(Thriving)*
 - *Family Connection to Peers and Community 32%(Thriving)*
 - *Families as Advocates and Leaders 41% (Vulnerable)*
- *As of January 29, 2024 the Family Needs Assessment for Early Head Start showed the highest reported percentage of families MOY outcome per domain:*
 - *Family Well Being 41% (Thriving).*
 - *Parent-Child Relationships 32% (Thriving)*
 - *Families as Lifelong Educators 35% (Engaged)*
 - *Families as Learners 26% (Self Sufficient)*
 - *Family Engagement in Transition 59%(Thriving)*
 - *Family Connection to Peers and Community 39%(Engaged)*
 - *Families as Advocates and Leaders 43% (Vulnerable)*
- *The Family Needs Assessment for Early Head Start showed the highest reported percentage of families EOY outcome per domain.*
 - *Family Well Being 41% (Thriving).*
 - *Parent-Child Relationships 44% (Self Sufficient)*
 - *Families as Lifelong Educators 52% (Thriving)*
 - *Families as Learners 29% (Self Sufficient)*
 - *Family Engagement in Transition 66%(Thriving)*
 - *Family Connection to Peers and Community 42%(Engaged)*
 - *Families as Advocates and Leaders 45% (Vulnerable)*
- The Family Needs Assessment for Head Start showed the highest reported percentage of families BOY outcome per domain.
 - Family Well Being 63% (Thriving)
 - Parent-Child Relationships 61% (Thriving)
 - Families as Lifelong Educators 71% (Emerging)
 - Families as Learners 41% (Thriving)
 - Family Engagement in Transition 73% (Thriving)
 - Family Connection to Peers and Community 46% (Thriving)
 - Families as Advocates and Leaders 45% (Vulnerable)
- The Family Needs Assessment for Head Start showed the highest reported percentage of families MOY outcome per domain.
 - Family Well Being 61% (Thriving)
 - Parent-Child Relationships 61% (Thriving)
 - Families as Lifelong Educators 53% (Engaged)
 - Families as Learners 39% (Thriving)
 - Family Engagement in Transition 73% (Thriving)
 - Family Connection to Peers and Community 44% (Thriving)
 - Families as Advocates and Leaders 40% (Vulnerable)
- The Family Needs Assessment for Head Start showed the highest reported percentage of families MOY outcome per domain.
 - Family Well Being 62% (Thriving)
 - Parent-Child Relationships 64% (Thriving)

- Families as Lifelong Educators 39% (Engaged)
- Families as Learners 40% (Thriving)
- Family Engagement in Transition 76% (Thriving)
- Family Connection to Peers and Community 45% (Thriving)
- Families as Advocates and Leaders 41% (Vulnerable)

Challenges:

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:

- HS Mental Health Coordinators complete a Mental Health Observation in each classroom twice yearly. As of October 20, 2023, all classrooms have been observed and any social-emotional concerns have been addressed.
- HS Mental Health Coordinators initiated the second round of Mental Health Observations on January 29, 2024 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.
- HS Mental Health Coordinators have completed both Fall and Spring Observations. Strength and growth areas were identified and discussed in Fall And Spring Staffing to give teachers insight into enhancing classroom environments. Mental Health Coordinators and Behavior Coaches working closely with teachers and utilizing observation information has positively influenced e-DECA scores for the year.
- HS classrooms will continue to set goals with academic coaches that align with the CLASS tool. They will receive feedback to gain a deeper understanding of how adult interactions impact learning.
- HS classrooms continue to receive Behavioral/Conscious Discipline coaching. Behavioral/Social-Emotional goals are set, and the coaches monitor progress through observation and follow-up. Teachers can be coached on a weekly, bi-weekly, and monthly basis.
- Many newer teachers have progressed from weekly to bi-weekly coaching, suggesting that the implementation of coaching strategies has been successful.
- *EHS BOY Classrooms will be observed using the Infant Toddler Environmental Ratings Scale (ITERS-3) in the fall semester before the Christmas break, they will receive feedback to gain a deeper understanding of responsive caregiving.*
- *As of January 29, 2024 EHS MOY classroom ITERS-3 observations have been completed. All teachers had an average score of 5 or above. In the process we found teachers that need coaching in specific performance areas.*
- *EHS EOY, As of April 26, 2024 all classrooms have had a fall and spring ITERS-3 observation. All teachers were above an average of 5 except for four teachers who were below the standard average of 5. In the areas they fell below the standard we set goals and action plans, as of April 26, 2024 these four teachers have completed these goals and are above an average of a 5 in the ITERS-3 rating scale.*
- *EHS/HS Mental Health Coordinators complete a mental health observation in each classroom two times yearly. Any environmental or social-emotional concerns are discussed with the classroom teacher. EHS has completed 11 out of 17 classrooms with no classrooms showing concerns at this time.*

- *As of January 29, 2024, EHS has completed one observation in each classroom and there were no environmental or mental health concerns at this time. One more observation will be completed before the end of the school year.*

Challenges:

- HS - 14% of the students have excessive attendance issues meaning they have missed 15% or more of the school year.
- HS - 17.6% of the students have excessive attendance issues meaning they have missed 15% or more of the school year.
- Staff absences and substitute shortages impact the Coach's ability to engage in consistent and intentional mentoring.
- *Early Head Start has many new hires this year which has significantly increased coaching and training needs campus wide.*
- *Staff turnover has continued to be a challenge for Practice-Based Coaching.*
- *Having new teachers in need of support to bring their ITERS-3 observations scores above a 5 was a challenge.*

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:

- HS/EHS Every student is evaluated using the e-DECA Social Emotional Assessment within 45 days of enrollment. Beginning of year e-DECA data demonstrated the following percentages of need across the factors measured:
 - Total Protective Factors - 27%
 - Initiative:- 25%
 - Self-Regulation - 20%
 - Attachment & Relationships - 26%
 - Behavior Concerns - 22%
- HS/EHS administers the e-DECA pretest within the first 45 days of each child's enrollment.
- MOY data demonstrated a decrease in need in all five e-DECA categories. Total Protective Factors saw the greatest decline in need from 27% to 12%, signifying a 15% change. Initiative fell from 15% to 11%, a 14% reduction, and the second most significant decline. Attachment & Relationships followed closely with a 13% drop, lowering from 26% to 13%. Self-Regulation

and Behavioral Concerns also indicated growth, with needs falling from 20% to 13% and 22% to 17% respectively.

- As of April 26, 2024, end-of-year e-DECA data showed change and consistency across the areas evaluated. Growth was seen in Total Protective Factors and Attachment and Relationships as they improved from 12% to 9% and from 14% to 9%, representing a 3% and 5% decline. While Initiative improved the number of students progressing from typically developing to strong, needs stayed constant at 11% from mid-year to end-of-year. Behavioral Concerns at the end-of-year mirrored the beginning of the year exactly at 78% typical and 22% need. Self-Regulation was the only category that increased in need from mid-year, rising from 13% to 14%. This slight escalation illustrates that while most social-emotional coaching and instruction have been effective, the need to continue to work intensively on self-regulation skills throughout the year is critical.
- *As of October 30th, 2023, EHS infant students were determined to have a 2% need for growth in the total protective factor, 2% have a need in initiative, and 15% have a need in attachment/relationships. EHS toddler students were determined to have a 6% need for growth in the total protective factor, 4% have a need in initiative, 4% have a need in attachment/relationships and 10% have a need in self-regulation.*
- *MOY data indicated a decline in need in four out of five e-DECA categories. As of January 29, 2024, out of the students requiring rescreening demonstrated a need for growth in Total Protective Factors, 33% in Initiative, 67% in Self-Regulation, 14% in Attachment/Relationships, and 17% in Behavioral Concerns.*
- *EOY as of April 26, 2024, EHS infant students were determined to have a strength in all areas for social-emotional development. These areas include Total Protective Factor, Initiative, and Attachment/Relationships. The toddler students showed 100% in the typical range for Total Protective Factor, 100% in the typical range for Attachment/Relationship, 100% typical in Initiative, and 100% typical in Self-Regulation.*

Challenges:

- A significant number of new employees hired with little or no experience and/or training in Conscious Discipline or related social-emotional curriculums/programs.
- Excessive staff absences make coaching with fidelity challenging.
- HS - 14% of the students have excessive attendance issues meaning they have missed 15% or more of the school year.
- HS - 17.6% of the students have excessive attendance issues meaning they have missed 15% or more of the school year.

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:

- HS/EHS BOY Health connects to school readiness long before a child enters school starting at prenatals with an oral appointment. Healthy development continues to support learning throughout childhood and later life. Physical, cognitive, social, and emotional development are all essential ingredients of school readiness. We have 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 has been given to families to ensure they have the resources they may be in need of.
- As of October 27, 2023, EHS/HS is maintaining and updating community partnerships. The program continues to utilize community partners, as a referral source for families, as well as provide opportunities for partners to participate in HS/EHS campus events, including staff training and parent engagement activities. HS/EHS hosts a 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. Fall Community Service Advisory Luncheon was held October 4, 2023. Family Advocates also participate in the community Basic Needs Network which hosts quarterly meetings. The Abilene community continues to be strong supporters and advocates for growing self sufficiency in our Head Start and Early Head Start families.
- HS/EHS is continuing to maintain and update community partnerships. The program continues to utilize community partners, as a referral source for families, as well as provide opportunities for partners to participate in HS/EHS campus events, including staff training and parent engagement activities. HS/EHS hosts a 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. A Spring Community Service Advisory is scheduled for March 20. Family Advocates also participate in the community Basic Needs Network which hosts quarterly meetings. The Abilene community continues to be strong supporters and advocates for growing self sufficiency in our Head Start and Early Head Start families.
- *EHS EOY, As of April continues to onboard prenatals and do monthly follow ups with a family advocate. Communication is key when a baby arrives so that a RN can do a visit to check on the family and discuss health and safety. At this time, any community services that family may be in need will be obtained through a resource list and assistance on scheduling if needed.*
- The program continues to utilize community partners, as a referral source for families, as well as provide opportunities for partners to participate in HS/EHS campus events, including staff training and parent engagement activities. HS/EHS held a Community/Health Services Advisory on April 25, and community partners share updates regarding agency services. Family Advocates also participate in the community Basic Needs Network which hosts quarterly meetings. The Abilene community continues to be strong supporters and advocates for growing self sufficiency in our Head Start and Early Head Start families.

Challenges:

- Partnerships are being streamlined for a more consistent format in all areas and the district approval process requires more time for review of each partnership.

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:

- HS/EHS BOY Health Service Advisory Meeting scheduled for November 9, 2023.
- HS/EHS BOY Community Service Advisory was held October 4, 2023.
- HS/EHS MOY Health Service Advisory Meeting was a success of having 31 Attendees
- HS/EHS MOY HSAC meeting scheduled for Apr 25, 2024
- **HS/EHS EOY Community Service Advisory Committee was held April 25,2024.**
- **EHS Master Family Advocates attend the Community BASIC NEEDS Network Meeting held quarterly.**

Challenges:

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:

- Head Start/*Early Head Start* has support from the Abilene Independent School District's technology resources. There are two district appointed Tech Liaisons on the HS campus who provide training opportunities for HS/EHS staff and technology support for HS/EHS. Throughout the year, the Tech Liaisons and the Instructional Coordinators provide ongoing training to ensure proficiency with instructional technology. As of October 28, 2023, the following training have been offered: August Required Training Days both campuses provided training on; BOY Technology, Cyber Security, Frontline & Eduphoria, and training on student assessment computer programs. *EHS also provided training on time clock management; entering absences and appropriate work hours monitoring to prevent overtime.*
- HS/EHS provide training and devices for each classroom to enhance GoEngage data collection, training opportunities and communication with parents.
- AISD technology provides training to support program initiatives.
- HS/EHS participated in virtual training for professional development.
- *As of January 29, 2024, EHS has participated in the required minimum of five trainings and continues to offer technology training to include: CRISIS GO Review, Phish Alert, and Care Solace Training.*
- HS/EHS continue to be supported by Abilene ISD's technology resources. The minimum of 5 training per year has been accomplished. Both programs continue to support staff with technology needs to complete job related responsibilities.

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/EHS staff implement developmentally appropriate learning experiences with technology.
- HS/EHS 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.

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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:

- *Early Head Start /Head Start* have support from Abilene Independent School District's Director of School Safety and Security.

