

# Agenda of Workshop and Regular Meeting

## The Board of Trustees Abilene Independent School District

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A Workshop and Regular Meeting of the Board of Trustees of Abilene Independent School District will be held Monday, July 7, 2025, 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. Board Workshop Agenda
  - A. Budget Workshop
  - B. Employee Compensation
  - C. Student Code of Conduct
  - D. Transfer Policies FDA and FDB
- 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.
  - A. The Board may deliberate matters of Personnel, i.e. appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee. (Section 551.074)
    - I. Professional Employment Contracts
  - B. Consultation with Legal Counsel regarding Pending or Contemplated Litigation and/or Privileged Legal Advice (Section 551.071)
  - C. The Board may discuss the Value, Exchange and/or Disposition of Real Property. (Section 551.072)
  - D. The Board may discuss matters of Safety and Security. (Section 551.076)
- IV. Reconvene from Closed Session (Approximately 6:30 p.m.)
  - A. Invocation
  - B. Pledge of Allegiance to the Flags of the United States of America and the State of Texas
  - C. Board/Superintendent Announcements/Information
- V. Recognitions
  - A. State Solo and Ensemble Outstanding Performers
- VI. Oral Communication from the Public
- VII. Consent Agenda
  - 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 5, 2025, Workshop and June 9, 2025, Regular Meeting.
  - D. The Board will consider approval of Policy DEC (LOCAL).
  - E. The Board will consider approval of Transfer Policies FDA and FDB.
  - F. The Board will consider approval of the Investment Report for Quarter Ending May 31, 2025.
  - G. The Board will consider approval of CTE Instructional Materials List - Additional Titles.
- VIII. Public Hearing on Every Student Succeeds Act (ESSA) Application
- A. Open Public Hearing
  - B. Receive Public Comment
  - C. Close Public Hearing
- IX. Reports
- A. Head Start/Early Head Start Self-Assessment and Improvement Plan
  - B. Facilities Department
  - C. District and Campus Improvement Plans
- X. Business Items Requiring Board Action
- A. The Board will consider approval of Education Service Center Region 14 Contract for 2025-2026.  
Dr. John Kuhn, Superintendent
  - B. The Board will consider the Appointment of Delegate and Alternate for the TASB Delegate Assembly, Saturday, September 13, 2025.  
Dr. John Kuhn, Superintendent
  - C. The Board will consider Request for Bilingual Program Sign On Bonus.  
Mrs. Patti Blue, Associate Superintendent for Curriculum and Instruction
- XI. The Board may take action relevant to Items Covered During Closed Session.
- A. The Board will consider approval of Personnel Recommendations.
  - B. Matters pertaining to Litigation, if any
  - C. Matters pertaining to Real Property, if any
  - D. Matters pertaining to Safety and Security, if any
  - E. Matters pertaining to Students, if any
- XII. Adjournment

**Abilene Independent School District Board Document - Agenda Item II.A.**

Meeting Date: July 7, 2025

Meeting Type: Workshop

Item Type: Presentation

Future Action Required: No

If Yes, Month: N/A

Subject: Budget Workshop – July 2025

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Background Information: The attached presentation is the fourth in a series of Board workshops aimed at informing the Board as the FY 26 budget and tax rates are being prepared. This presentation focuses on the budget timeline, taxable value updates and budget scenarios for Fiscal Year 2026.

Attached Supporting Documents: Presentation

Fiscal Implications: None

Administrative Recommendation: None

Contact Person: Jennifer Hinds





## Budget Workshop

*Jennifer Hinds  
Chief Financial Officer*



## Objectives

- Budget Calendar
- Taxable Value Update
- FY26 Scenarios
- Upcoming Workshops
- Questions



# Budget Timeline

## ABILENE INDEPENDENT SCHOOL DISTRICT 2025-26 BUDGET CALENDAR

ACTIVITY	PERSON(S) RESPONSIBLE	COMPLETION DATE	COMPLETION STATUS
Discuss budget calendar and other budget items	Cabinet	January 2025	Completed
Ongoing assessment of 2025-2026 staffing needs	Assoc. Superintendent for the Development of Human Resources	February - June, 2025	Ongoing
Discuss budget calendar with Board	Executive Director of Finance	February 2025 (Workshop)	Completed
Prepare budget workbooks with non-payroll allocations based on 2024-25 1st semester attendance	Executive Director of Finance	March 2025	Completed
2025-26 budget workbooks will be accessible to budget managers electronically	Executive Director of Finance	April 2025	Completed
Discuss attendance projections, revenue forecasts, overall financial condition and other budget items	Executive Director of Finance Cabinet/Executive Leadership Team	April 2025 Executive Team	Completed
Budget Collaboration Meetings with all Budget Owners	Executive Director of Finance, Associate Supt for Development of Human Resources, Associate Supt for Academic and Student Support	April - May 2025	Completed
Receive estimated 2025 tax rolls from Taylor and Jones county	Appraisal Districts	April 28, 2025	Completed
2025-26 Budget Overview and preliminary budget discussion with Board	Executive Director of Finance	May 2025 (Workshop)	Completed
Discuss preliminary revenue estimates and special needs with Board	Executive Director of Finance	June 2025 (Workshop)	Completed
Discuss preliminary expenditure projections with Board	Executive Director of Finance	July 2025 (Workshop)	



# Budget Timeline

Receive certified 2025 tax rolls from Taylor and Jones county	Appraisal Districts	July 25, 2025
Calculation of rollback tax rate and other information for public notice	Executive Director of Finance Taylor County Appraisal District	July 25, 2025
Approval of budget parameters to be used for budget workbook and set public meeting date to discuss budget and proposed tax rate <b>(Recommendation: August 25, 2025)*</b>	Board of Trustees	August 2025 (Workshop)
Final discussions of 2025-26 preliminary budget with Board	Executive Director of Finance	August 2025 (Workshop)
Vote on proposed tax rate that will be published in the notice	Board of Trustees	August 2025 (Regular Meeting)
Publish <i>NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE</i>	Executive Director of Finance	August 15, 2025*
Post summary of proposed budget on district website	Executive Director of Finance	August 15, 2025*
Conduct public hearing on 2025-26 proposed budget and tax rate, adopt budget, adopt tax rate	Board of Trustees	August 25, 2025 (Special Meeting)*

THIS CALENDAR COMPLIES WITH THE LAWS AND REQUIREMENTS FOR THE PREPARATION AND APPROVAL OF THE 2025-2026 BUDGET. IT ALSO COMPLIES WITH ALL TRUTH-IN-TAXATION LAWS.

\*Date Subject to Change



# Taylor CAD Taxable Value



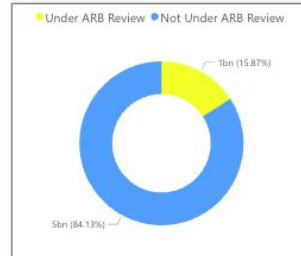
## 2025 PRELIMINARY TOTALS

Select Entity ABILENE ISD

	Under ARB Review	Not Under ARB Review	Total
Property Count	1722	48104	49826
Assessed Value	1,052,006,679	11,413,426,399	12,465,433,078
Total Exemptions Amount	- 44,210,182	- 5,514,688,811	- 5,558,898,993
<b>Net Taxable</b>	<b>1,007,796,497</b>	<b>5,898,737,588</b>	<b>6,906,534,085</b>
Freeze Taxable	- 6,921,924	- 589,816,053	- 596,737,977
Transfer Adjustment	- 11,005	- 3,403,911	- 3,414,916
<b>Freeze Adjusted Taxable</b>	<b>1,000,863,568</b>	<b>5,305,517,624</b>	<b>6,306,381,192</b>

15.87%

84.13%



PRELIMINARY VALUES WILL CHANGE THROUGH VALUE APPEALS. THE PRELIMINARY ESTIMATE DOES NOT REPRESENT THE REQUIRED CERTIFIED VALUE FOR THE DEVELOPMENT OF AN ENTITY BUDGET.

as of 7.3.2025



## FY 2026 - Budget Scenarios

### Revenue Projections -

- Tools to support FY26 projections are just now becoming available
- Taxable values and tax rates remain highly uncertain at this stage
- Revenue will be projected using the same Average Daily Attendance (ADA) figure as the prior year: 12,600

### Expenditure Projections -

- A Payroll Budget Snapshot is generated weekly (every Wednesday) and compared to previous snapshots to identify and analyze variances
- Payroll vacancies are now budgeted at 100%, compared to 50% in previous years
- Non-payroll expenditures will continue to be adjusted as recurring annual expenses are renewed; however, no significant changes are anticipated at this time







# Questions?

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## **Budget Workshop**

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*Jennifer Hinds*  
*Chief Financial Officer*

**Abilene Independent School District Board Document - Agenda Item II.D.**

Meeting Date: 07/07/2025

Meeting Type: Workshop Meeting

Item Type: Presentation

Future Action Required: Yes

If Yes, Month: August

Subject: Employee Compensation Plan

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Background Information:

At our June meeting, Zachary Hobbs, Assistant Director of TASB HR Services, provided an overview of information given in the TASB Pay Study. Models of possible compensation plans for the 2025-2026 school year will be shared and discussed.