- We provide students, parents, and staff a safe environment by using cameras 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 and turned in to the district to ensure interior and exterior doors are always locked. Buildings can only be accessed by using a badge reader or a key.
- 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. *In EHS the guests can then take the child to their room and the same procedure is done at pick up time.*
- 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 monthly.
- A “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.
- The Operations Manager/Safety Coordinator attends monthly District Safety meetings and takes information back to campus to share with staff.
- Playgrounds and facilities are checked daily and documented for safety.
- Badge Readers are at the front doors and some other doors, and key entry is used for any other exterior doors.
- Cameras are installed on the exterior of the building, in hallways and *at EHS inside classrooms.*
- *MOY- EHS is still providing a safe environment by using the interior and exterior cameras. The interior and exterior doors are locked at all times. Door sweeps are done each week and documented for the review by state and local officials. Crockett received a 100% compliance on the TEA Intruder Audit.*
- *MOY- EHS continues to monitor who is allowed into the building through an intercom system at the front door. Then they are screened through raptor and given a badge. We conduct the screening from 8:30 am-3:30pm.*
- *MOY- EHS conducts safety drills through Crisis Go and communicates through this with staff. We are still documenting this on Crisis Go.*
- *MOY- EHS playgrounds and all of the campus are checked and documented for safety.*
- *MOY- EHS is still waiting for 2 crash bars on exterior gates on our campus. We are waiting on parts, then to be installed.*
- *MOY- EHS has had resistant film put on the exterior door windows and the adjacent windows. We have a few windows that still need the film.*
- *EOY- EHS is using the interior and exterior cameras to keep our campus safe. We do the weekly door sweeps to make sure all exterior doors are locked.*
- *EOY-EHS uses raptor to screen visitors who come on campus. We also have an intercom system that we can talk to visitors before they are allowed in the building. We check our playgrounds everyday and classrooms to make sure they are kept safe for the children.*
- *EOY-EHS conducts safety drills each month to prepare for emergencies.*
- *EOY-EHS is still waiting for crash bars to be installed. Maintenance has all the parts and needs to come install them.*
- *EOY-EHS has had resistant film put on all exterior door windows and adjacent windows.*

Challenges:

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:

- *The EHS assessment status report from Teaching Strategies GOLD indicates 100% of teachers have completed the first Wave of checkpoints for the 2022-2023 school year. Education*

Coordinator/Education Specialist will meet with each teacher to review class profiles and discuss areas of need.

- *EHS beginning of the year data (Wave 1) was analyzed on October 27, 2023. The data shows that EHS had their highest percentage toward expected outcomes in the Physical domain with 33% within Widely Held Expectations and the lowest score was in the Math domain with 83.21% within Widely held Expectations.*
- *As of January 29, 2024, the EHS assessment status report from Teaching Strategies GOLD indicates 100% of teachers have completed the second Wave of checkpoints for the 2023-2024 school year. Education Coordinator/Education Specialist will meet with each teacher to review class profiles and discuss areas of need.*
- *EHS MOY (Wave 2) was analyzed on January 29, 2024. The data shows that EHS had their highest percentage toward expected outcomes in the Physical and Cognitive domains with 100% and 98.27% respectively within Widely Held Expectations and the lowest score was in the Literacy domain with 92.27% within Widely held Expectations.*
- *As of April 24, 2024, the EHS assessment status report from Teaching Strategies GOLD indicates 100% of teachers have completed the third Wave of checkpoints for the 2023-2024 school year. Education Coordinator/Education Specialist will meet with each teacher to review class profiles of transitioning students and discuss any areas of need if children are not meeting School Readiness Goals.*
- *EHS EOY (Wave 3) was analyzed April 24, 2024. The data shows EHS had their highest percentage toward expected outcomes in the Social/Emotional domain with 99.24% within Widely Held Expectations, and the lowest score was in the Mathematics domain with 90.15% within Widely Held Expectations.*
- *HS/EHS Education aggregates and disaggregates school readiness data three times a year using the researched based online assessment system to generate data points. EHS uses Teaching Strategies GOLD, while HS uses CLI Engage Progress Monitoring Tool. This data is used by teachers to inform instruction and plan for individualization. Developmental screening data is tracked in myHeadStart 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. Beginning of the year data (Wave 1) was analyzed on October 27, 2023. The data showed that HS's highest percentage towards BOY expected outcomes was in Science with 84% and the lowest percentage was Letter-Sound Correspondence with 14%.*
- *Middle of the year assessment data was analyzed on January 29, 2024. Onset-Rime had the largest growth from BOY to MOY with a 47% increase towards the EOY expected outcome. Speech Production & Sentence Skills had the highest percentage towards the expected outcome with 103%. The area with continued need for improvement was in Letter Sound Correspondence with 23% toward the EOY expected outcomes. All newly enrolled students have been screened on the ESI-R developmental screener and logged in GoEngage.*
- *Wave 3 data was analyzed on April 22, 2024. Onset-Rime, under the Language & Literacy Domain had the largest growth from BOY to EOY with a 72% increase towards the EOY expected outcome. Speech Production & Skills had the highest percentage towards the expected outcome with 119%. The area with continued need for improvement was in Letter Sound Correspondence with a 43% toward the EOY expected outcomes. All newly enrolled students have been screened on the ESI-R developmental screener and logged in GoEngage.*

Challenges:

- *Increased new staff has created additional training and coaching needs for teachers.*
- *Staff turnover has created additional training needs for teachers and other staff.*
- *Retention and training has been a challenge for new staff.*

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 & EHS 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 & EHS Complete a Needs Assessment during the first wave ending on October 27, 2022. 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 goals.
- HS Wave 1 had a total 43 goals set within the following domains: Regard for Student Perspectives (1), Behavior Management (4), Productivity (3), Instructional Learning Formats (1), Concept Development (22), Quality of Feedback (4). and Language Modeling (8).
- Coaching frequencies have been adjusted as needed based on instructional needs within the classroom as observed by coaches, administration, teacher feedback and coordinating staff. As of January 29, 2024, HS has a total of 9 goals completed in the area of Concept Development and 45 ongoing goals in the following domains: Regard for Student Perspectives (1), Behavior Management (4), Productivity (1), Instructional Learning Formats (2), Concept Development (13), Quality of Feedback (5), and Language Modeling (19).
- *As of January 29, 2024, MOY, EHS Set 41 goals, 21 goals from the PBC Needs Assessment performed in October were met, and 73 other goals for the MOY were met.*
- Academic Coaching continued through the end of the year. As of April 26, 2024, 1 coaching goal was completed in the area of Emotional Support, 5 in Classroom Organization and 20 in Instructional Support. At the close of the year, there were 3 ongoing coaching goals in Classroom Organization Domain and 13 in Instructional Support.
- *EHS EOY, As of April 26, 2024 we had 28 goals in progress, 21 of these goals were met by the end of EOY wave 3. In April we set 2 new goals. Finishing out the year we have 6 goals that we are continuing to work on into May. These goals will be met by May 23, 2024.*

Challenges:

- *Staff retention and training new staff has been a challenge.*
- Substitute shortages left coaches having to sub more often.
- *Staff retention and training new staff has been a 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:

- *14 teaching staff hold an AA degree, 19 hold a CDA or equivalent. All staff are up to date on their Infant/Toddler CPR and First Aid. Ongoing CCR and Conscious Discipline trainings take place throughout the year for all staff. New teachers are receiving New Staff Orientation, CCR*

Orientation, Conscious Discipline, and GOLD training during their 12 week New Employee Training. As of October 27, 2023, all teaching staff were observed using the ITERS-3. Out of those observations 33 teachers scored 5 or above.

- *All HS teaching staff hold teaching certifications in 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. All paraprofessionals working as instructional assistants hold Child Development Associate certifications. Ongoing CLASS and Conscious Discipline trainings take place throughout the year for all staff. New teachers are receiving Conscious Discipline, CIRCLE and CLASS training during their bimonthly Mentor Mondays.*
- *14 teaching staff hold an AA degree, 19 hold a CDA or equivalent. All staff are up to date on their Infant/Toddler CPR and First Aid. Ongoing CCR and Conscious Discipline trainings take place throughout the year for all staff. New teachers are receiving New Staff Orientation, CCR Orientation, Conscious Discipline, and GOLD training during their 12 week New Employee Training. ITERS-3 observations have not been completed but are in progress.*
- *As of April 26, 2024, 11 teaching staff have an AA degree, and 19 have a CDA or the equivalent. All staff are up to date on their Infant/Toddler CPR and First Aid. Throughout the school year all staff have received CCR, Conscious Discipline, and TRS training. Our 12 Week Training Guide has been completed with all new teachers which includes New Staff Orientation, New Teacher Orientation, CCR Orientation, Conscious Discipline, and GOLD training. All new staff hired in the 23-24 school year have received their New Staff Orientation which includes CCR, Conscious Discipline and TRS requirements. All ITERS-3 observations have been completed for the 2023-2024 school year.*

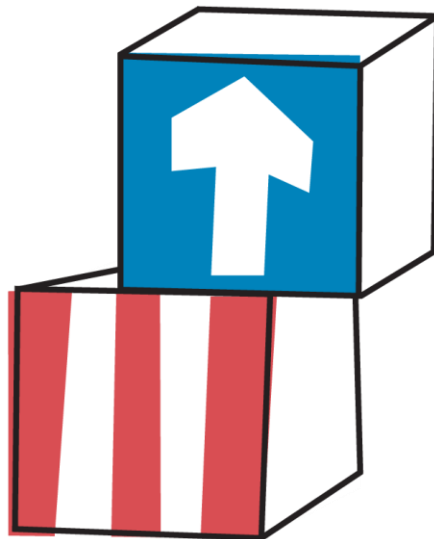
Challenges:

- *Increased new staff has created additional training and coaching needs for teachers.*
- *Staff retention and training new staff has been a challenge.*



**Head Start/Early Head Start
Executive Overview of 2023-2024
Self-Assessment Findings and Program
Improvement Plan**

May 2024



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 2023-2024 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 second year of a five-year monitoring cycle. In the fall of 2023, the program participated in a Focus Area One monitoring review from October 30, 2023 - November 1, 2023. A Program Performance Summary Report was received on December 8, 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, during the week of December 2-6, 2019. Communication from OHS, on December 13, 2019, indicated that the program met the expectations for CLASS. Scores from the Review were compared to the 2019 and 2020 national mean for Head Start programs. Head Start CLASS scores remained at the national mean for both school years. The EHS and HS programs completed a Focus Area Two Monitoring Review during the week of January 27-31, 2020. The OHS Program Performance Summary Report sent to the 2019- 2020 AISD School Board President, Randy Piersall on April 30, 2020, identified many strengths within the programs and stated that there were no compliance findings.

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, 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 2023 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 and Early 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 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 FY 2023 Focus Area Two Monitoring Protocol, a review and revision of 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 2024 for the third year of the five-year cycle.

Assisting in this year's self-assessment process were Head Start and Early Head Start administrators and managers, Abilene ISD district personnel, Head Start and Early Head Start front-line staff, Policy Council members (Head Start/EHS parents and community representatives), a current AISD Board of Trustee member, a former AISD Superintendent, 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 February 23, 2024, and April 26, 2024. 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 April 26, 2024. 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 were presented the information on July 8, 2023. The Policy Council reviewed and approved the Report and the Plan in August 2024.

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 FA1 Monitoring Review and CLASS 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)
Governance	Policy Council By-laws	This information includes the composition of the Policy Council and how it operates and oversees the direction of the program.	Review of the Policy Council By Laws indicated that the composition of the PC meets the requirements in the Program Performance Standards and the Head Start Act.
Governance	Policy Council training agendas/minutes	The agendas and Policy Council minutes indicate a variety of training opportunities for the Policy Council.	Review of the Policy Council Agendas revealed that that the PC was initially trained on the entire PC responsibilities according to the Program Performance Standards and the Head Start Act. Additionally, the review confirmed that ongoing training was provided throughout the program year.
Governance	Management Policies and Procedures Manual	The Management Policies and Procedures Manual contains the required policies and procedures which meet or exceed the Head Start Performance Standards and the Head Start Act	The review of the Manual indicated that shared governance exists between the Governing board and the Policy Council.
Governance	Management Procedure for hiring & retention of staff	Review the Management Procedure for hiring and assure the process and questions are sufficient for hiring high quality employees.	A review of the Hiring Procedure indicated that the steps were well written and is meeting the needs of the program.
Governance	Program Plans	All plans include systems and services that meet or	A review of the Governance Program Plan indicated that all areas were addressed through

		exceed the Program Performance Standards.	action steps, timelines, responsible parties, and evidence to validate that the Program Performance Standards and the Head Start Act were met.
Governance	Policy Council Membership Roster	Policy Council Rosters demonstrate that the programs meet the requirements of the Program Performance Standards and Head Start Act.	The composition of the Parent Policy Council met the requirements of the Program Performance Standards and Head Start Act.
Governance	Policy Council Minutes	Policy Council minutes assure that all requirements of the Program Performance Standards and the Head Start Act were met.	The Parent Policy Council was established early in the program year and maintained an active and meaningful role in the direction and operation of the program. The PC participated in the planning, review, and approval etc. of all required areas.
Governance	Board roster and Board policies concerning election, etc.	Review rosters to assure that the roster meets the requirements of the Program Performance Standards and the Head Start Act.	As an elected body, the AISD School Board is not required to have a member who is an attorney, an early childhood educator, or a fiscal expert. The Board retains an attorney as needed to provide legal expertise and advice to the Board. The Board does have members who have education and financial experience and expertise.
Governance	Board of Trustee meeting minutes	Review the Board minutes to assure that all requirements of the Program Performance Standards and the Head Start Act were met.	Review of the Board minutes and reports to the Board indicate that they are well informed and were actively involved in all areas of program operation and monitoring as required.
Governance	Community Assessment	Information from the Community Assessment is used to design programs/systems to meet	Review of the Community Assessment showed that the program is designed to meet the needs of the community.

		the needs of the families within the community.	
Governance	Annual Report	The document is designed to assure that the governing body is well informed of the program's design.	Review of the Annual Report revealed the governing body is well informed of the program's design.
ERSEA	Eligibility determination records	Documentation of eligibility and proof of the eligibility records.	All documentation of eligibility and supporting documents matched.
ERSEA	GoEngage	The review of GoEngage documents assures tracking of eligibility/enrollment/attendance.	Files were reviewed and all documentation of eligibility, enrollment dates and daily attendance in GoEngage matched.
ERSEA	Frontline	Frontline is an AISD platform to track student information. The review of data in Frontline assures that tracking of enrollment and attendance is consistent.	Files were reviewed and documentation matched.
ERSEA	Community Needs Assessment	Analysis of community needs for the recruitment and selection process.	Recruitment is strong in areas with a high population of eligible children. Selection criteria accurately prioritizes children with the highest needs.
ERSEA	Waiting lists	The review of waiting lists tracks the numbers of children on the waiting lists.	Waiting list and report documentation matched.
Program Design/Structure	Community Needs 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	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 child-care is a community wide issue. Solutions are in progress. Two barriers are funding and staffing.

		determine locations of centers, program options, goals, community strengths and needs.	
Education	Lesson Plan required elements	Teachers and the 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, formally My Head Start, is also used.
Education	Cognitive, Social & Emotional Procedures/Policies	Program uses 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 Learning Outcomes Framework. These goals are also aligned with the AISD's 1st 6 weeks kindergarten report card.
Education	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. ESI-R was updated to ESI-3.
Education	Teacher Interviews	Teachers discussed the effectiveness of PLC's, ideas for future training and how to help further understanding and	PLC's have been a positive way to allow collaboration among staff and deepen understanding. Teachers suggest they would benefit from additional training on Feeling Buddies Curriculum,

		application of professional development.	Adaptive Read Alouds and/or processed art.
		Teachers/Coaches reviewed the Practice Based coaching process to promote quality interactions in the classroom using CLASS dimensions. Coaches discussed the process of identifying coaching frequencies.	Teachers and academic coaches found that Practice Based Coaching improved understanding of CLASS objectives, areas of instructional strength and improved higher order questioning and techniques. Coaches stated their documentation and tracking show growth toward instructional goals. Teachers report small group instruction has improved. Coaches found that the process of identifying frequencies through the Classroom Needs Assessment is effective.
		Teachers discussed the use of child assessment data in the planning of individualization, small and large groups and how it is documented weekly.	Teachers use information from CLI assessments, informal assessment, and observation data to individualize small and large groups. Students are grouped based on individual needs. All individualization is documented weekly in lesson plans as well as in personal teacher documentation.
Education	Academic Coaches	Coaches discussed resources that would be helpful to the coaching process.	Coaches noted they would benefit from collaboration among fellow Academic Coaches and/or more CLASS training.
		Coaches discussed our campus New Teacher Orientation process and important areas of focus.	Current New Teacher Orientation information covers the most important topics and is relevant however, there may need to be more guidance in the planning of district daily schedules.
		An interview with coaches to review the supports/connections between home and school in the area of academic progress	Coaches expressed that the current CLI Student Summary sent to parents is the most informative. It is concise and gives an overview on

		and preference on CLI Progress Monitoring Reports.	student progress that is easy to analyze.
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	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. It is a great plan to ensure that students are making progress on their educational and social emotional development.
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	EHS Playground Checklist, Texas Rising Star Classroom Assessment Tool.	Compared the EHS playground checklist with the TRS Classroom Assessment tool to ensure compatibility.	Comparison showed a need for a revision of the current EHS playground checklist. The current checklist does not include natural elements, additional

			centers, or teacher/child interaction.
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	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.
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)
Mental Health	Program Plan	The plan provides systematic methodologies used to provide services to HS/EHS children, families, and staff, and to ensure compliance with current Head Start Standards.	The review of the Mental Health Plan did not reveal any areas of concern. The Devereux Adult Resilience Survey (DARS) will be completed by program staff as needed.
Mental Health	Suspension & Expulsion Policy	Long Early Learning Center prohibits the use of suspension due to behavior. The Suspension and Expulsion Policy provides a support framework for students with challenging behaviors to ensure positive outcomes.	The Long Early Learning Center Suspension & Expulsion Policy employs a multifaceted approach to behavior support, utilizing resources and collaboration from the Directors, Mental Health Consultants, teachers, Behavior Coaches, Family Advocates, and parents. The parent interview indicated that the policy was current and relevant, that it clearly defined steps for support, and that they could not specify any areas of improvement or refinement.
Mental Health	EHS/HS Mental Health Referral Forms	Used to make referrals to any component area to ensure	All MH referrals were appropriately completed when submitted correctly.

		follow-through on staff or parent concerns	The referral procedure is clear and easy to follow.
Mental Health	EHS Mental Health Service Log/ HS Service Tracking Sheet	To ensure compliance within the prescribed time for social/emotional assessment dates, completion of all permission forms before services were provided, and that concerns were appropriately addressed	All assessment dates were within 45 days of enrollment, dates in GoEngage matched dates on the service tracking sheet. Services were provided when parent permission was secured.
Mental Health	Go Engage Tracking	To ensure compliance within the prescribed time for social/emotional assessment dates, completion of all permission forms before services were provided, and that concerns were appropriately addressed	All assessment dates were within 45 days of enrollment, dates in the GoEngage files matched the dates on the service tracking sheet. Services were provided when parent permission was secured.
Mental Health	Cognitive/Social-Emotional Development Procedures/Policy	To ensure a fluid procedure for teachers when referring children for cognitive and/or social-emotional needs.	It was noted that the system was fluid, trauma-informed, specific, and clear. The teacher stated that Student Support Team Meetings gave her insight into resources and strategies she was unfamiliar with and would utilize to support students. The teacher suggests that support in implementing the interventions (modeling, practicing) would be helpful.
Mental Health	Homeless Designation Procedure, Confidentiality Policy, Bully Prevention Policy/Procedure, and Child Abuse and Neglect Policy/Procedure	To ensure there is a fluid procedure for staff to follow for the following procedures: Homeless Designation Confidentiality Bully Prevention Child Abuse Reporting	All policies and procedures seemed to be in place and easy to follow and understand.
Mental Health	HS/EHS MH Coordinator Job	To ensure the availability of the MH Coordinator and	The HS and EHS Mental Health Coordinator work full time and

	Description and Contract	that all program mental health needs are appropriately planned for.	office on site. Parent states that in their experience Mental Health Coordinators are available to parents, staff, and students daily and work diligently with all parties to develop interventions for mental health support.
Mental Health	Mental Health Observation Form and Best Practice Observation	Used to ensure that universal (Conscious Discipline Structures/Skills) social-emotional practices are taught in the classroom. Also, to note students in need of social-emotional intervention.	Comprehensive overview of a social-emotionally healthy classroom.
Mental Health	Behavior/Conscious Discipline Coach	Evaluation of the Practice-Based Social-Emotional Coaching Processes and identifying resources and supports that would benefit the coaching process and staff overall.	Behavior Coach noted that the extensive turnover in staff, including teachers and assistants, revealed a need for more training opportunities to increase understanding of behaviors and the skills necessary to support them. Training in understanding poverty, sensory integration, and emotional dysregulation was suggested as valuable professional development opportunities to help strengthen awareness.
Health/ Nutrition	FY2023 FA1 Monitoring Protocol, Periodicity, Frontline, GoEngage program	HS/EHS Performance Measures in the Monitoring Protocol	HS/EHS health/nutrition are 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, Go Engage, and clinic tracking forms. Child health status and care is well documented. Reviewed Periodicity tracking and wellness and oral health forms. Special needs folder

			reflected the students' chart and ER cards reflected allergies and diagnosis matched. Participants noted that the clinic is very thorough and helpful with families and documentation. It was noted that language is sometimes a barrier with some families. documented. Reviewed Periodicity tracking and wellness and oral health forms. Special needs folder reflected the student's chart and ER cards reflected allergies and diagnosis matched. Participants noted that the clinic is very thorough and helpful with families and documentation. It was noted that language can be a barrier for some families.
Health/ Nutrition	Subpart D Plans	HS/EHS Health Performance Standard guidelines/objectives are addressed with information on how HS/EHS Health services are met.	The information reflected that children served in HS/EHS maintain an ongoing source of health care, preventive care and follow-up.
Health/ Nutrition	Clinic Service Sheets/ Go Engage	Monitors ongoing health care needs of children and ongoing communication with families.	Clinic service sheets reflect oral and medical health care providers- access to ongoing health care, preventative health care appointments, referrals and follow ups completed and continued needs. Notes on communication and collaboration with parents are kept in GoEngage.
Health/ Nutrition	Electronic Communication	Collaboration with HSAC members.	Electronic communication provides the opportunity to collaborate and share information with HSAC members when in person meetings are not possible. HSAC members noted that the committee is well organized and efficient, members

			are well informed, and time is respected.
Safety	On-line 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.
Safety	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. One classroom had adult scissors within reach of children, and they have now been moved to a place where children cannot reach them, and a few plug covers were missing and have been replaced.
Safety	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. A few signs had fallen off and the bus drivers were given new signs to post.
Safety	Driver Training Data Sheet	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.
Safety	Sub-part D Plans 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.

Safety	Sub-part F Plans Transportation	Document which shows the elementary and names of all the students who ride to Long and/or back to one of our 13 elementary campuses in Abilene ISD.	HS, bus transportation is available for children to ride (from the nearest elementary) to and from our campus. <i>EHS transportation is available to teen parents so they can bring their children to the center and then be taken to their school.</i>
PMQI/ Human Resources Mgmt.	Standards of Conduct	Standards of Conduct for HS/EHS programs are used to ensure health, safety, and quality services for children and families.	The Standards of Conduct for Head Start/Early Head Start is contained in the Head Start/Early Head Start Policies and Procedures Manual. The standards were clear and met all requirements of local, State, and Federal agencies.
PMQI/ Human Resources Mgmt.	Job Descriptions	Describe duties for each position in the program and the qualifications for the positions, number of contract days, supervisor, etc. so new staff members know the expectations of the supervisors and so all positions are posted for filling using correct qualifications.	Job descriptions are clear. They are reviewed two times a year when time & effort sheets are signed.
PMQI/ Human Resources Mgmt.	Interview Procedure & Documents	The Interview Procedure is used to ensure that each interviewee gets the same opportunity to express their knowledge and skill. The Procedure allows for the interview team to have consistency throughout the process	The interview procedure was well written. The interview questions were thorough, providing enough information to elicit the skills of the interviewee. No changes were noted.
PMQI/ Human Resources Mgmt.	ITERS-3, <i>Missouri Tool</i> , TTESS, CLASS, SSTs, CLI Staff Files	Observation tools used by the program to determine quality of services in the classroom provided to children by teachers. These tools provide information for program	The monitoring tools were used in observations this year. The observations reveal strong teaching/learning connections in the classrooms. Coaching documentation is included in the

		structures, goals and decisions.	data collection to show growth in the program.
PMQI/ Human Resources Mgmt.	Criminal history tracking tool and staff files	A Criminal History Tracking tool shows when a person received results from criminal history checks and staff files show the completed forms to ensure these are maintained and up to date.	Staff have required Criminal History checks that are well documented. AISD Early Childhood Program has a well-established background check process to ensure students and staff are working with safe individuals.
PMQI	Communication Tools used with staff	Meeting documentation, tracking tools, monthly reports, text groups, emails, along with open door policies are used by the leadership team to share campus concerns and/or needs.	<p>The Leadership teams on both campuses meet regularly to discuss component area concerns and the needs of students, families, and staff. Various tracking tools, monthly reports, and emails are used to verify follow through and completion of duties.</p> <p>Teaching staff reported Remind is the primary communication tool used with families. It was suggested that a staff Remind is created in addition to email and Cub Connection.</p>
PMQI/ Human Resources Mgmt.	Communication Tools used with families	The program recognizes that communication is multifaceted and therefore we integrate several forms of communication to include social media platforms, email, call out system, phone calls, Remind app, web page, bulletin boards, home visits, parent conferences, daily communication sheets, calendar of events, newsletters, and open-door policy.	Staff and families report that Remind is the most preferred method of 2-way communication. Facebook has proven to be an effective method of sharing information, but Remind remains the best way for actual communication. Parent training, "Lunch & Learns" have made a positive impact.