Attached Supporting Documents:

Compensation Plan Presentation

TASB Pay Systems Maintenance Draft

Fiscal Implications:

None at this time

Administrative Recommendation:

None at this time

Contact Person:

Alison Sims





# **Board of Trustees Meeting**

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*July 7, 2025*



# Employee Compensation

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*Alison Sims*



# Employee Compensation

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*Alison Sims*





# Goals of Compensation System

Recruit  
Employees

Pay for Job  
Value

Retain  
Employees

Control Costs



# Suggested Adjustment 1

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Adopt proposed pay structure adjustments to improve market pay equity.

How this changes minimum pay:

- Adjusts minimum daily rates to Administrative Professional pay scale by \$2.00 - \$15.00, depending on pay grade
- Adjusts minimum daily rates to Technology pay scale by \$3.00-\$10.00 and adjusts hourly rates to \$0.20- \$0.50, depending on pay grade
- Adjusts minimum hourly rate to Clerical Professional pay scale by \$0.10-\$1.25, depending on pay grade
- Adjusts minimum hourly rate for Auxiliary pay scale by \$0.10 to \$0.25 depending on pay grade



## Suggested Adjustment 2

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Provide Teacher Retention Allotment based on the passing of HB 2

- \$2,500 for teachers with 3-4 years of experience
- \$5,000 for teachers with 5+ years of experience
- Optional: \$500 increase for teachers with 1-2 years experience entering the 2025-2026 school year



## Suggested Adjustment 3

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Adopt a general pay increase (GPI) to non-teaching staff

- Model 1: 0% GPI
- Model 2: 1% GPI
- Model 3: 2% GPI
- GPI calculated as a percentage of employee's pay grade midpoint



## Suggested Adjustment 4

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Provide adjustments to address market differences and maintain equity

- Increase to 1% above minimum
- Placement scale adjustments
- Upgrade adjustments



# Cost - Model 1 - 0% GPI

Pay Group	Teacher Retention Allotment	General Pay Increase	Adjustments	Estimated Total Increase
Teachers and Librarians	\$3,817,758	\$0	\$78,420	\$3,896,178
Administrative Professional	\$0	\$0	\$175,688	\$175,688
Information Technology	\$0	\$0	\$23,852	\$23,852
Clerical Paraprofessional	\$0	\$0	\$27,189	\$27,189
Auxiliary	\$0	\$0	\$17,723	\$17,723
<b>Total</b>	<b>\$3,817,758</b>	<b>\$0</b>	<b>\$322,872</b>	<b>\$4,140,630</b>
<b>% of Current Costs</b>	<b>3.5%</b>	<b>0.0%</b>	<b>0.3%</b>	<b>3.8%</b>

Cost beyond TRA-  
\$322,872



# Cost Model 2 - 1% GPI

Cost beyond TRA - \$833,735

Pay Group	Teacher Retention Allotment	General Pay Increase	Adjustments	Estimated Total Increase
Teachers and Librarians	\$3,817,758	\$0	\$78,420	\$3,896,178
Administrative Professional	\$0	\$280,896	\$155,364	\$436,260
Information Technology	\$0	\$20,455	\$14,556	\$35,011
Clerical Paraprofessional	\$0	\$139,423	\$12,852	\$152,275
Auxiliary	\$0	\$125,741	\$6,028	\$131,769
<b>Total</b>	<b>\$3,817,758</b>	<b>\$566,515</b>	<b>\$267,220</b>	<b>\$4,651,493</b>
<b>% of Current Costs</b>	<b>3.5%</b>	<b>0.5%</b>	<b>0.2%</b>	<b>4.3%</b>



# Cost Model 3 - 2% GPI

Pay Group	Teacher Retention Allotment	General Pay Increase	Adjustments	Estimated Total Increase
Teachers and Librarians	\$3,817,758	\$0	\$78,420	\$3,896,178
Administrative Professional	\$0	\$561,509	\$142,345	\$703,854
Information Technology	\$0	\$40,914	\$6,701	\$47,615
Clerical Paraprofessional	\$0	\$284,417	\$6,707	\$291,124
Auxiliary	\$0	\$249,623	\$2,390	\$252,013
<b>Total</b>	<b>\$3,817,758</b>	<b>\$1,136,463</b>	<b>\$236,563</b>	<b>\$5,190,784</b>
<b>% of Current Costs</b>	<b>3.5%</b>	<b>1.1%</b>	<b>0.2%</b>	<b>4.8%</b>

Cost beyond TRA - \$1,373,026



# Cost Overview

0%

1%

2%

Pay Group	Adjustments	Total Increase
Teachers	\$78,420	\$78,420
AP	\$175,688	\$175,688
IT	\$23,852	\$23,852
CP	\$27,189	\$27,189
Aux.	\$17,723	\$17,723
Total Cost to District	\$4,140,630	\$322,872

Pay Group	Adjustments	Total Increase
Teachers	\$78,420	\$78,420
AP	\$175,688	\$436,260
IT	\$23,852	\$35,011
CP	\$27,189	\$152,275
Aux.	\$17,723	\$131,769
Total Cost to District	\$4,140,630	\$833,735

Pay Group	Adjustments	Total Increase
Teachers	\$78,420	\$78,420
AP	\$175,688	\$703,854
IT	\$23,852	\$47,615
CP	\$27,189	\$291,124
Aux.	\$17,723	\$252,013
Total Cost to District	\$4,140,630	\$1,373,026

**Questions?**

**Abilene Independent School District Board Document - Agenda Item II.B**

Meeting Date: July 7, 2025

Meeting Type: Workshop

Item Type: Report

Future Action Required: Yes

If Yes, Month: August

Subject: Code of Conduct

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Background Information:

This is a second round of several conversations that will happen this summer regarding changes to our Student Code of Conduct. These are the legislative updates to Ch. 37 made this year.

Attached Supporting Documents:

Presentation

Fiscal Implications:

None

Administrative Recommendation:

None currently

Contact Person:

Alison Camp





# **Board of Trustees Workshop**

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*July 7,, 2025*



## **Student Code of Conduct Updates**

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*Alison Camp*



# In-School Suspension

- No limit
- Review every 10 days



# Repeated Disruption of the Classroom

- Can suspend K-2 & homeless students for “repeated disruption of the classroom”



# Mandatory Removal for Possession, Use, Sale, or Delivery of E-Cigarette

- Removes requirement that student who possess or use an e-cigarette be mandatorily removed to DAEP
- If no DAEP placement, must be in ISS for 10 days



## Removal for Serious Misconduct Wherever it Occurs

- Allows for mandatory expulsion for serious offenses whether or not those offenses occur on school grounds, while attending a school-sponsored event, or at a school-related activity



# Questions?

**Abilene Independent School District Board Document - Agenda Item II.C**

Meeting Date: July 7, 2025

Meeting Type: Workshop

Item Type: Report

Future Action Required: Yes

If Yes, Month: July

Subject: Transfer Policies FDA and FDB

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Background Information:

Our current transfer policies require parents to reapply every year. We would like to make it easier for parents by only having them reapply when they change to a different level of school. For example, once in elementary, once in middle school, and once in high school.

Attached Supporting Documents:

Presentation

Redline of FDA

Redline of FDB Regulation

Fiscal Implications:

None

Administrative Recommendation:

We recommend approval of the new local policy FDA.

Contact Person:

Alison Camp



## PROPOSED REVISIONS

### Authority

The Superintendent is authorized to accept or reject any transfer requests, provided that such action is without regard to race, religion, color, sex, disability, national origin, or ancestral language.

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~~A resident student who becomes a nonresident during the course of a semester shall be permitted to continue in attendance for the remainder of the semester.~~

~~OR~~

Residents Who  
Become  
Nonresidents

A resident student in prekindergarten through grade 11 who becomes a nonresident during the course of a semester shall be permitted to continue in attendance for the remainder of the semester.

A resident student in grade 12 who becomes a nonresident shall be permitted to continue in attendance for the remainder of the school year.

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### ~~Transfer Requests~~

Children of District  
Employees

~~A child of a nonresident full-time District employee may request that his or her child be admitted into District schools by filing an application with the Superintendent in accordance with administrative regulations. ~~attend the campus at which the child's parent is employed or a campus determined by the department of school administration to be "open — having space available."~~ Application shall be made in the time and manner set forth in administrative regulations, ~~and t~~ transfers shall be granted for one regular school year at a time, on a tuition-free basis.~~

~~All Others~~

~~A parent or legal guardian who is not a full-time District employee wishing to transfer a nonresident student into the District shall file an application for transfer each school year with the Superintendent or designee. Transfers shall be granted for one regular school year at a time.~~

~~A nonrefundable fee of \$25 shall be required with each application for a nonresident child whose parent or legal guardian is not a full-time District employee.~~

### Transfer Requests

A nonresident student wishing to transfer into the District shall file an application for transfer each school year with the Superintendent. Transfers shall be granted for one regular school year at a time.