PMQI	Staff Wellness	The program works to ensure staff feel connected, supported and valued.	Teachers reported professional development opportunities in and outside the campus make them feel valued. It was also reported that classroom support from all support staff is appreciated. This includes instructional, behavioral and emotional support to ensure the whole child and the whole teacher are understood. Staff would like more time to connect with each other.
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	Focus Area One Monitoring Protocol	Data gathered and analyzed by EHS and HS FCE Coordinators was used to answer all questions listed in the Protocol.	The data indicates a strong family engagement program is in place. Processes to support families include father initiatives, connecting families with community partners, parent training opportunities, helping families set school readiness and family goals, assisting parents/guardians in the strengthening of parenting skills, and communicating clearly and regularly with families regarding their child's learning processes and needs.
Family & Community Engagement	Surveys with Program Parents and Community Partners	Program parents and Community Partnerships completed a program survey.	The parents survey reports positive communication with Early Childhood staff to create a welcoming and collaborative environment.
Disabilities	HS Performance Standards	Guidance for developing program plans.	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 in compliance.
Disabilities	Safety Procedures for arrival & dismissal	To ensure practices for arrival and dismissal meet the safety requirements of the district	Requirements were met.
<i>Disabilities</i>	<i>EHS Federal Performance Standards</i>	<i>Staff and parent interviews were conducted on the program plan, Progress Notes, ECI services and Integrating IFSP into lesson plans.</i>	<i>In compliance.</i>
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 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 earlier 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 can 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	Reviewed a revised Parent Contact #4 to see if the revisions thoroughly covered what was on the previous Individual Transition Plan.	Teacher reported that the revised Parent Contact #4 covered the mandatory information clearly.
		Teacher was asked if there were any materials needed that would improve the implementation of transition strategies in the classroom.	Teachers would be interested in learning more kindergarten learning activities to do at the end of the year.
<i>Prenatal</i>	<i>EHS Prenatal Curriculum and Resources Binder</i>	<i>Review prenatal education curriculum and resources to assess compliance with Head Start Performance Standards.</i>	<i>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.</i>
<i>Prenatal</i>	<i>Parent interview questions</i>	<i>Former prenatal parent was asked to comment on her experience with the EHS Prenatal Program.</i>	<i>The data collected from the parent interviewed indicated appropriate prenatal education, referrals and support was provided.</i>
<i>Prenatal</i>	<i>Staff and Community Member Questions</i>	<i>Staff were asked questions concerning prenatal family partnership agreements, pre-natal services and file documentation & tracking forms.</i>	<i>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.</i> <i>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.</i>
Fiscal	Procurement Records	The Procurement Records verify spending.	Budget was allocated properly.

Fiscal	Budget Reports	Budget reports are used to check monthly spending and the overview of purchases.	Spending was budgeted correctly.
Fiscal	In-Kind documentation and reports	These reports show documentation of In-Kind services	Grant requirements for total nonfederal share was satisfied.
Fiscal	AISD Fiscal Year 2023 Annual Audit Report	These reports show documentation of HS/EHS funds.	Funds were expended properly and used to follow all HS Performance Standards
Fiscal	Administrative Costs (below 15%)	Review grant application and budget reports for administrative cost.	Administrative expenses were well below the allowed 15%.
Fiscal	CACFP Audit Records	Shows reimbursement of food services	Funds were expended according to CACFP regulations
Fiscal	Program Plan	Review our operating processes to ensure compliance.	Plans were updated as needed.

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 Abilene ISD Head Start and Early Head Start programs are well-developed programs. All staff are highly qualified and the district’s compensation plans and benefits are strong, comparing favorably to similar positions within the community. The program has a history of strong performance and excellent monitoring reviews. The program has focused on professional development activities designed to improve cognition and behavioral instructional strategies for staff, families and children experiencing social/emotional/trauma induced situations as well as low language. The programs also focused on adult-child interactions and the quality of instruction in all classrooms. Both programs are vested in mentor/coaching to support new and seasoned instructional staff. Classroom coaches provide feedback and high-quality resources to individual teachers in order to promote growth for teachers

and students on an ongoing basis. Investing in staff members is vital to the success of the program. Staff wellness opportunities are a continual practice the program provides support as well. These investments have resulted in strong school readiness outcomes for children and families. The Head Start program also holds a strong partnership with AISD. This partnership ensures quality services through disabilities, homelessness, human resources, fiscal management, health/nutrition, and safety.

b. Strengths determined by the Administration for Children and Families

From October 30, 2023, to November 1, 2023, a Focus Area One monitoring review was conducted within EHS/HS programs. The Office of Head Start deemed the programs compliant in the following:

- Process for monitoring performance and progress toward goals with informed improvement
- Structures and systems are designed to be responsive to community needs
- Supports collaboration across program staff, governing body, and policy council to facilitate effective program governance
- Supports effective program oversight and engagement with families and the community
- Defined approach for ongoing supervision, support, and responsibilities
- Effective teaching strategies with an environment that is responsive to children's needs
- Researched based data tools are used to support children's progress
- Practiced Based Coaching ensures quality teaching practices
- Appropriate safety practices and policies
- Ensures children become and remain up to date on medical and oral health care
- Engages families through open and responsive communication bases on strengths and needs
- Maintains community partners to meet the family's needs
- Establishes transparent, data-informed process to develop and maintains a budget that aligns with program goals
- Ensures only allowable costs are charged to the Head Start award

All participants in the 2023-2024 Self-Assessment process confirmed the strengths listed above.

c. Systemic Issues

The Self-Assessment committee members didn't reveal any systemic issues indicating the lack of or failure of program-wide management systems, or within any individual program area.

d. Progress of the program in meeting its goals and objectives

The AISD's Early Head Start/Head Start program is in the second year of a five-year grant cycle. There is a historical trend of academic and social emotional progress toward meeting goals each year. The 2023-2024 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:

- *Early Head Start 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, EHS data indicated that the children met the goals expected of them in the following areas: Social Emotional 99.24%, Physical 97.69%, Language 91.67%, Cognitive 98.49%, Literacy 90.91%, and Math 96.43%. Gold assessment data indicates growth in all developmental areas and at all developmental levels expect Social/Emotional.*
- 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- 25%, Social/Emotional-13%, and Physical Development-18%. The end of year expected outcomes for Wave 3 were as follows: Cognition-85%, Social/Emotional -77%, and Physical Development-90%.

Challenges:

- Excessive absences with students and staff 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 Early Head Start showed the highest reported percentage of families EOY outcome per domain.*
 - *Family Well Being 41% (Thriving)*
 - *Parent-Child Relationships 44% (Self-Sufficient)*
 - *Families as Lifelong Educators 52% (Thriving)*
 - *Families as Learners 29% (Self-Sufficient)*
 - *Family Engagement in Transition 66% (Thriving)*
 - *Family Connection to Peers and Community 42% (Engaged)*
 - *Families as Advocates and Leaders 45% (Vulnerable)*
- The Family Needs Assessment for Head Start showed the highest reported percentage of families EOY outcome per domain.
 - Family Well Being 62% (Thriving)
 - Parent-Child Relationships 64% (Thriving)
 - Families as Lifelong Educators 39% (Engaged)
 - Families as Learners 40% (Thriving)
 - Family Engagement in Transition 76% (Thriving)
 - Family Connection to Peers and Community 45 % (Thriving)
 - Families as Advocates and Leaders 41% (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:

- *EHS 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.*
- 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.

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:

- *Early Head Start's eDECA scores showed infant students were determined to have a strength in all areas for social-emotional development. These areas include Total Protective Factor, Initiative, and Attachment/Relationships. The toddler students showed 100% in the typical range for Total Protective Factor, 100% in the typical range for Attachment/Relationship, 100% typical in Initiative, and 100% typical in Self-Regulation. These areas include Total Protective Factor, Initiative, and Attachment/Relationships. The toddler students showed 100% in the typical range for Total Protective Factor, 100% in the typical range for Attachment/Relationship, 100% typical in Initiative, and 100% typical in Self-Regulation.*
- Head Start end-of-year e-DECA data showed change and consistency across the areas evaluated. Growth was seen in Total Protective Factors and Attachment and Relationships as they improved from 12% to 9% and from 14% to 9%, representing a 3% and 5% decline. While Initiative improved the number of students progressing from typically developing to strong, needs stayed constant at 11% from mid-year to end-of-year. Behavioral Concerns at the end-of-year mirrored the beginning of the year exactly at 78% typical and 22% need. Self-Regulation was the only category that increased in need from mid-year, rising from 13% to 14%.

Challenges:

- Students, families, and staff are experiencing greater stressors and social/emotional challenges in the home and school settings. Expected social/emotional growth may be slow due to these challenges.

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 and Early Head Start maintained over 70 community partnerships throughout the year. Trainings were held throughout the year which increased networking opportunities for staff and provided information for our families.

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:

- HS/EHS BOY Health Service Advisory Meeting was November 9, 2024 and the Community Service Advisory was held October 4, 2023.
- HS/EHS EOY Health & Community Service Advisory Committee was held April 25, 2024.
- EHS Master Family Advocates attend the Community BASIC NEEDS Network Meeting held quarterly.
- HS Master Family Advocates attend Champions for Children.

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 third wave; Crisis Go, Phish Alert, e-DECA, CLI, Eduphoria, Cyber Security, Frontline, and Care Solace.
- 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.

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:

- Early Head Start /Head Start have support from Abilene Independent School District's Director of School Safety and Security.
- The program provides students, parents, and staff a safe environment by using cameras 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 at the front door through the Raptor system.
- Crisis Go is utilized for monthly safety drills and communication during drills.
- HS/EHS continue to utilize all safety and security protocols to keep everyone on campus safe.
- HS/EHS Early Childhood Facilities and Operations Manager continue to attend monthly District Safety meetings.

Challenges:**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:

- *EHS Education aggregated and disaggregated school readiness data three times a year using the researched based Teaching Strategies GOLD online assessment system to generate data points. This data was used by teachers to inform instruction and plan for individualization. The data indicated that EHS continued to show growth in all domains of the Widely Health Expectations, showing students are meeting their growth outcomes in all areas of development. The area of Social/Emotional with 99.24% was the greatest growth. The lowest growth was seen in the area of Math with 90.15% towards Widely Held Expectations.*
- HS Education aggregated and disaggregated school readiness data three times a year using the online CLI Engage Progress Monitoring Tool to generate data points. This data was used by teachers to inform instruction and plan for individualization. The highest percentage of growth was seen in Onset-Rime, under the Language and Literacy Domain with 72% increase from BOY to EOY. Speech Production & Skills had the highest percentage towards the expected outcome with 119%. The area with continued need for improvement was in Letter Sound Correspondence with a 43% toward the EOY expected outcomes. All newly enrolled students have been screened on the ESI-R developmental screener and logged in Go Engage.

Challenges:

- Staff retention plays 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.