Factors

~~A transfer for a nonresident child whose parent or legal guardian is not a full-time District employee may be granted, subject to the admission criteria and upon receipt of a transfer request and execution of a transfer agreement form.~~ In approving transfers, the Superintendent ~~or designee~~ shall consider availability of space and instructional staff, as well as the student's ~~academic performance, overall~~ disciplinary history, and attendance records.

~~The following admission criteria shall be considered:~~

- ~~1. The student must have passed all core classes, with a final grade of at least 70 during the prior school year.~~
- ~~2. The student must have maintained an attendance rate of at least 90 percent for all classes during the prior school year.~~
- ~~3. A public school student must have taken and passed, at the "met standard" level or above, all sections of the most recent administration of any state-mandated assessment on the first administration.~~
- ~~4. A currently enrolled student from an accredited private or parochial school, as listed by the Texas Private School Accreditation Commission, must have performed at grade level or above on the most recently administered national assessment.~~
- ~~5. A student from a homeschool or nonaccredited school setting must demonstrate achievement at the 70 percent level or above on the District-delivered academic screening assessment.~~
- ~~6. The student must:~~
  - ~~a. Not have been assigned to a DAEP or removed or expelled during the prior calendar year,~~
  - ~~b. Have no criminal charges pending, and~~
  - ~~c. Not currently be on probation or under community supervision for a criminal offense.~~
- ~~7. The student must have no outstanding fees or fines imposed by the previous district.~~

Tuition

If the District charges tuition, the amount shall be set by the Board, within statutory limits.

Waivers

The Board may waive tuition for a student based on financial hardship upon written application by the student, parent, or guardian. [See FP]

<u>Nonpayment</u>	<u>The District may initiate withdrawal of students whose tuition payments are delinquent.</u>
<b>Transportation</b>	<u>The District shall not provide T</u> ransportation <del>shall not be provided</del> for interdistrict transfer students, unless required by law.
<del>Revocation of Transfer</del>	<del>The parent or legal guardian and the transfer student shall be notified in the written transfer agreement that all rules and regulations of the District must be followed, including those for student conduct and attendance, and that violation of the District's rules and regulations may result in revocation of the transfer agreement.</del>
<b>Appeals</b>	Any appeals shall be made in accordance with FNG(LOCAL) and GF(LOCAL), as appropriate.

### PROPOSED REVISIONS

	<u>A student shall be assigned to a school in the attendance area in which he or she resides.</u>
<u>Class Changes</u>	<u>The campus principal shall be authorized to investigate and approve the transfer of a student from one classroom to another on that campus.</u>
<u>Transfers Between Schools</u>	<u>The Superintendent shall be authorized to investigate and approve transfers between schools.</u>
<del>Transfers Between Classes and Campuses</del>	<del>Except as provided in this policy and regulations hereunder, a student shall be assigned to a school that serves the attendance zone in which his or her responsible parents, guardian, or other person having lawful custody or control resides. The Superintendent or designee and campus principals shall be authorized to investigate and approve transfers of a student from one classroom to another or between campuses, as appropriate for the educational environment. A student who wishes to attend a school other than as assigned shall obtain prior approval from the office of student services or the Superintendent's designee under the following guidelines.</del>
<del>Factors to Consider</del>	<del>The transfer of a student from one attendance zone to another shall be approved or disapproved based on the following considerations, or other lawful basis, in accordance with applicable procedures. [See FDB(REGULATION)]</del>
<del>Principles of Zoning</del>	<del>Neighborhood school attendance zones are intended to optimize efficient use of available facilities and to maintain relatively balanced enrollments of diverse populations. The principles expressed in FC(LOCAL) regarding changes to attendances zones shall apply to transfers as well.</del>
<del>Employees' Children</del>	<del>Children or dependents of full-time employees may attend school within the zone of the employees' home campus worksite, if desired.</del>
<del>Capacities</del>	<del>Enrollment capacities and educationally appropriate class size caps shall be observed.</del>
<del>Curriculum Transfers</del>	<del>A student may transfer from the school in his or her attendance zone in order to take any course that is not offered in his or her attendance zone, provided crowded conditions do not exist.</del>
<del>Other Accommodations</del>	<del>Transfers to accommodate child care needs for working parents, attendance of siblings in the same school, continuity for former students, or untimely change of residence shall be approved only</del>

~~through proper procedures and only when crowded conditions do not exist.~~

~~Consistency and Planning~~

~~Strict adherence to these policies and procedures should foster consistency and predictability as needed for timely and efficient planning and implementation of the District's use of facilities and educational programs.~~

~~Child-Care for Working Parents~~

~~A student may be transferred from the elementary school attendance area in which his or her parents, legal guardian, or other person having lawful control over the student resides to another elementary school for purposes of child-care only if the child-care is provided in the attendance area to which the transfer is made. The following conditions shall be met:~~

- ~~1. Both parents must be employed during school hours.~~
- ~~2. A single parent must be employed during school hours and have no other transportation available.~~

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**Note:** For the transfer of a student who is the victim of bullying or who engaged in bullying, see FDB(LEGAL). For the transfer of a student who attends a persistently dangerous school, becomes a victim of a violent criminal offense, or becomes a victim of sexual assault, see FDE. ~~For the transfer or assignment of a homeless student, see FDC.~~

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**Administrative Transfer After School Starts**

~~If overcrowding exists or would result at any campus from further enrollment after the opening of the school year, the office of student services shall have the authority to revoke or reassign existing transfers during the first three weeks of instruction. Any newly arriving student thereafter moving into an attendance zone whose home campus is overcrowded may be transferred to a less crowded campus for the rest of that school year. Transportation shall be provided by the District if the reassigned student meets eligibility criteria for transportation services to the resulting campus.~~



# **Board of Trustees Workshop**

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*July 7,, 2025*



# Transfer Policy

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*Alison Camp*



- Change policy so that families do not need to reapply every year.



- Transfers will be granted for the remainder of the student's years at that campus level unless the student does not meet the discipline and attendance requirements.



# Questions?

**Abilene Independent School District Board Document - Agenda Item**

Meeting Date: July 7, 2025

Meeting Type: Regular Board Meeting

Item Type: Consent Future Action Required: No

If Yes, Month: N/A

Subject: Budget Amendments

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

Attached Supporting Documents:

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

Fiscal Implications:

ABILENEISD  
CONNECT • LEAD • SUCCEED

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

Contact Person: Jennifer Hinds

**ABILENE INDEPENDENT SCHOOL DISTRICT  
SUMMARY OF PROPOSED BUDGET AMENDMENTS  
GENERAL FUND  
July 7, 2025**

	Approved budget	Proposed amendments	Proposed amended budget
<b>GENERAL FUND:</b>			
<b>Revenues -</b>			
Local	\$ 44,465,194	\$ -	\$ 44,465,194
State	95,152,527	-	95,152,527
Federal	2,391,000	-	2,391,000
Total	<u>142,008,721</u>	<u>-</u>	<u>142,008,721</u>
<b>Expenditures -</b>			
Instruction	82,180,284	2,950	82,183,234
Instructional Resources and Media Services	2,054,195	-	2,054,195
Curriculum and Instructional Staff Development	2,446,370	(5,146)	2,441,224
Instructional Leadership	3,138,738	14,000	3,152,738
School Leadership	9,633,233	4,719	9,637,952
Guidance, Counseling and Evaluation Services	7,254,059	(2,114)	7,251,945
Social Work Services	1,975,305	-	1,975,305
Health Services	2,048,228	-	2,048,228
Student Transportation	5,295,821	165,862	5,461,683
Extracurricular Activities	5,379,990	(9,339)	5,370,651
General Administration	6,211,270	(45,290)	6,165,980
Plant Maintenance and Operations	17,331,544	(18,875)	17,312,669
Security and Monitoring Services	1,469,344	-	1,469,344
Data Processing Services	6,180,368	-	6,180,368
Community Services	638,935	59,095	698,030
Debt Services	2,622,326	-	2,622,326
Facilities Acquisition and Construction	-	-	-
Payments to JJAEP	175,000	-	175,000
Intergovernmental Charges	700,000	-	700,000
Total	<u>156,735,010</u>	<u>165,862</u>	<u>156,900,872</u>
<b>Other Resources</b>	-	-	-
<b>Other Uses</b>	-	-	-
<b>Excess Revenues Over/(Under) Expenditures</b>	<u>\$ (14,726,289)</u>	<u>\$ (165,862)</u>	<u>\$ (14,892,151)</u>

**Summary of Change in Budgeted Fund Balance:**

2024-25 Original Budgeted Deficit	(12,931,615)
Net Proceeds from Girl's Golf Tournament Split Between AHS & CHS	(1,320)
FY23 Rolled PO 368794 (Bus)	(165,862)
FY24 Outstanding Purchase Orders rolled to FY25	(1,683,948)
Reverse budget for FY24 rolled PO's paid in FY24	44,257
Net profit from Abilene Cross Country Invitational split between AHS & CHS	(7,634)
Purchase Board approved Yondr Bags for AHS/CHS/ATEMS	(124,760)
Net Proceeds from Ice Breaker Softball Tournament Split Between AHS & CHS	(3,862)
Net Proceeds from Bev Ball Volleyball Tournament Split Between AHS & CHS	(8,026)
Net Proceeds from the Soccer Invitational Tournament Split Between AHS & CHS	(5,432)
Net Proceeds from the District Gymnastics Meet to Benefit Gymnastics Program	(3,949)
	<u>\$ (14,892,151)</u>

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

**July 7, 2025**

	Approved budget	Proposed amendments	Proposed amended budget
<b>FOOD SERVICE FUND:</b>			
<b>Revenues -</b>			
Local	\$ 4,033,189	\$ -	\$ 4,033,189
State	380,044	-	380,044
Federal	8,234,096	-	8,234,096
Total	12,647,329	-	12,647,329
<b>Expenditures -</b>			
Food Service	12,478,267	-	12,478,267
Plant Maintenance and Operations	123,923	-	123,923
Facilities Acquisition and Construction	-	-	-
Total	12,602,190	-	12,602,190
<b>Other Resources</b>	-	-	-
<b>Other Uses</b>	-	-	-
<b>Excess Revenues Over/(Under) Expenditures</b>	\$ 45,139	\$ -	\$ 45,139

## DEBT SERVICE FUND

**July 7, 2025**

	Approved budget	Proposed amendments	Proposed amended budget
<b>DEBT SERVICE FUND:</b>			
<b>Revenues -</b>			
Local	\$ 17,467,512	\$ -	\$ 17,467,512
State	-	-	-
Total	17,467,512	-	17,467,512
<b>Expenditures -</b>			
Debt Service	17,467,512	-	17,467,512
Other Intergovernmental Charges	-	-	-
Total	17,467,512	-	17,467,512
<b>Other Resources</b>	-	-	-
<b>Other Uses</b>	-	-	-
<b>Excess Revenues Over/(Under) Expenditures</b>	\$ -	\$ -	\$ -

**ABILENE INDEPENDENT SCHOOL DISTRICT  
SUMMARY OF PROPOSED BUDGET AMENDMENTS  
INTERNAL SERVICE FUND (WORKERS COMP)  
July 7, 2025**

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

**PROPOSED BUDGET AMENDMENTS**

July 7, 2025

	Account code	Revenues - Increase/ (Decrease)	Expenditures - Increase/ (Decrease)	Excess/ (Deficit)	Account Code Explanation			
					Fund	Function	Object	Organization
#1	199-23-6299-XE-108-99-108 199-11-6399-00-108-11-108 (Transfer funds to cover deficit)		670.00 (670.00)		General General	Campus Leadership Instruction	Miscellaneous Contracted Services Supplies	Dyess Dyess
#2	199-23-6395-00-150-99-150 199-11-6399-00-150-11-150 (Transfer funds to purchase Assistant Principal desk)		2,400.00 (2,400.00)		General General	Campus Leadership Instruction	Supplies-Furniture Supplies	Ward Ward
#3	199-11-6399-00-047-11-047 199-36-6412-00-047-99-047 (Transfer funds to instructional supplies to begin SY 25-26)		456.00 (456.00)		General General	Instruction Extracurricular Activities	Supplies Travel-Student	Clack Clack
#4	199-11-6399-00-003-26-003 199-23-6395-00-003-26-003 199-23-6396-00-003-26-003 199-23-6399-00-003-26-003 199-23-6411-00-003-26-003 199-23-6499-00-003-26-003 (Transfer funds to instructional supplies to begin SY 25-26)		1,106.00 (200.00) (250.00) (200.00) (277.00) (179.00)		General General General General General General	Instruction Campus Leadership Campus Leadership Campus Leadership Campus Leadership Campus Leadership	Supplies Supplies-Furniture Supplies-Technology Supplies Travel-Employee Miscellaneous Operating	Woodson Center for Excellence Woodson Center for Excellence Woodson Center for Excellence Woodson Center for Excellence Woodson Center for Excellence Woodson Center for Excellence
#5	199-13-6239-00-999-23-863 199-11-6411-00-999-23-863 (Transfer funds to cover deficit)		4,100.00 (4,100.00)		General General	Staff Development Instruction	Education Service Center Services Travel-Employee	Districtwide Districtwide
#6	199-11-6399-00-002-11-002 199-13-6411-00-002-99-002 199-31-6399-00-002-99-002 199-36-6399-00-002-91-002 (Transfer funds to instructional supplies to begin SY 25-26)		13,908.00 (1,746.00) (1,614.00) (10,548.00)		General General General General	Instruction Staff Development Guidance & Counseling Extracurricular Activities	Supplies Travel-Employee Supplies Supplies	Cooper Cooper Cooper Cooper
#7	199-23-6396-00-044-99-044 199-13-6411-00-044-99-044 199-31-6411-00-044-99-044 199-36-6412-00-044-99-044 199-36-6494-00-044-99-044 (Transfer funds to purchase computers for the office)		2,520.00 (1,000.00) (500.00) (20.00) (1,000.00)		General General General General General	Campus Leadership Staff Development Guidance & Counseling Extracurricular Activities Extracurricular Activities	Supplies-Technology Travel-Employee Travel-Employee Travel-Student Transportation	Madison Madison Madison Madison Madison
#8	199-21-6399-00-863-23-863 199-11-6299-00-999-23-863 (Transfer funds to WTRC bill, travel and computer)		14,000.00 (14,000.00)		General General	Instructional Leadership Instruction	Supplies Miscellaneous Contracted Services	Special Education Districtwide
#9	199-61-6399-00-862-99-862 199-61-6395-00-862-99-862 199-41-6395-00-727-99-727 199-51-6299-00-951-99-726 (Transfer funds to cover deficit)		2,280.00 8,815.00 7,780.00 (18,875.00)		General General General General	Community Services Community Services General Administration Plant Maintenance	Supplies Supplies-Furniture Supplies-Furniture Miscellaneous Contracted Services	Chief Communications Officer Chief Communications Officer Chief Financial Officer Maintenance
#10	199-61-6219-02-999-99-999 199-41-6429-03-740-99-999 (Transfer funds for Cesco Communications)		48,000.00 (48,000.00)		General General	Community Services General Administration	Professional Services Insurance and Bonding Costs	Districtwide Districtwide
#11	199-11-6219-45-001-22-832 199-41-6429-03-740-99-999 (Transfer funds to cover deficit)		5,070.00 (5,070.00)		General General	Instruction General Administration	Professional Services Insurance and Bonding Costs	Abilene High Districtwide

**PROPOSED BUDGET AMENDMENTS (CONTINUED)**  
**July 7, 2025**

	Account code	Revenues - Increase/ (Decrease)	Expenditures - Increase/ (Decrease)	Excess/ (Deficit)	Account Code Explanation			
					Fund	Function	Object	Organization
#12	199-34-6631-00-800-23-865 199-00-3110-00-000-00-000 (Increase budget for FY23 Rolled PO 368794 SPED Bus)		165,862.00	(165,862.00)	General General	Student Transportation N/A	Capital Outlay-Vehicles Budgeted Fund Balance	Transportation N/A
#13	199-23-6411-00-116-99-116 199-11-6399-00-116-11-116 (Transfer funds to cover deficit)		235.00 (235.00)		General General	Campus Leadership Instruction	Travel-Employee Supplies	Stafford Stafford
#14	199-11-6399-00-999-22-832 199-13-6411-00-999-22-832 (Transfer funds to purchase equipment)		6,500.00 (6,500.00)		General General	Instruction Staff Development	Supplies Travel-Employee	Districtwide Districtwide
#15	199-36-6498-94-804-99-804 199-11-6399-94-999-11-804 (Transfer funds for Big Country Ensemble Awards)		2,685.00 (2,685.00)		General General	Extracurricular Activities Instruction	Awards Supplies	Fine Arts Districtwide
General Fund Totals		<u>-</u>	<u>165,862.00</u>	<u>(165,862.00)</u>				