Challenges:

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 new Early Head Start teachers complete a 12-week coaching program as well as Child Care Regulations Orientation.*
- All HS 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. All paraprofessionals working as instructional assistants hold Child Development Associate certifications. Ongoing CLASS and Conscious Discipline trainings take place throughout the year for all staff. New teachers received Conscious Discipline, CIRCLE and CLASS training during their bimonthly Mentor Mondays.
- All HS 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. Areas for program improvement were identified for the areas of ERSEA, Transition, Health Program Services, Mental Health, Safety Practices, and Family and Community Engagement.

b. Program Improvement Plans

Performance Std.	Proposed Corrective Action or Improvement Plan	Person Responsible	Time Frame for Completion
1302.16 (a) 2 (ii) Attendance	<i>Children with perfect attendance for the month will receive a book.</i>	<i>EHS Master Family Advocate</i>	<i>8/1/24</i>
1302.16 (a) 1 Attendance	<i>Write a Tardy Policy</i>	<i>EHS Program Director, ERSEA Specialist</i>	<i>8/1/24</i>
1302.16 (a) 2 (iv) Attendance	<i>Develop appropriate strategies to improve individuals' attendance that are at risk of missing ten percent of program days.</i>	<i>EHS Program Director, ERSEA Specialist, Master Family Advocates</i>	<i>8/1/24</i>

1302.31 (b)(1)(iv) Teaching and the learning environment	Continue to improve developmentally appropriate teaching practices to enhance individualized learning experiences.	Director, Assistant Director, ECD Coordinator	August 2024 - June 2025
1302.34 (a) Parent & family engagement in education & child development services	To support parents as lifelong educators, EHS will send home children’s books at least 3 times per year.	Director Assistant Director ECD Coordinators.	August 2024 to June 2025
1302.45(a)(1) Wellness Promotion	Continue to refine and improve supports for effective classroom management and positive learning environments; supportive teacher practices; and strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns	HS Mental Health Coordinator(s)	August 2024 - June 2025
1302.45(b)(5) Mental Health Consultants	Informing more staff and families about access to Care Solace. (<i>Continue to utilize Care Solace for both parents and staff as needed</i>).	EHS mental health coordinator	August 2024- June 2025
1302.45 (a)(4) Wellness Promotion	Build community partnerships to facilitate access to additional mental health resources and services, as needed.	EHS mental health coordinator	August 2024- June 2025
1302.47(b)(9) Safety Practices	Updated Covid-19 mitigation protocol	Administration	Completed before the HSAC spring meeting 4/25/24
1302.42(c)(3) 1302.43 Child Health Status & Care	Due to toothbrush sanitizers not being available for purchase at this time, we will increase the frequency of replacing toothbrushes to every month. Individual toothbrushes will be replaced after an illness (strep, flu, covid, etc.). Toothbrush holders and covers for storage will be replaced yearly or as needed.	Health Coordinator Clinic staff Teachers	Beginning of school year Monthly Ongoing
1302.47(b)(4)(i)C Safety Practices	Due to the continued care of children and based on their age, once a clinic has a care plan in place for a child, it will be effective throughout the duration attending EHS/HS per School Physician. Care plans will be discussed by parent/guardian and nurses at the beginning of every year for any changes, if changes- then a new care plan will be submitted to the pediatrician.	Clinic Staff Health Coordinator	Beginning of year Ongoing

1302.93 Staff Health & Wellness	Staff Wellness monies will be used to support campus culture and climate as well as staff's individual needs.	Leadership	August 24-May 2025
1302.47(b)(1)(vi) Safety Practices	Add First Aid Kits on each Playground	Operations and Nurses	Completed
1302.61 (a) (a) Additional services for children with disabilities.	HS-Bi-monthly staff meetings to address classroom needs and activities.	Disabilities Coordinator	On going
1302.34(b)(3) Parent & Family Engagement in Education 1302.71(b) Transitions from Head Start to kindergarten	Individual Transition Plan and Parent Contact 4 (2nd conference) combined so the parent has all the information on form.	Amanda Johnson	September 2024
1302.71(c)(2)(ii) (iii) Transitions from Head Start to kindergarten	Plan Coordinator visits to various Kindergarten settings within the district to gain a better understanding of the next learning environment including various Special Education and Behavior settings.	Amanda Johnson Julie Wilson	September 2024 - March 2025
HS Act 75.303(a) Fiscal	Develop Requisition Flow Chart	Sunne Schaake Suzy Vega	June 2024

VI. Self-Assessment Participants:

Member Name	Member Role (Staff, Parent, Community, Board)	Activity
Julie Wilson	Staff, Director of AISD Early Childhood Programs	Review documents, Answer interview questions, Review Protocol, Interview Community Members
Jana Nicole Churchill	Staff, Head Start Assistant Director	Review Protocol, Review documents, Review of CAN; Reviewed Toothbrushing requirements and process, survey completed

<i>Chris Krause</i>	<i>Staff, Early Head Start Program Director</i>	<i>Review documents, Answer interview questions, Review Protocol, Interview Community Members</i>
Melanie Facundo	Staff, Early Head Start Assistant Director	Review documents
<i>Dusty Fahey</i>	<i>Master Family Advocate</i>	<i>Review of enrollment; Review documents, Ensuring that family style meal is being provided at CEHS; Transportation Self-assessment report review</i>
Tammy Jones	Master Family Advocate/ERSEA Coord; Head Start Transition Coordinator	Reviewed enrollment; Survey creation, data collection, community, and program collaboration
<i>Whendy Lee</i>	<i>ERSEA Coordinator</i>	<i>Reviewed enrollment; Survey creation, data collection, community, and program collaboration</i>
Cindy Morris	Community Member	Review of attendance
Mallory Sinquefield	ACU Intern	Review of enrollment; Family Strength & Needs Assessment
Kelly Harris	Staff, EHS Education Specialist	Review documents for Admin, Interviews
Jenny Putnam	Former Head Start Director	Review documents for PMQI, Interviews
Amanda Johnson	ECD Coordinator; Head Start Transition Coordinator	HS Self-Assessment Leader Reviewed Tracking Documents
Kasie Kidd	ECD Coordinator; Head Start Transition Coordinator	HS Self-Assessment Leader Reviewed Tracking Documents
Shannon Baker	Head Start Teacher	Teacher Interview: Planning, Coaching & Kindergarten Readiness Reviewed Program Practices
Courtnei Flores	Head Start Teacher	Teacher Interview: Planning, Coaching & Kindergarten Readiness Reviewed Program Practices
Kimberly Bruton	Head Start Teacher	Staff Wellness

Caitlin Miller	Head Start Teacher	Staff Wellness
Santana Gonzales	Parent	Reviewed documents for Admin
Laura Martinez	EHS Campus Secretary	Reviewed documents for PMQI
Jana Oates	Former AISD Classroom Teacher	Reviewed School Readiness Plan and data analysis
Dr. David Polnick	Former AISD Superintendent	Reviewed School Readiness Plan and data analysis
Danielle King	Academic Coach	Classroom Coaches Interview: Practice Based Coaching Plan; Reviewed Individual Transition Plan, Parent Contact #4
Katelin Waldrum	Academic Coach	Classroom Coaches Interview: Practice Based Coaching Plan
<i>Denise Rister</i>	<i>Education Coach/Coordinator</i>	<i>EHS Self-Assessment Leader; Reviewed documents</i>
<i>Kelly Harris</i>	<i>Education Specialist</i>	<i>EHS Self-Assessment Leader; Review documents for PMQI</i>
<i>Alyssa Hernandez</i>	<i>EHS Parent</i>	<i>Interview: Education Coach/Coordinator: Staff Qualifications and PBC Plan</i>
<i>Alicia Sherrill</i>	<i>Texas Rising Star Coach</i>	<i>Reviewed: Transition Document</i>
<i>Samantha Mayorga</i>	<i>EHS Teacher</i>	<i>Reviewed: Screening and Assessment Tools</i>
<i>Lorena Maldonado</i>	<i>EHS Teacher</i>	<i>Interviewed: Teaching Strategies and Learning Environments.</i>
<i>Melanie Adkins</i>	<i>EHS Operations Manager</i>	<i>Interview: Outdoor Learning Environments and Playground Safety; Reviewed documents; Transportation & Safety - Completed the SA process and report</i>
<i>Mackenzie Garcia</i>	<i>EHS Parent</i>	<i>Parent interview: School Readiness Plan and Home/School Communication</i>
<i>Tasia Cummings</i>	<i>Teacher</i>	<i>Teacher Interview: Classroom monitoring tools</i>

Alicia Sherrill	Mentor Teacher	Teacher Interview: Data and Assessment tools.
Kori Stewart	Head Start Mental Health Coordinator	Reviewed the Mental Health Plan to ensure program compliance on all regulations are met in the area of mental health and MH Coordinator Job Description.
Kelli Jowers	Early Head Start Mental Health & Disabilities Coordinator	
Casandraann Casarez	HS Parent	Reviewed Suspension & Expulsion Policy; Reviewed Program Practices
Rebecca Jones	Behavior/Conscious Discipline Coach	Reviewed Coaching Process, Areas of Improvement, and Support Needed
Andreana Tonche	Head Start Mental Health Assistant	Reviewed MH Service Tracking sheet and 20 student files on GoEngage. Review implementation of the policies for Confidentiality, Bullying, and Child Abuse Reporting.
April Slabaugh	Head Start Mental Health Assistant	
Ashley Pruet	HS Teacher	Reviewed Student Support Team Processes: Referral, Procedures, Plan, Flow Chart
Melisha Barnhill	EHS Mentor Teacher	Reviewed collaborative partnerships, self-assessment questions and input on improvement, program improvement plan, biting policy, exclusion policy; reviewed PMQI docs
Destini Delacruz	EHS teacher	Reviewed collaborative partnerships, self-assessment questions and input on improvement, program improvement plan, biting policy, exclusion policy; Reviewed the EHS/ECI Partnership, Program Improvement Plan
Jodee Rideout	ECI speech therapist	ECI referral process
Julie Bibb	Head Start Safety/Facilities/Transportation Coordinator	HS- Staff Completed the Process and Report

Karen Hernandez	EHS Health Coordinator	EHS/HS Self- Assessment Leader; Reviewed Health Plans to ensure program compliance on all regulations are met; conducted surveys, interviews, and data collection
Julie Hay	HS Health and Nutrition Coordinator	EHS/HS Self- Assessment Leader; Reviewed Health Plans to ensure program compliance on all regulations are met; conducted surveys, interviews, and data collection
Kayce Vega	Staff	Interviewed staff members trained on periodicity and tracking system used, and oral care practices.
Aubri Ward	HSAC member, previous Health Coordinator for Head Start	Reviewed COVID mitigation policy, completed survey on HSAC
Christy Alcantar	Parent of HS student and Head Start Staff member	Discussed tracking systems in place at Head Start and documentation supporting referrals and reminders. Surrey completed on process
Breanna McClain	Head Start parent	Informed of self-assessment process, survey completed
Keith Owen	Policy Council President	Informed of self-assessment process, survey completed, Discussed upcoming HSAC; Reviewed documents for admin; Interview & survey for FCE; Transition
<i>Jasmine Flores</i>	<i>Early Head Start Staff; former Prenatal Program Parent</i>	<i>Prenatal Interview Participant; Discussed children’s charts and tracking process</i>
Alexandria Salas	EHS Staff	Interviewed staff members trained on periodicity and tracking system used, and oral care practices.

Anita Taylor	EHS Staff	Discussed tracking system and oral care and health care schedule for students
Sierra Campbell	Head Start Parent	Completed survey for Health Services
Shiloh Bibb	AISS Diagnostician	Reviewed Disabilities Plan
Samantha Abila	Disabilities Coordinator	Disabilities Self-Assessment Leader, reviewed Disabilities Service Plans, reviewed tracking documents, review cognitive/social emotion procedures/policies and internal referral processes
Krista Gonzalez	AISS HS Inclusion Teacher	Reviewed Disability Plan
Ralph Hatcher	Policy Council Member	Reviewed safety practices of entrances
<i>Mindy Cheatham, LBSW</i>	<i>EHS staff; Prenatal master family advocate</i>	<i>Self-Assessment Team Leader: Prenatal Services Reviewed Protocol information on EHS Prenatal Services to ensure accuracy</i>
<i>Zoey Pruitt</i>	<i>Master Family Advocate; Assistant Midwife</i>	<i>Interviewed Prenatal Staff</i>
<i>Laura Sensing, RN</i>	<i>Community Member; Former Hendrick Prenatal Clinic Nurse</i>	<i>Interviewed Prenatal Staff & Reviewed EHS Prenatal Curriculum</i>
<i>Charmin Brooks, LVN</i>	<i>EHS LVN Former OB/GYN nurse</i>	<i>Interviewed Prenatal Staff</i>
<i>Estrella Olivarez</i>	<i>EHS Staff; Former Prenatal Program Parent</i>	<i>Interview Participant</i>
<i>Melanie Adkins</i>	<i>Early Head Start Operations-Safety-Transportation - Coordinator</i>	<i>Early Head Start Staff-Completed the Process and Report</i>
Melissa Martinez	Family& Community Engagement Coordinator	Survey creation, data collection, community, and program collaboration
<i>Shelly Parson, LBSW</i>	<i>Family& Community Engagement Coordinator & Transition Coordinator</i>	<i>EHS Self-Assessment Leader, Survey creation, data collection, community, and program collaboration; Interviewed Prenatal Staff</i>

Thomas Stoneroad	HS Teacher	Reviewed Individual Transition Plan, Parent Contact #4
Roger Millender	AISD Transportation Student Service Manager	Bus Driver Training
Maribel Gonzalez	AISD HR Department	Bus Driver Hire Dates and Background Check Dates
Andrew Blessing	Long ELC Assistant Principal	Work Orders
Cathy Young	Retired Head Start Academic Coach	Classroom Safety Check
Liz Segura	Former Head Start Parent	Classroom Safety Check
Christy Alcantar	Head Start Parent	Playground Safety Check
Michele James	Head Start Behavior Coach	Playground Safety Check
Liz Chellette	Head Start Family Services	Bus Safety Check
Christina Vasquez	Policy Council Member	Bus Safety Check
Emily Wilson	Community Member	Reviewed Self-Assessment Report
Julie Bibb	Head Start Safety-Facilities-Transportation Coordinator	Head Start Staff-Completed the Process and Report
<i>Cody Musick</i>	<i>EHS Bus Driver</i>	<i>Playground Checklist</i>
<i>Andy Caranza</i>	<i>EHS Bus Driver</i>	<i>Classroom Checklist</i>
<i>Estrella Olivarez</i>	<i>EHS Parent</i>	<i>On-Board Bus Safety</i>
<i>Kylie Day</i>	<i>EHS Teacher</i>	<i>On-Board Bus Safety</i>
Sunne Schaake	HS Fiscal Manager	Gathered/Presented Documents for Review, Complete Self-Assessment
<i>Suzy Vega</i>	<i>EHS Fiscal Manager</i>	<i>Gathered/Presented Documents for Review, Complete Self-Assessment</i>
Jennifer Hinds	AISD Director of Accounting	Interviewed Fiscal Staff, Reviewed Documents
Tonya Carrigan	AISD Special Programs Accountant	Interviewed Fiscal Staff, Reviewed Documents

Summary Report Completed by: Julie Wilson, Director for AISD’s Early Childhood Programs

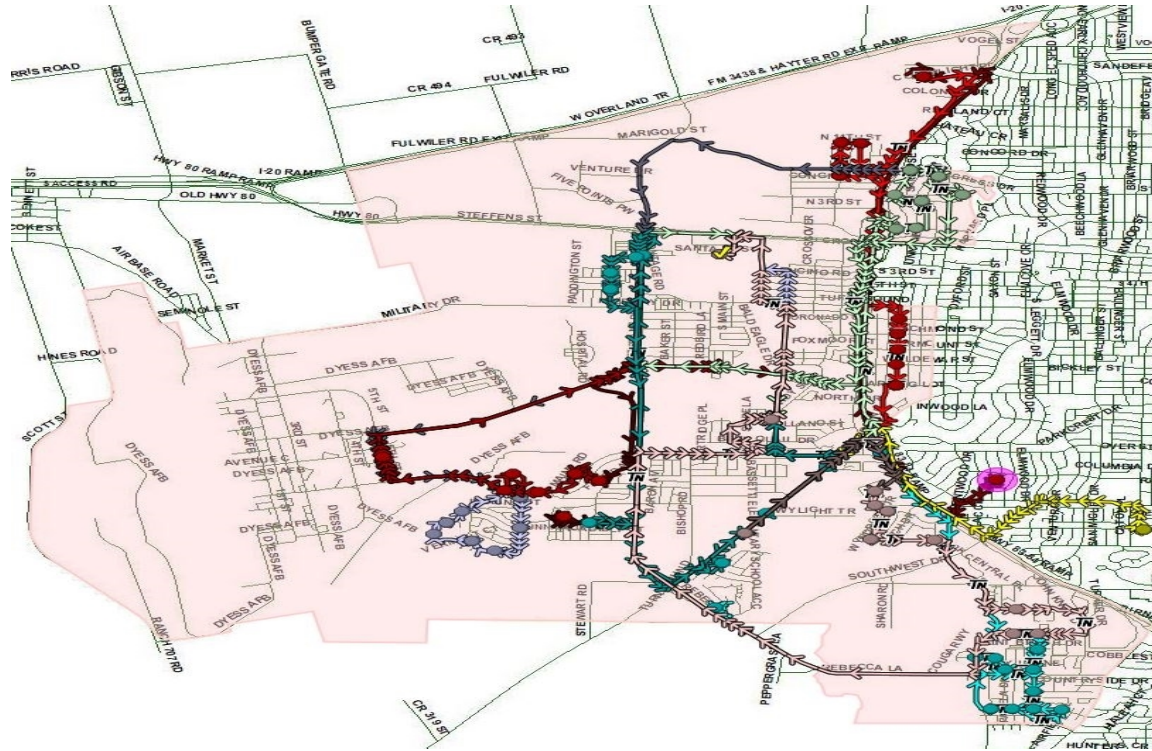


**Board of Trustees
Meeting**

August 5, 2024

Transportation 2024/2025

Edulog routing software-Clack planned routes



- Rte 13 - Red
- Rte 19 - Turquoise
- Rte 20 - Yellow
- Rte 21 - Gray
- Rte 22 - Burgundy
- Rte 32 - White
- Rte 48 - Green
- Rte 51 - Peach

Smart Tag map view, when & where the bus actually went.

SMART tag Live Traffic Activity Students Routes Fleet Employees Notifications Reports Administrator

Route Activity

Route Activities / Route Activity

Activity Details

Date: 05/10/2024 Bus: 2047

Trip Details

- Pre-trip Inspection
- 032: FROM BASSETTI 2047
Start Time: 02:28 PM End Time: 03:27 PM
16 loaded 16 unloaded
- 032: FROM CLACK MS 2047**
Start Time: 03:27 PM End Time: 04:13 PM
37 loaded 37 unloaded
- Post-trip Inspection

Driver and Monitor

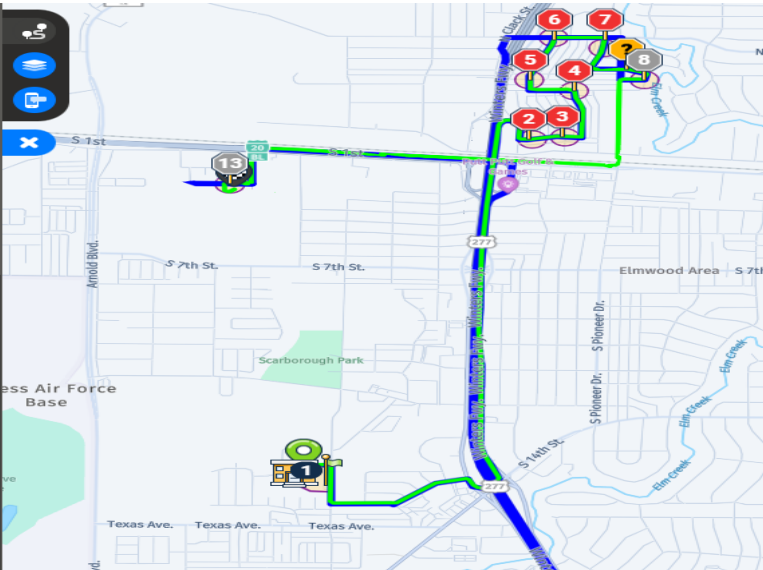
Driver: Gilmer, Michael
Monitor: No monitor

032: FROM CLACK MS 2047

Activity Map Student Activity (37) Exceptions (5) Emergencies

Stops

Stop ID	Stop Name	Actual Time	Designated Time
1	SCHOOL: CLACK MIDDLE SCHOOL	03:47 PM	03:45 PM
2	N 2ND ST & N CROCKETT DR	03:56 PM	03:55 PM
3	N 2ND ST & N SAN JOSE DR	03:57 PM	03:56 PM
4	N 7TH ST & N LA SALLE DR	03:59 PM	03:58 PM
5	BOWIE & STATE ST	04:00 PM	03:59 PM
6	BOWIE & N.10TH ST	04:01 PM	04:00 PM
	N JEFFERSON ST & N 9TH		



Smart Tag where & when student loaded and unloaded

SMARTag Live Traffic Activity Students Routes Fleet Employees Notifications Reports Administrator bruce.neil@abileneisd.org

Route Activity
 Route Activities / Route Activity

Activity Details

Date: 05/10/2024 Bus: 2047

Trip Details

- Pre-trip Inspection
- 032: FROM BASSETTI 2047
 Start Time: 02:28 PM End Time: 03:27 PM
 16 loaded 16 unloaded
- 032: FROM CLACK MS 2047
 Start Time: 03:27 PM End Time: 04:13 PM
 37 loaded 37 unloaded
- Post-trip Inspection

Driver and Monitor
 Driver: Gilmer, Michael
 Monitor: No monitor

032: FROM CLACK MS 2047 [View stop resolution map](#)

Activity Map Student Activity 37 Exceptions 5 Emergencies

Indicates manual loads and unloads. 37 records [Download CSV](#)

Student	Student ID	Grade	Pick-up Stop	Pick-up Time	Drop-off Stop	Drop-off Time	Guardian
		8	SCHOOL: CLACK MIDDLE SCHOOL	3:43:19 PM	N 2ND ST & N CROCKETT DR	3:56:07 PM	
		8	SCHOOL: CLACK MIDDLE SCHOOL	3:45:25 PM	N 2ND ST & N CROCKETT DR	3:56:09 PM	
		6	SCHOOL: CLACK MIDDLE SCHOOL	3:46:31 PM	N 2ND ST & N CROCKETT DR	3:56:12 PM	
		8	SCHOOL: CLACK MIDDLE SCHOOL	3:46:28 PM	N 2ND ST & N CROCKETT DR	3:56:14 PM	
		7	SCHOOL: CLACK MIDDLE SCHOOL	3:45:35 PM	N 2ND ST & N CROCKETT DR	3:56:15 PM	
		7	SCHOOL: CLACK MIDDLE SCHOOL	3:45:43 PM	N 2ND ST & N CROCKETT DR	3:56:17 PM	
		7	SCHOOL: CLACK MIDDLE SCHOOL	3:43:38 PM	N 2ND ST & N CROCKETT DR	3:56:19 PM	
		6	SCHOOL: CLACK MIDDLE SCHOOL	3:45:49 PM	N 2ND ST & N CROCKETT DR	3:56:30 PM	
		6	SCHOOL: CLACK MIDDLE SCHOOL	3:45:22 PM	N 2ND ST & N SAN JOSE DR	3:57:18 PM	
		7	SCHOOL: CLACK MIDDLE SCHOOL	3:45:28 PM	N 2ND ST & N SAN JOSE DR	3:57:19 PM	
		6	SCHOOL: CLACK MIDDLE SCHOOL	3:45:37 PM	N 2ND ST & N SAN JOSE DR	3:57:24 PM	



Smart Tag Parent App letter for registration



Dear Parents,

The SMART tag™ system helps increase safety and security for students riding on a school bus, leveraging technology to improve student management and communications on school buses.

SMART tag™ monitors the location of each tablet-equipped school bus, including student loading and unloading, providing real-time information to the Transportation Department, and you, the parent.

SMART tag™ will help...

- increase driver, school, and parent awareness
- ensure riders will load on the right bus and unload at the right stop
- maximize rider safety and security
- enable drivers to efficiently and effectively carry out their duties
- ensure Special Education and Pre-K students are released to authorized guardians.

SMART tag™ Parent App

- SMART Alerts – sign up to receive push notifications when the bus is near your student's designated bus stop.

Make sure to register!

Download the Parent App from the app store or scan the QR code, and register to take advantage of the SMART tag™ Parent Features.



<https://www.qbit.codes/q/smart-tag-parent-app>

How it Works



Student ID (SMART tag™)
Students are issued passive, Radio Frequency Identification (RFID) cards which do not store student information nor emit any tracking information. RFID technology is used in many industries such as medical (patient, equipment & supplies tracking), libraries (book tracking), and even amusement park access. These IDs are read when students get on or off the bus by an RFID reader. On campus, they can be used at the cafeteria and library via their printed bar codes.

Bus Tablet

SMART tag™ school buses are equipped with a tablet computer and RFID reader. When riders get on or off, they present their ID onto the reader and the tablet displays if the rider is boarding the correct bus or are getting off at their correct stop. The tablet uses its GPS information to report its location and speed, ridership activity and other safety-related information.



Transportation Administration

While buses are in service, their location and ridership info are available for the transportation administrators, so they can oversee all school bus activity.