**APPROVED BUDGET AMENDMENTS**

June 9, 2025

	Account code	Revenues - Increase/ (Decrease)	Expenditures - Increase/ (Decrease)	Excess/ (Deficit)	Account Code Explanation			
					Fund	Function	Object	Organization
#1	199-11-6399-00-116-11-116 199-23-6411-00-116-99-116 (Transfer funds to cover end of year purchases)		2,505.00 (2,505.00)		General General	Instruction Campus Leadership	Supplies Travel-Employee	Stafford Stafford
#2	199-23-6299-XE-153-99-153 199-11-6299-XE-153-11-153 (Transfer funds to cover deficit)		392.00 (392.00)		General General	Campus Leadership Instruction	Miscellaneous Contracted Services Miscellaneous Contracted Services	Bassetti Bassetti
#3	199-11-6399-00-104-11-104 199-23-6396-00-104-99-104 (Transfer funds to purchase instructional supplies)		4,000.00 (4,000.00)		General General	Instruction Campus Leadership	Supplies Supplies-Technology	Bowie Bowie
#4	199-11-6399-00-102-11-102 199-13-6299-00-102-99-102 199-13-6239-00-102-99-102 (Transfer funds to cover end of year purchases)		5,300.00 (5,000.00) (300.00)		General General General	Instruction Staff Development Staff Development	Supplies Miscellaneous Contracted Services Region 14 ESC Services	Austin Austin Austin
#5	199-21-6399-00-863-23-863 199-13-6411-00-999-23-863 199-11-6299-00-999-23-863 199-31-6299-00-863-23-863 (Transfer funds to cover deficits)		2,000.00 873.00 38,000.00 (40,873.00)		General General General General	Instructional Leadership Staff Development Instruction Guidance & Counseling	Supplies Travel-Employee Miscellaneous Contracted Services Miscellaneous Contracted Services	Special Education Districtwide Districtwide Special Education
#6	199-23-6399-00-048-99-048 199-23-6396-00-048-99-048 199-11-6399-00-048-11-048 199-12-6411-00-048-99-048 199-13-6411-00-048-99-048 199-31-6399-00-048-99-048 199-36-6412-00-048-99-048 (Transfer funds to purchase administrative technology and supplies for beginning of year teacher training)		1,600.00 4,680.00 (4,835.00) (525.00) (396.00) (465.00) (59.00)		General General General General General General General	Campus Leadership Campus Leadership Instruction Media Staff Development Guidance & Counseling Extracurricular Activities	Supplies Supplies-Technology Supplies Travel-Employee Travel-Employee Supplies Travel-Student	Craig Craig Craig Craig Craig Craig Craig
#7	199-21-6399-00-863-23-863 199-31-6299-00-863-23-863 (Transfer funds to cover deficits)		2,000.00 (2,000.00)		General General	Instructional Leadership Guidance & Counseling	Supplies Miscellaneous Contracted Services	Special Education Special Education
#8	199-11-6299-00-010-11-010 199-13-6411-00-010-99-010 199-36-6495-00-010-99-010 (Transfer funds for Project Lead the Way training and equipment repairs)		2,200.00 800.00 (3,000.00)		General General General	Instruction Staff Development Extracurricular Activities	Miscellaneous Contracted Services Travel-Employee Dues	AEMS/LIFT AEMS/LIFT AEMS/LIFT
#9	199-00-5744-00-000-99-999 199-11-6399-00-121-11-121 (Donation from Taylor PTO to purchase metal picnic tables for outdoor cafeteria area)	5,064.00	5,064.00		General General	N/A Instruction	Donation Supplies	N/A Taylor
#10	199-00-5744-00-000-99-999 199-34-6494-00-800-99-800 (Donation from AHS Band Booster to cover travel)	2,820.00	2,820.00		General General	N/A Student Transportation	Donation Transportation	N/A Transportation

**APPROVED BUDGET AMENDMENTS (CONTINUED)**  
**June 9, 2025**

	Account code	Revenues - Increase/ (Decrease)	Expenditures - Increase/ (Decrease)	Excess/ (Deficit)	Account Code Explanation			
					Fund	Function	Object	Organization
#11	199-00-5744-00-000-99-999	529.00			General	N/A	Donation	N/A
	199-34-6244-00-800-99-800 (Donation from CHS Band Booster to cover repairs on Band trailer)		529.00		General	Student Transportation	Vehicle Repairs	Transportation
#12	199-00-5744-00-000-99-999	690.00			General	N/A	Donation	N/A
	199-34-6494-00-800-99-800 (Donation from ACU to cover travel for Upward Bound)		690.00		General	Student Transportation	Transportation	Transportation
General Fund Totals		<u>9,103.00</u>	<u>9,103.00</u>	<u>-</u>				

**Abilene Independent School District Board Document - Agenda Item VII.B**

Meeting Date: July 7, 2025

Meeting Type: Regular Meeting

Item Type: Consent Agenda

Future Action Required: No

If Yes, Month: N/A

Subject: Monthly Financials

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

Attached Supporting Documents: May 2025 Monthly Financial Packet

Fiscal Implications: None

Administrative Recommendation: None

Contact Person: Jennifer Hinds



# ABILENE ISD

FY25



## MONTHLY FINANCIALS

MAY 2025



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## **Memo**

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

**02**

## **Budget vs Actual**

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

**03**

## **Revenue & Expenditure Comparison**

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

**04**

## **Governmental Fund Types**

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

**05**

## **Employee Counts**

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

**06**

## **Employee Counts By Month**

Summary of employee counts compared to previous month

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## **Student Enrollment/ADA**

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## **Projected ADA**

Summary of projected ADA vs Budgeted ADA by grading period.

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## **Tax Collections**

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

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## **Monthly Donation Report**

Summary of monthly donations received for the reporting month.



# Memo



**To:** Dr. John Kuhn, Superintendent of Schools  
**CC:** Dr. Joseph Waldron, Deputy Superintendent  
**From:** Jennifer Hinds, Chief Financial Officer  
**Date:** July 7, 2025  
**Re:** May 2025 Financial Information

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

## **Revenues**

The cumulative percentages of local taxes received through May are slightly higher than last year's percentage collected. Since current taxes become delinquent (i.e., subject to penalties and interest) after January 31<sup>st</sup>, majority of taxes have been collected by the end of January. For the fiscal year 2025, 89.48% have been collected as of the end of May 2025, in line with previous years.

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**

At the end of May, total expenditures are at 78.47% of the budget. After completion of the 3<sup>rd</sup> quarter, total percentage of expenditures is slightly higher than the budgeted 75%.

Payroll costs are within expectations with 78.47% of the total \$128.2M budget expended. As we get closer to the summer months, the payroll budget will begin to level off as FY 25 contracted salaries close. This budget is being closely monitored for budget performance as well as planning purposes for FY 26.

The following functions are trending higher than budgeted this month. *Health Services (FC 33)* due to extra duty pay and *Community Services (FC 61)* due to extra duty pay. These increased expenditures are expected and should slow once school has completed.

We continue to see the trend of higher than budgeted expenses in the following functions, *Student Transportation (FC 34)*, and *Extracurricular Activities (FC 36)*. This is due to large payments made at the beginning of the year for annual expenditures and increased expenditures. As the year progresses, these percentages will level out. These budgets are being monitored closely to ensure we stay within the yearly budgeted parameters.

*Juvenile Justice* program (FC 95) expenditures are at 144.12% of budget. Expenditures continue to be elevated due to increased students attending Taylor County learning center. We are currently exploring cost saving strategies to assist in this increased area of expense. This budget will be amended to cover expenditures properly.

If you have any questions, please contact me.