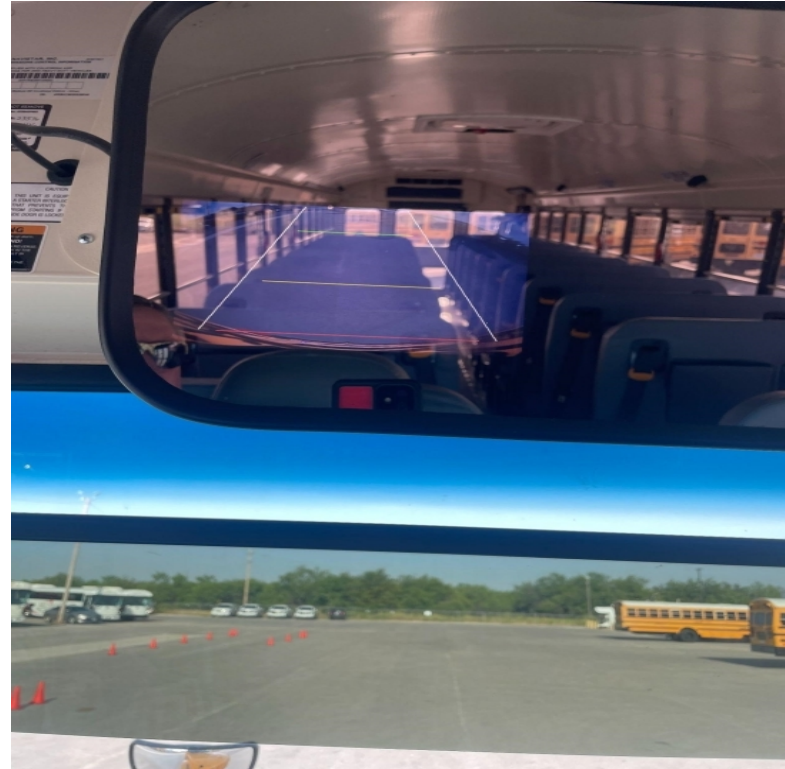
For more information about SMART tag™, please visit our website at <http://www.smart-tag.net>.

Sped Bus 2261 & Repainted Shop



ABILENE ISD

Gen Ed Bus 2262 with backup Camera



Type C Road Bus 801



ABILENE ISD

Transit Road Bus 2375



NCDL Bus 2042 & Fuel Bay



2024/2025 Routes

44 - Regular Education Routes

21 - SPED Routes

4 - MV Routes

69 - Total Routes

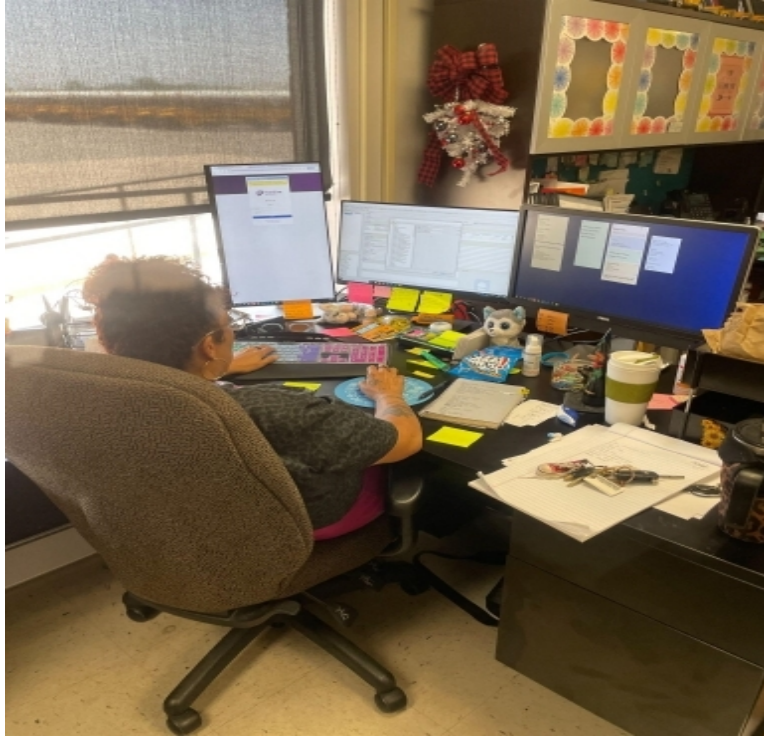
23 - Road Buses

Transportation Office



- Enter all student data needed in order to assign students to correct route and bus.
- Answer calls and emails to assist with needs of campus and parents/students.
- Coordinates all Field Trips and shuttles.
- Coordinates with SPED Diagnosticians to ensure all requirements are met for our SPED Students
- Facilitates Random Drug screens when required
- Ensure that all CDL Drivers in District certificates and licenses remain current.
- Document and file records as needed.

Routing



Ruby verifying and entering data needed for routing this school year.

Mechanic Shop



- Perform preventive and scheduled maintenance as required.
- Run diagnostics and do repairs and maintenance as needed.
- Make sure registrations and licensing stay valid.
- Research and order parts and supplies are ordered and stocked if required.
- Keep Transit & Fleet vehicles maintained, and are ready for travel.

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

Meeting Date: August 5, 2024

Meeting Type: Regular

Item Type: Action

Future Action Required: No

If Yes, Month:

Subject: Review and Update of AISD Board Operating Procedures Manual

Background Information:

Abilene ISD Board Policy BBD (EXHIBIT) provides for a rationale for the maintenance of an up-to-date board operating procedures manual when it says, "The board...focuses its actions on following board operating procedures while providing oversight of the superintendent, policymaking, planning and goal setting..." The AISD board operating procedures manual bears a date of 2021-2022 but has not been substantially updated for longer than that. A thorough review and update of the board operating procedures manual is due at this time to ensure continued efficiency of board operations. The Board President is tasked with appointing members to special committees to fulfill specific assignments. The function of such committees shall be deliberative and advisory, but not administrative. Special committees report their findings back to the board and are then dissolved. The Board may vote on a committee's recommendations. The President of the Board and the superintendent shall be ex officio members of all Board committees.

Attached Supporting Documents:

BBD (EXHIBIT)

BBF (LOCAL)

BDB (LOCAL)

Fiscal Implications:

No cost.

Administrative Recommendation:

Approve appointments to a committee to review the AISD Board Operating Procedures Manual.

Contact Person:

Angie Wiley

**Open Meetings Act
Training**

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its members under Government Code Chapter 551 (Open Meetings Act).

The attorney general may provide the training and may also approve other acceptable sources of training.

The board shall maintain and make available for public inspection the record of its members' completion of the training. The failure of one or more members of the board to complete the training does not affect the validity of an action taken by the board.

Gov't Code 551.005

**Public Information
Act Training**

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its officers and employees under Government Code Chapter 552 (Public Information Act [PIA]). A board member may designate a public information coordinator to satisfy the training for the board member if the public information coordinator is primarily responsible for administering the responsibilities of the board member or board under the PIA. The attorney general may require a board member to complete the course of training if the attorney general determines that the district has failed to comply with a requirement of the PIA. *Gov't Code 552.012(b), (b-1), (c)* [See GBAA regarding public information coordinator training.]

**SBOE-Required
Training**

A trustee must complete any training required by the State Board of Education (SBOE). *Education Code 11.159*

The SBOE's framework for governance leadership [see BBD(EXHIBIT)] shall be distributed annually by the board president to all current board members and the superintendent. *19 TAC 61.1(a)*

The continuing education required under Education Code 11.159 applies to each member of the board. To the extent possible, an entire board shall participate in continuing education programs together. *19 TAC 61.1(b), (i)*

No continuing education shall take place during a board meeting unless that meeting is called expressly for the delivery of board member continuing education. Continuing education may take place prior to or after a legally called board meeting in accordance with Government Code 551.001(4) (definition of "meeting"). *19 TAC 61.1(e)*

A regional education service center (ESC) board member continuing education program shall be open to any interested person, including a current or prospective board member. A district is not responsible for any costs associated with individuals who are not current board members. *19 TAC 61.1(f)*

Annually, the SBOE shall commend those board-superintendent teams that complete at least eight hours of the continuing education specified at Team Building and Additional Continuing Education, below, as an entire board-superintendent team.

Annually, the SBOE shall commend board-superintendent teams that effectively implement the commissioner of education's trustee improvement and evaluation tool developed under Education Code 11.182 [see BG] or any other tool approved by the commissioner.

19 TAC 61.1(k), (l)

Verification

For each training described below, the provider of continuing education shall provide verification of completion of board member continuing education to the individual participant and to the participant's school district. The verification must include the provider's authorization or registration number. *19 TAC 61.1(h)*

Reporting

At the last regular board meeting before an election of trustees, the board president shall announce the name of each board member who has completed the required continuing education, who has exceeded the required hours of continuing education, and who is deficient in meeting the required continuing education as of the anniversary of the date of each board member's election or appointment to the board or two-year anniversary of his or her previous training, as applicable. The announcement shall state that completing the required continuing education is a basic obligation and expectation of any board member under SBOE rule. The minutes of the last regular board meeting held before an election of trustees must reflect whether each trustee has met or is deficient in meeting the training required for the trustee as of the first anniversary of the date of the trustee's election or appointment or two-year anniversary of his or her previous training, as applicable. The president shall cause the minutes to reflect the announcement and, if the minutes reflect that a trustee is deficient in training as of the anniversary of his or her joining the board, the district shall post the minutes on the district's internet website within 10 business days of the meeting and maintain the posting until the trustee meets the requirements. *19 TAC 61.1(j); Education Code 11.159(b)*

Local District
Orientation

Each board member shall complete a local district orientation session. The purpose of the local orientation is to familiarize new

board members with local board policies and procedures and district goals and priorities.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The orientation shall:

1. Be at least three hours in length.
2. Address local district practices in the following, in addition to topics chosen by the local district:
 - a. Curriculum and instruction;
 - b. Business and finance operations;
 - c. District operations;
 - d. Superintendent evaluation; and
 - e. Board member roles and responsibilities.

Each board member should be made aware of the continuing education requirements of 19 Administrative Code 61.1 and those of the following:

1. Open meetings act in Government Code 551.005 [see Open Meetings Act Training above];
2. Public information act in Government Code 552.012 [see Public Information Act Training above]; and
3. Cybersecurity in Government Code 2054.5191 [see CQB].

The orientation shall be open to any board member who chooses to attend.

19 TAC 61.1(b)(1)

Education Code
Orientation

Each board member shall complete a basic orientation to the Education Code and relevant legal obligations. The orientation shall have special, but not exclusive, emphasis on statutory provisions related to governing Texas school districts.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The orientation shall be at least three hours in length. Topics shall include, but not be limited to, Education Code Chapter 26 (Parental Rights and Responsibilities) and Education Code 28.004 (Local School Health Advisory Council and Health Education Instruction).

The orientation shall:

1. Be provided by an ESC.
2. Be open to any board member who chooses to attend.

The continuing education may be fulfilled through online instruction, provided that the training incorporates interactive activities that assess learning and provide feedback to the learner and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(2)

Legislative Update

After each session of the Texas Legislature, including each regular session and called session related to education, each board member shall complete an update to the basic orientation to the Education Code.

The update session shall be of sufficient length to familiarize board members with major changes in statute and other relevant legal developments related to school governance.

The update shall be provided by an ESC or a registered provider [see Registered Provider, below].

A board member who has attended an ESC basic orientation session described at Education Code Orientation, above, that incorporated the most recent legislative changes is not required to attend an update.

The continuing education may be fulfilled through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(3)

Team Building

The entire board shall participate with their superintendent in a team-building session.

The purpose of the team-building session is to enhance the effectiveness of the board-superintendent team and to assess the continuing education needs of the board-superintendent team.

The session shall be held annually and shall be at least three hours in length.

BOARD MEMBERS
TRAINING AND ORIENTATION

BBD
(LEGAL)

The session shall include a review of the roles, rights, and responsibilities of the board as outlined in the framework for governance leadership. [See BBD(EXHIBIT)] The assessment of needs shall be based on the framework for governance leadership and shall be used to plan continuing education activities for the year for the governance leadership team.

The team-building session shall be provided by an ESC or a registered provider [see Registered Provider and Authorized Provider, below].

19 TAC 61.1(b)(4)

Additional
Continuing
Education (Based
on Assessed
Needs)

In addition to the continuing education requirements set out above, each board member shall complete additional continuing education based on the framework for governance leadership. [See BBD(EXHIBIT)]

The purpose of continuing education is to address the continuing education needs referenced at Team Building above.

The continuing education shall be completed annually.

At least 50 percent of the continuing education shall be designed and delivered by persons not employed or affiliated with the board member's school district. No more than one hour of the required continuing education that is delivered by the district may use self-instructional materials.

The continuing education shall be provided by an ESC or a registered provider [see Registered Provider, below].

The continuing education may be fulfilled through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

First Year

In a board member's first year of service, he or she shall complete at least 10 hours of continuing education in fulfillment of assessed needs.

*Subsequent
Years*

Following a board member's first year of service, he or she shall complete at least five hours of continuing education annually in fulfillment of assessed needs.

Board President

A board president shall complete continuing education related to leadership duties of a board president as some portion of the annual requirement.