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

	<u>Amended Budget</u>	<u>Year To Date</u>	<u>Difference</u>	<u>%</u>
<b>REVENUES</b>				
5700s - Local	\$ 44,456,091	\$ 34,958,672	\$ (9,497,419)	78.64%
5800s - State	95,152,527	68,721,974	(26,430,553)	72.22%
5900s - Federal	2,391,000	2,242,175	(148,825)	93.78%
Total Revenues	<u>\$ 141,999,618</u>	<u>\$ 105,922,821</u>	<u>\$ (36,076,797)</u>	74.59%
<b>EXPENDITURES</b>				
11 - Instruction	\$ 82,128,442	\$ 65,622,070	\$ 16,506,372	79.90%
12 - Instructional Resources and Media Services	2,054,720	1,640,230	414,490	79.83%
13 - Curriculum and Instructional Staff Development	2,450,393	1,638,303	812,090	66.86%
21 - Instructional Leadership	3,134,738	2,125,588	1,009,150	67.81%
23 - School Leadership	9,633,066	7,185,217	2,447,849	74.59%
31 - Guidance, Counseling and Evaluation Services	7,297,397	5,428,830	1,868,567	74.39%
32 - Social Work Services	1,975,305	1,526,268	449,037	77.27%
33 - Health Services	2,048,228	1,727,894	320,334	84.36%
34 - Student Transportation	5,291,782	5,372,997	(81,215)	101.53%
36 - Extracurricular Activities	5,383,049	4,484,884	898,165	83.31%
41 - General Administration	6,211,270	4,034,987	2,176,283	64.96%
51 - Facilities Maintenance and Operations	17,331,544	12,843,910	4,487,634	74.11%
52 - Security and Monitoring Services	1,469,344	1,164,719	304,625	79.27%
53 - Data Processing Services	6,180,368	4,611,011	1,569,357	74.61%
61 - Community Services	638,935	516,168	122,767	80.79%
71 - Debt Service	2,622,326	1,460,871	1,161,455	55.71%
81 - Facilities Acquisition and Construction	-	133,079	(133,079)	#DIV/0!
95 - Juvenile Justice Program	175,000	252,215	(77,215)	144.12%
99 - Intergovernmental Charges	700,000	544,480	155,520	77.78%
Total Expenditures	<u>\$ 156,725,907</u>	<u>\$ 122,313,720</u>	<u>\$ 34,412,187</u>	78.04%
<b>OTHER</b>				
7900s - Sources	-	-	-	N/A
8900s - Uses	-	-	-	N/A
<b>EXCESS REVENUES AND OTHER RESOURCES OVER (UNDER) EXPENDITURES AND OTHER USES</b>				
	<u>\$ (14,726,289)</u>	<u>\$ (16,390,899)</u>	<u>\$ (31,117,188)</u>	
<b>EXPENDITURES BY OBJECT CODE:</b>				
6100s - Payroll	\$ 128,219,810	\$ 100,611,875	\$ 27,607,935	78.47%
6200s - Purchased and Contracted Services	12,736,853	9,361,994	3,374,859	73.50%
6300s - Supplies and Materials	5,948,990	5,289,237	659,753	88.91%
6400s - Miscellaneous Expenditures	5,385,128	4,675,958	709,170	86.83%
6500s - Debt Service	2,622,326	1,460,871	1,161,455	55.71%
6600s - Capital Outlay	1,812,800	913,785	899,015	50.41%
Total Expenditures	<u>\$ 156,725,907</u>	<u>\$ 122,313,720</u>	<u>\$ 34,412,187</u>	78.04%

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

	Year to Date				Increase/ (Decrease)	%
	2024	Encumbr.	Actuals	2025		
<b>REVENUES</b>						
Local	\$ 32,517,659	\$ -	\$ 34,958,672	\$ 34,958,672	\$ 2,441,013	7.51%
State	63,288,881	-	68,721,974	68,721,974	5,433,093	8.58%
Federal	2,294,614	-	2,242,175	2,242,175	(52,439)	-2.29%
Total Revenues	<u>98,101,154</u>	<u>-</u>	<u>105,922,821</u>	<u>105,922,821</u>	<u>7,821,667</u>	<u>7.97%</u>
<b>EXPENDITURES</b>						
Instruction	\$ 63,227,328	\$ 263,145	\$ 65,622,071	\$ 65,885,216	\$ 2,657,888	4.20%
Instructional Resources and Media Services	1,639,773	22,233	1,640,230	1,662,463	22,690	1.38%
Curriculum and Instructional Staff Development	2,086,975	81,238	1,638,303	1,719,541	(367,434)	-17.61%
Instructional Leadership	2,283,335	21,021	2,125,588	2,146,609	(136,726)	-5.99%
School Leadership	7,047,926	19,183	7,185,217	7,204,400	156,474	2.22%
Guidance, Counseling and Evaluation Services	4,834,598	6,507	5,428,830	5,435,337	600,739	12.43%
Social Work Services	590,763	3,826	1,526,268	1,530,094	939,331	159.00%
Health Services	1,057,122	54,629	1,727,894	1,782,523	725,401	68.62%
Student Transportation	5,067,446	193,288	5,372,997	5,566,285	498,839	9.84%
Extracurricular Activities	4,794,853	188,078	4,484,884	4,672,962	(121,891)	-2.54%
General Administration	4,645,476	344,440	4,034,987	4,379,427	(266,049)	-5.73%
Facilities Maintenance and Operations	13,319,591	299,255	12,843,910	13,143,165	(176,426)	-1.32%
Security and Monitoring Services	1,131,309	58,716	1,164,719	1,223,435	92,126	8.14%
Data Processing Services	4,730,382	486,068	4,611,011	5,097,079	366,697	7.75%
Community Services	507,342	59,367	516,168	575,535	68,193	13.44%
Debt Services	1,327,336	5,984	1,460,871	1,466,855	139,519	10.51%
Facilities Acquisition and Construction	1,539,047	15,416	133,079	148,495	(1,390,552)	-90.35%
Juvenile Justice Program	177,045	23,055	252,215	275,270	98,225	55.48%
Intergovernmental Charges	545,069	-	544,480	544,480	(589)	-0.11%
Total Expenditures	<u>120,552,716</u>	<u>2,145,451</u>	<u>122,313,720</u>	<u>124,459,171</u>	<u>3,906,455</u>	<u>3.24%</u>
<b>OTHER</b>						
Sources	\$ -	-	-	-	\$ -	#DIV/0!
Uses	-	-	-	-	-	#DIV/0!
<b>EXCESS REVENUES AND OTHER RESOURCES OVER (UNDER) EXPENDITURES AND OTHER USES</b>						
	<u>(22,451,562)</u>	<u>(2,145,451)</u>	<u>(16,390,899)</u>	<u>(18,536,350)</u>	<u>3,915,212</u>	
<b>EXPENDITURES BY OBJECT CODE:</b>						
Payroll	\$ 95,110,521	\$ -	\$ 100,611,875	\$ 100,611,875	\$ 5,501,354	5.78%
Purchased and Contracted Services	10,847,252	1,283,402	9,361,994	10,645,396	(201,856)	-1.86%
Supplies and Materials	6,019,656	524,328	5,289,237	5,813,565	(206,091)	-3.42%
Miscellaneous Expenditures	4,531,935	81,042	4,675,958	4,757,000	225,065	4.97%
Debt Service	1,327,336	5,984	1,460,871	1,466,855	139,519	10.51%
Capital Outlay	2,716,018	250,694	913,785	1,164,479	(1,551,539)	-57.13%
Total Expenditures	<u>120,552,716</u>	<u>2,145,451</u>	<u>122,313,720</u>	<u>124,459,171</u>	<u>3,906,455</u>	<u>3.24%</u>

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

	<u>Revenues/ Other Resources</u>	<u>Expenditures/ Other Uses</u>	<u>Revenues Over/(Under) Expenditures</u>
<b>General Fund:</b>			
190 Shotwell Complex	\$ 693,759	606,337	\$ 87,422
191 FY22 Board Approved Capital Projects	-	133,079	(133,079)
197 Extracurricular (beyond District)	13,262	340,220	(326,958)
199 General Operating	105,215,800	121,234,084	(16,018,284)
Total	<u>\$ 105,922,821</u>	<u>\$ 122,313,720</u>	<u>\$ (16,390,899)</u>
<b>Special Revenue Fund:</b>			
205 Head Start	2,199,998	2,487,411	(287,413)
206 McKinney Vento Grant	62,496	76,864	(14,368)
211 ESEA Title I	3,925,207	4,378,321	(453,114)
224 IDEA-B Formula	3,315,087	4,165,547	(850,460)
225 IDEA-B Preschool	100,103	131,298	(31,195)
226 IDEA-B Discretionary Deaf	-	-	-
240 Food Service	9,751,525	9,248,460	503,065
242 Summer Feeding	-	101,820	(101,820)
244 Carl Perkins-Vocational Education	173,683	184,000	(10,317)
255 ESEA Title II, TPTR	207,145	211,525	(4,380)
263 Title III	52,806	52,985	(179)
279 TCLASS ESSER III	-	61,750	(61,750)
280 ARP II Homeless COVID Recovery	-	-	-
281 JROTC Department of Defense	-	-	-
282 ESSER III	-	-	-
284 IDEA-B Forumula ARP (ESSER)	-	-	-
285 IDEA-B Preschool, ARP	-	-	-
288 Early Head Start	2,290,052	2,573,507	(283,455)
289 Title IV, Part A - SSAEP	65,343	139,150	(73,807)
309 Adult Education-Federal	589,387	627,188	(37,801)
312 Temp. Assistance for Needy Families-Federal	20,749	22,950	(2,201)
379 ARP Homeless I_TEHCY Supplemental	35,757	35,757	-
410 Textbook	1,562,324	1,531,288	31,036
412 Childcare Services	-	77,172	(77,172)
429 State Funded Special Revenue Funds	501,696	512,135	(10,439)
431 Adult Education-State	70,401	70,169	232
435 Deaf Ed - State	75,713	76,289	(576)
461 Campus Activity Fund	324,055	249,359	74,696
480 Partners In Education	-	-	-
481 Holland Medical HS Community Donation	1,500	388	1,112
487 Dodge Jones	16,000	-	16,000
488 Dian Graves Owen	-	16,255	(16,255)
489 Abilene Education Foundation	208,131	185,468	22,663
492 Kids Learning Together	68,845	46,469	22,376
493 Homeless Supply Program	12,500	13,284	(784)
496 Regional Day School for the Deaf-Local	221,271	274,485	(53,214)
499 Other	14,636	1,784	12,852
Total	<u>\$ 25,866,410</u>	<u>\$ 27,553,078</u>	<u>\$ (1,686,666)</u>
<b>Debt Service Fund:</b>			
599 Debt Service	<u>\$ 19,786,405</u>	<u>\$ 13,579,754</u>	<u>\$ 6,206,651</u>
<b>Workers Comp Fund:</b>			
770 Workers Comp	<u>\$ 615,271</u>	<u>\$ 461,804</u>	<u>\$ 153,467</u>
<b>Capital Projects Fund:</b>			
620 Capital Projects-2019 Bonds	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

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

Org	Campus/Department	May 2025 Employee Counts		Total
		General Fund	Other Funds	
<b>High Schools:</b>				
001	Abilene High School	158.250	20.100	178.350
002	Cooper High School	162.250	22.800	185.050
009	Holland Medical HS-HSU	7.000	-	7.000
010	ATEMS High School	42.000	9.300	51.300
011	The LIFT	2.000	-	2.000
<b>Middle Schools:</b>				
044	Madison Middle School	62.050	18.875	80.925
045	Mann Middle School	64.732	18.000	82.732
047	Clack Middle School	68.750	11.000	79.750
048	Craig Middle School	75.750	12.000	87.750
<b>Elementary Schools:</b>				
102	Austin Elementary	63.500	11.730	75.230
103	Bonham Elementary	54.440	11.330	65.770
104	Bowie Elementary	49.200	19.320	68.520
108	Dyess Elementary	51.000	15.740	66.740
112	Alcorta Elementary	41.700	9.330	51.030
113	Purcell Elementary	55.920	14.330	70.250
116	Stafford Elementary	50.028	13.330	63.358
121	Taylor Elementary	59.300	15.320	74.620
150	Ward Elementary	42.600	15.440	58.040
151	Thomas Elementary	17.200	9.680	26.880
152	Ortiz Elementary	16.300	9.680	25.980
153	Bassetti Elementary	55.330	14.330	69.660
155	Martinez Elementary	58.400	14.340	72.740
<b>Other Campuses:</b>				
003	Woodson Center for Excellence	34.950	6.000	40.950
004	Adult Education	3.000	7.000	10.000
006	DAEP	18.000	-	18.000
008	Juvenile Detention Ctr	2.000	-	2.000
107	Crockett Early Head Start	3.000	59.060	62.060
120	Hartford/SAP	4.300	-	4.300
131	Planetarium	0.500	-	0.500
156	Long Early Learning Center	66.500	89.440	155.940
<b>Departments:</b>				
701	Superintendent	3.000	-	3.000
720	Student Services	4.000	-	4.000
726	Deputy Supt/Operations	6.000	-	6.000
727	Finance	5.000	-	5.000
728	Human Resources	11.500	-	11.500
729	Accounting & Payroll Department	9.000	-	9.000
731	Purchasing Department	6.500	-	6.500
733	Textbook/Instructional Materials	1.000	-	1.000
734	Leadership	4.500	-	4.500
735	Innovation	2.000	-	2.000
740	AISD Districtwide	2.000	-	2.000
742	One AISD Center	2.000	-	2.000
800	Transportation	96.000	-	96.000
801	Curriculum & Instruction	11.000	1.000	12.000
804	Fine Arts	3.000	-	3.000
806	LRC Services	2.000	-	2.000
808	Technology Center	25.500	-	25.500
810	Employee Benefits	1.000	-	1.000
819	Social Workers	6.000	-	6.000
832	Director of CTE	3.000	-	3.000
852	Academic Support/Staff Development	1.000	-	1.000
862	Communications	6.000	-	6.000
863	Special Education	37.950	8.050	46.000
867	Bilingual Coordinator	4.000	-	4.000
872	Attendance Officers	4.050	-	4.050
873	Health Services	1.000	-	1.000
874	Athletics	4.000	-	4.000
876	Shotwell Concessions	-	1.000	1.000
880	Title I Office	-	7.000	7.000
893	AISD TV	1.000	-	1.000
908	Print Shop	2.000	-	2.000
925	PEIMS Department	4.000	-	4.000
938	Food Service	-	24.625	24.625
939	Catering (Food Service)	-	2.000	2.000
951	Maintenance	47.000	-	47.000
952	Warehouse	6.500	-	6.500
953	Custodial	5.000	-	5.000
954	Energy Management	1.000	-	1.000
<b>Total</b>		<b>1,718.450</b>	<b>491.150</b>	<b>2,209.600</b>

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

## Abilene Independent School District Employee Counts By Month

Month	Fiscal Year 2024-2025 Employee Counts			Change vs Prior Month
	General Fund	Other Funds	Total	
September	1,909.950	549.050	2,459.000	
October	1,892.950	558.050	2,451.000	(8.000)
November	1,899.950	555.050	2,455.000	4.000
December	1,897.950	544.050	2,442.000	(13.000)
January	1,885.450	533.160	2,418.610	(23.390)
February	1,876.450	522.150	2,398.600	(20.010)
March	1,864.450	507.150	2,371.600	(27.000)
April	1,735.450	476.150	2,211.600	(160.000)
May	1,718.450	491.150	2,209.600	(2.000)
June				
July				
August				
Fiscal Year 2025				(249.400)

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

**NUMBER OF PAYROLL CHECKS AND DIRECT DEPOSITS:**

	<b>2024-25</b>	<b>2023-24</b>	<b>Net</b>
	<b>Payroll checks/direct deposits</b>		<b>Change</b>
September	2,379	2,352	28
October	2,391	2,362	29
November	2,400	2,372	28
December	2,396	2,388	9
January	2,384	2,397	(14)
February	2,375	2,418	(43)
March	2,366	2,409	(44)
April	2,333	2,382	(49)
May	2,321	2,368	(47)
June		2,366	(2,366)
July		2,302	(2,302)
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  
STUDENT ENROLLMENT & ATTENDANCE DATA  
PERIOD ENDED MAY 31, 2025**

**Student Enrollment Counts:**

	<b>2024-25 FY25 Enrollment Amount</b>	<b>2023-24 FY24 Enrollment Amount</b>	<b>Year-Over-Year Change</b>
September	14,607	14,676	(69.00)
October	14,538	14,632	(94.00)
November	14,539	14,640	(101.00)
December	14,409	14,498	(89.00)
January	14,435	14,602	(167.00)
February	14,446	14,510	(64.00)
March	14,436	14,507	(71.00)
April	14,383	14,478	(95.00)
May	14,304	14,363	(59.00)
June			
July			
August			

**Attendance Rate:**

	<b>2024-25 Attendance Rate</b>	<b>2023-24 Attendance Rate</b>	<b>Year-Over-Year Change</b>
September	93.40%	93.90%	-0.50%
October	95.40%	89.10%	6.30%
November	92.00%	92.00%	0.00%
December	90.20%	94.50%	-4.30%
January	86.10%	88.40%	-2.30%
February	92.20%	92.70%	-0.50%
March	93.50%	92.70%	0.80%
April	94.80%	93.50%	1.30%
May	90.20%	88.00%	2.20%
June			
July			
August			

**Average Daily Attendance:**

	<b>2024-25 FY25 ADA Amount</b>	<b>2023-24 FY24 ADA Amount</b>	<b>Year-Over-Year Change</b>
September	13,643	13,781	(137.83)
October	13,869	13,037	832.14
November	13,376	13,469	(92.92)
December	12,997	13,701	(703.69)
January	12,429	12,908	(479.63)
February	13,319	13,451	(131.56)
March	13,498	13,448	49.67
April	13,635	13,537	98.15
May	12,902	12,639	262.77
June			
July			
August			

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

**PROJECTED AVERAGE DAILY ATTENDANCE:**

	Cumulative ADA	2024-2025 Projected End of Year		Budget VS. Actual Cumulative		
		ADA	WADA	ADA	WADA	
Budgeted	12,600	n/a	18,588.193			
Six week period -						
First	ENDS 9/20/2024	13,291.980	13,291.980	19,169.376	691.980	581.183
Second	ENDS 11/1/2024	13,259.790	13,259.790	19,137.073	659.790	548.880
Third	ENDS 12/20/2024	13,226.740	13,226.790	19,103.908	626.740	515.715
Fourth	ENDS 2/13/2024	13,070.830	13,070.830	18,947.452	470.830	359.259
Fifth	ENDS 4/4/2024	13,042.110	13,042.110	19,292.609	442.110	704.416
Sixth	ENDS 5/22/2024	13,029.210	13,029.210	19,303.670	429.210	715.477