19 TAC 61.1(b)(5)

BOARD MEMBERS
TRAINING AND ORIENTATION

BBD
(LEGAL)

Evaluating Student
Academic
Performance

Each board member shall complete continuing education on evaluating student academic performance and setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness.

The purpose of the training on evaluating student academic performance is to provide research-based information to board members that is designed to support the oversight role of the board of trustees outlined in Education Code 11.1515. [See BAA]

The purpose of the continuing education on setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness is to facilitate boards meeting the requirements of Education Code 11.185 and 11.186.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The continuing education shall be completed every two years and shall be at least three hours in length.

The continuing education required by this provision shall include, at a minimum:

1. Instruction in school board behaviors correlated with improved student outcomes with emphasis on:
 - a. Setting specific, quantifiable student outcome goals; and
 - b. Adopting plans to improve early literacy and numeracy and college, career, and military readiness for applicable student groups evaluated in the Closing the Gaps domain of the state accountability system established under Education Code Chapter 39;
2. Instruction in progress monitoring practices to improve student outcomes; and
3. Instruction in state accountability with emphasis on the Texas Essential Knowledge and Skills, state assessment instruments administered under Education Code Chapter 39, and the state accountability system established under Chapter 39.

The continuing education shall be provided by an authorized provider [see Authorized Provider, below].

If the training is attended by an entire board and its superintendent, includes a review of local school district data on student achieve-

ment, and otherwise meets the requirements described at Team Building above, the training may serve to meet a board member's obligation to complete training described at Team Building and at Evaluating Student Academic Performance, above, as long as the training complies with the Open Meetings Act.

19 TAC 61.1(b)(6)

Identifying and
Reporting Abuse

Each board member shall complete continuing education on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children in accordance with Education Code 11.159(c)(2).

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The training shall be completed every two years and shall be at least one hour in length.

The training must familiarize board members with the requirements of Education Code 38.004 and 38.0041, and 19 Administrative Code 61.1051 (relating to Reporting Child Abuse or Neglect, Including Trafficking of a Child).

The training required by this provision shall include, at a minimum:

1. Instruction in best practices of identifying potential victims of child abuse, human trafficking, and other maltreatment of children;
2. Instruction in legal requirements to report potential victims of child abuse, human trafficking, and other maltreatment of children; and
3. Instruction in resources and organizations that help support victims and prevent child abuse, human trafficking, and other maltreatment of children.

The training sessions shall be provided by a registered provider [see Registered Provider, below].

This training may be completed online, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(7)

School Safety

The SBOE shall require a trustee to complete training on school safety. *Education Code 11.159(b-1)*

The continuing education required under Education Code 11.159(b-1) applies to each member of an independent school district board of trustees.

Each member shall complete the training on school safety adopted by the SBOE. The training requirement shall be fulfilled by completing the online course adopted by the SBOE and made available by the commissioner of education. The training shall be completed every two years.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed trustee who did not complete the training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

A district shall maintain verification of completion for each trustee.

19 TAC 61.3

Training Provider

*Registered
Provider*

For the purposes of 19 Administrative Code 61.1, a registered provider has demonstrated proficiency in the content required for a specific training. A private or professional organization, school district, government agency, college/university, or private consultant shall register with the Texas Education Agency (TEA) to provide the board member continuing education required by 19 Administrative Code 61.1(b)(3), (5), and (7) [see Legislative Update, Additional Continuing Education, and Identifying and Reporting Abuse, above].

A district that provides continuing education exclusively for its own board members is not required to register under 19 Administrative Code 61.1(c)(1)-(2).

19 TAC 61.1(c)

*Authorized
Provider*

An authorized provider meets all the requirements of a registered provider and has demonstrated proficiency in the content required by 19 Administrative Code 61.1(b)(4) and (6). Proficiency may be demonstrated in accordance with 19 Administrative Code 61.1(d).

A private or professional organization, school district, government agency, college/university, or private consultant may be authorized by TEA to provide the board member training required in 19 Administrative Code 61.1(b)(4) and (6).

An ESC shall be authorized by TEA to provide the board member training required in 19 Administrative Code 61.1(b)(4) and (6).

19 TAC 61.1(d)

[See above for 19 Administrative Code 61.1(b)(4) on Team Building and (b)(6) on Evaluating Student Academic Performance.]

Note: For cybersecurity training requirements, see CQB(LEGAL).

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.

Government Code Chapter 551 (Open Meetings Act) applies to board committee meetings if:

1. At least a quorum of the board is on the committee;
2. A quorum of the board is present at the committee meeting, even though less than a quorum is actually on the committee; or
3. Less than a quorum of the board is on the committee, but the committee is authorized to make final decisions or control or supervise public business.

A committee that includes less than a quorum of board members is not subject to the Open Meetings Act if it serves a purely advisory function, with no power to supervise or control public business.

Atty. Gen. Op. Nos. GA-0957 (2012), JC-0060 (1999), JH-0994 (1977); Willmann v. City of San Antonio, 123 S.W.3d 469 (Tex. App.—San Antonio 2003, pet. denied) [See BE]

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

Meeting Date: August 5, 2024

Meeting Type: Board Meeting

Item Type: Presentation

Future Action Required:

If Yes, Month:

Subject: Updated EIC (LOCAL)

Background Information:

EIC (LOCAL) outlines calculations for grade point averaging (GPA) and figuring class rank for graduates. Updates to the wording of the policy for graduating classes of 2025, 2026, and 2027 include removing the COVID-19 provision and the explanation of standard credit accumulation. These two areas no longer affect students because of the time that has passed since the COVID-19 shut down. Also, removal of the Pre AP wording and only including AP and Honors because Abilene ISD does not participate in the College Board Pre AP program. We have developed Honors courses, which we apply grade weight in GPA the same that Pre AP courses were weighted in the past.

Changes for the graduating class of 2028 include counting dual credit course grades in GPA calculation and weighting the dual credit course grades more than Honors but less than AP course grades. Additional changes include excluding grades from the GPA calculation for physical education courses, local credited courses, credit recovery courses, and courses that are taken outside of the regular school day or school year.

Attached Supporting Documents:

EIC (LOCAL) proposed revisions

TEA document of CCMR Accountability verses Outcome Bonuses

Fiscal Implications:

None

Administrative Recommendation:

Administrative recommendation is to approve EIC(LOCAL) updates and changes.

Contact Person:

Dr. Stevanie Jackson, Executive Director for Secondary Curriculum and Instruction



EIC (LOCAL)

Dr. Stevanie Jackson
Executive Director for Secondary
Curriculum and Instruction

EIC (LOCAL)

Academic achievement and class ranking

- Explains how AISD calculates grade point averages (GPA)
- Explains how AISD assigns graduation honors and how ties are broken if needed

Updates for 2025, 2026, and 2027 Graduates

- Updates to wording to ensure clarity
- Removed COVID-19 exception and credit accumulation
- Removed Pre AP
- Updates to figuring ties of graduation honor

Changes Beginning with 2028 Graduates

Exclude from GPA

- Physical Education (PE) courses and PE substitutes
- Credits earned outside of the regular school day and school year
- Local credited courses

Included in GPA

- Dual Credit courses
 - Weight dual credit courses more than Honors but less than AP

Weighted Grades

- Advanced - includes AP and locally designated courses (ie Advanced Engineering)
 - Plus 10
- Dual Credit - all dual credit courses except AP/DC these courses will be weighted as advanced
 - Plus 7
- Honors - includes courses locally designated as honors
 - Plus 5
- Regular - all other courses
 - Plus 0

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

Meeting Date: August 5, 2024

Meeting Type: Regular

Item Type: Presentation

Future Action Required: No

If Yes, Month: N/A

Subject: Facility Renaming Committee Recommendation (Shotwell Annex)

Background Information:

Google Slides. Information will be provided about the renaming of the Shotwell Annex.

Attached Supporting Documents: Google slides.

Fiscal Implications: None



Administrative Recommendation: N/A

Contact Person: Jim Garfield Executive Director of Athletics

Re-Naming Shotwell

—

First Meeting July 2, 2024

- 8 Committee members - 6 in attendance
- Discussion Items
 - Do we need to pick 3 name to submit to the public.
 - Do we let the public submit 3 names.
 - Shotwell Complex - renaming the track itself.
 - Is not remaining an option
 - Is the August board meeting hard and fast.

Second Meeting July 17, 2024

- 8 Committee members - 8 in attendance
- Discussion Items
 - Names to submit, we have a list of ten.
 - Shotwell Annex not being named.
 - Opportunity to name the Annex track.
 - Not renaming the track.
- Motion made - Unanimous vote.
 - If we chose to name the track, would we submit a survey to the community and ask for input on whom to name the track after?
 - If we chose to name the track we as the committee pick the top 3 of the 10 names listed.
 - No naming of the track.

Abilene Independent School District Board Document - Agenda Item VIII.D

Meeting Date: Monday, August 5, 2024

Meeting Type: Regular

Item Type: Action

Future Action Required: No

If Yes, Month: N/A

Subject: 2024-25 Public Information Act Calendar

Background Information:

During the 88th Texas Legislative Session, the state legislature passed [HB 3033](#), which was subsequently signed into law by Governor Abbott. This legislation impacts Abilene ISD's obligations to the Texas Public Information Act by defining what constitutes a "business day" as it relates to the district's response timelines for public information requests. Generally, the district must produce requested information or seek an opinion from the attorney general's office on a request within 10 business days.

The passage of HB 3033 resulted in a significant update to [Board Policy GBAA\(LEGAL\) - Access to Public Information: Requests for Information](#). In addition to clarifying the national and state holidays that the district can regard as "nonbusiness days" (as well as all Saturdays and Sundays), GBAA(LEGAL) now stipulates that the Board may take action to designate up to 10 additional local nonbusiness days for managing public information requests each year. If approved by the Board, these locally designated nonbusiness days would not be counted toward the district's public information request response timelines.

Because days on which the district is closed according to our school year calendar (e.g., March 10-14, 2025, for spring break) may no longer automatically be considered nonbusiness days in relation to the Public Information Act, Board approval of additional local nonbusiness days may help to alleviate concerns about district staff working to fulfill public information requests outside of normal working hours.

The Communications Department has created a proposed 2024-25 Public Information Act Calendar for the Board's consideration and possible approval (see attached supporting documents). This proposed calendar identifies national and state nonbusiness days and highlights a suggested usage of the district's 10 additional local nonbusiness days through June 2025.

For additional context, [read this TASB article on HB 3033](#).

References: [Gov't Code 552.0031\(a\)-\(c\), \(e\)-\(f\), 662.003\(c\)](#); [Gov't Code 662.003\(a\)-\(b\)](#)

Attached Supporting Documents:

- VIII.E. 2 Presentation 24-25 PIA Calendar PU
- VIII.E. 3 PDF Version 24-25 PIA Calendar PU (proposed PIA calendar document)

Fiscal Implications: None

Administrative Recommendation: Approve the 2024-25 Public Information Act calendar as presented.

Contact Person: Dr. Jordan Ziemer, Director of Communications





ABILENEISD

**2024-25 Public
Information Act
Calendar**

*Dr. Jordan Ziemer
Director of Communications*

Background

- ▶ HB 3033 passed during 88th Legislative Session
- ▶ Defines “business day” as it relates to responding to public info requests
- ▶ General timeline is 10 business days

District Impact

- ▶ Updated Policy GBAA(LEGAL)
- ▶ Clarifies “nonbusiness days”
 - ▷ National and state holidays
 - ▷ Saturdays and Sundays
- ▶ Academic calendar no longer dictates nonbusiness days for PIR purposes

Board Consideration

- ▶ Board has authority to designate 10 additional local nonbusiness days
- ▶ Not counted toward public info request timelines
- ▶ Helps ease concerns about responding to PIRs on non-work days

2024-25 Public Information Act Calendar



State/Federal Holidays



Nonbusiness Days

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

July 4
Independence Day

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 27
Lyndon Baines Johnson Day

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

September 2
Labor Day

October 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November 11
Veterans Day

November 27
Nonbusiness Day

November 28-29
Thanksgiving Holiday

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December 23, 27, 30-31
Nonbusiness Days

December 24-26
Christmas Holiday

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 1
New Year's Day

January 2-3
Nonbusiness Days

January 20
Martin Luther King Jr. Day

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

February 17
President's Day

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

March 10-12
Nonbusiness Days

April 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

April 18
Good Friday

April 21
San Jacinto Day

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

May 26
Memorial Day

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

June 19
Juneteenth



Recommendation

- ▶ Approve the proposed 2024-25 Public Information Act calendar as presented

Questions?



**2024-25 Public
Information Act
Calendar**

*Dr. Jordan Ziemer
Director of Communications*

2024-25 Public Information Act Calendar

 State/Federal Holidays

 Nonbusiness Days

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