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

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

**TAX COLLECTIONS - current:**

	2024-25		2023-24		Variance Compared to Tax Levy (Cumulative)	
	Cumulative tax collections Amount	Percent	Cumulative tax collections Amount	Percent	Amount	Percent
Tax levy	\$ 58,876,587	100.00%	\$ 60,039,293	100.00%		
September	-	0.00%	-	0.00%	-	0.00%
October	724,030	1.23%	1,191,850	1.99%	(447,614.00)	-0.76%
November	8,798,912	14.94%	8,481,229	14.13%	479,650.00	0.81%
December	26,154,973	44.42%	27,674,626	46.09%	(981,246.00)	-1.67%
January	47,498,417	80.67%	43,950,152	73.20%	4,400,755.00	7.47%
February	50,837,131	86.35%	50,084,059	83.42%	1,722,282.00	2.93%
March	51,846,140	88.06%	50,626,483	84.32%	2,201,402.00	3.74%
April	52,335,235	88.89%	51,119,984	85.14%	2,207,709.00	3.75%
May	52,681,184	89.48%	51,570,214	85.89%	2,112,083.00	3.59%
June		0.00%	55,537,411	92.50%	(54,460,843.00)	-92.50%
July		0.00%	55,833,211	92.99%	(54,749,338.00)	-92.99%
August		0.00%	-	0.00%	-	0.00%

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 ISD  
Monthly Donations Report  
May 2025**

<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>
5/5/2025	Alcorta LRC	St James Church/Elaine Dewitt	3100 Barrow St (05)	200.00	e-wallet	Purchase books at book fair for students in need	
5/1/2025	Cooper High School	Awesome Cooper Band Boosters	3639 Sayles Blvd (05)	529.07	Monetary	Cover repairs to band trailer	
5/14/2025	Taylor Elementary	Taylor Elementary PTO	1719 EN 10th St (01)	1,045.35	Choir Shirts	New Shirts for Choir Students	
5/14/2025	Taylor Elementary	Taylor Elementary PTO	1719 EN 10th St (01)	81.15	Garment Bags	Choir student to use on TMEA trip	
5/14/2025	Taylor Elementary	Taylor Elementary PTO	1719 EN 10th St (01)	432.96	Vacuums	Classroom use	
5/14/2025	Taylor Elementary	Taylor Elementary PTO	1719 EN 10th St (01)	189.40	Rubber Balls	Cover stool legs in MakerSpace lab	
5/14/2025	Taylor Elementary	Taylor Elementary PTO	1719 EN 10th St (01)	2,879.55	Lego Ed Spike Kits	For use in the MakerSpace Lab	
5/14/2025	Taylor Elementary	Taylor Elementary PTO	1719 EN 10th St (01)	5,063.75	Picnic Tables	Enhance outdoor seating for students/families/staff	
5/14/2025	Taylor Elementary	Communities of Abilene FCU	3661 N 6th Street (03)	100.00	Monetary	Unspecified campus use	
5/23/2025	Transportation Dept.	AHS Eagle Band Booster Club	2800 N 6th St (03)	2,820.00	Monetary	Cover Trans Cost for Band trip	800

**Abilene Independent School District Board Document - Agenda Item VII.C**

Meeting Date: July 7, 2025

Meeting Type: Workshop and Regular Meeting

Item Type: Consent

Future Action Required: No

If Yes, Month: N/A

Subject: June 2025 Minutes

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Background Information:

Attached Supporting Documents:

- June 5, 2025 – Workshop Meeting Minutes
- June 9, 2025 – Regular Meeting Minutes

Fiscal Implications:

Administrative Recommendation:

Approve minutes as presented.

Contact Person:

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



Minutes of the June 5, 2025,  
Workshop Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Workshop Meeting at 5:00 p.m., June 5, 2025, in the Alta Vista Room at One AISD Center 241 Pine Street, Abilene, Texas 79601. Mrs. Angie Wiley, President of the Board of Trustees, called the meeting to order at 5:00 p.m., observed that a quorum was present, and stated that notice of the meeting had been duly posted in the time and manner prescribed by law.

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

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

I. Call to Order

A. 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.

B. Board/Superintendent Announcements/Information

- Mentoring Alliance Summer Camps being held at Bonham and Alcorta
- SGS Summit – June 16-17, 2025 in Austin, TX
- HSU is hosting a workshop for teachers that are early in their career next Monday through Thursday.

II. Board Workshop Items

A. TASB Pay Plan

Mr. Zachary Hobbs, Assistant Director of TASB HR Services provided an overview of information included in the TASB Pay Study. This presentation included the study process, objectives, market districts, teacher demographics, market graph and models of possible compensation plans for the 2025-2026 school year. Mr. Goodman requested a teacher market salaries report based on last year's peer group.

B. Budget Workshop

Mrs. Jennifer Hinds presented the third in a series of Board workshops informing the Board as the budget and tax rates are being prepared for FY26. It focused on the budget timeline, enrollment, average daily attendance, taxable value updates and provided a look into revenue and expense for Fiscal Year 2026.

C. Partnership Discussion

Mr. Jay Ashby, Executive Director for Innovation, shared a presentation that provided an overview of the School Action Fund (SAF) planning process, timeline, and district responsibilities. The information included where we are in the process and clarified the purpose of this exploration. It also emphasized the rigor, transparency, and district-led nature of the work ahead.

D. Policy DEC (LOCAL)

Mrs. Alison Sims shared that our policy DEC (LOCAL) currently allows employees to take five personal days per semester. She presented a potential change to the policy that would allow more freedom to our employees in how and when they use their personal leave. The rationale for this potential change, along with a comparison of policies from similar districts, and several options were provided to the Board for discussion. The Board will vote in July on the decision to change the policy to remove "per semester" and require employees to not take more than five personal days consecutively at a time.

E. 2025-2026 Public Information Act Calendar

Dr. Jordan Ziemer shared that policy GBAA (LEGAL) stipulates that the Board may take action to designate up to 10 additional local nonbusiness days for managing public information requests each year. These locally designated nonbusiness days would not be counted toward the district's public information request response timeline, and help alleviate concerns about district staff working to fulfill public information requests outside of normal working hours. A proposed 2025-2026 Public Information Act Calendar was presented to the Board for consideration and possible approval at a future board meeting.

F. Intruder Detection Audit Findings

Dr. Joseph Waldron presented information to the Board regarding an Intruder Detection Audit finding in May 2025 at an Abilene ISD campus. This finding is being properly addressed through the execution of a corrective action plan. The specific details regarding the finding will be presented to the district's School Safety & Security Committee to ensure all staff receive the required relevant training and district staff continue securing doors for the protection of everyone on our campuses.

G. Student Code of Conduct Update

Mrs. Alison Camp, Executive Director for Student Services, provided information regarding proposed changes to the Student Code of Conduct which includes cell phones, dress code and the transfer policy. More discussions with the Board will take place prior to approval of these changes.

III. Agenda for Regular Meeting June 9, 2025

A. Consent Agenda Items

- I. Finance: Budget Amendments
- II. Finance: April Financials
- III. Approval of Minutes
- IV. 2025-2026 Public Information Act Calendar
- V. Annual Review and Approval of District Investment Policy CDA
- VI. Business Procedures Manual
- VII. Policy ELA (LOCAL).

B. Reports

- I. Fine Arts Department
- II. Athletic Department
- III. Goal Progress Measure Update

IV. Business Items Requiring Board Action

- A. The Board will discuss and possibly take action to select an auditor for the purpose of conducting an efficiency audit of the district.

V. Adjournment

There being no further business, the meeting adjourned at 8:20 p.m.

**APPROVED:**

\_\_\_\_\_  
**President**

**ATTEST:**

\_\_\_\_\_  
**Secretary**

Minutes of the June 9, 2025,  
Regular Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Regular Meeting at 4:30 p.m., June 9, 2025, 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 4:30 p.m., observed that a quorum was present, and stated that notice of the meeting had been duly posted in the time and manner prescribed by law.

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

Members absent: Mr. Bill Enriquez, Assistant Secretary; Mr. Blair Schroeder, and Dr. Taylor Tidmore.

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

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

Mrs. Angie Wiley announced that a Closed Session would be held under the provisions of Texas Code, Chapter 551. The Board convened in Closed Session at 4:30 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. 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 James Smith for good cause.
- C. Pursuant to Texas Government Code Section 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 James Smith for good cause.
- D. The Board may consult with Legal Counsel regarding Pending or Contemplated Litigation and/ or Privileged Legal Advice. (Section 551.071)
- E. The Board may discuss matters of Safety and Security. (Section 551.076)
- F. The Board may discuss matters pertaining to Students necessarily involving personally identifiable information, e.g. Student Discipline. (Sections 551.082, 551.0821)
- G. The Board may discuss the Value, Exchange and/or Disposition of Real Property. (Section 551.072)

- III. Reconvene from Closed Session (Approximately 6:00 p.m.)

The Board reconvened at 6:00 p.m.

- A. Invocation

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

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

Dr. Joseph Waldron shared the following upcoming events:

- July 29 - Administrative Retreat at Hartford Learning Annex
- August 4 – Teachers Return
- August 5 – Convocation at Beltway Park Church – Theme: “Make a Splash”
- There will be a Special Called Budget Meeting in mid-August. The exact date is to be determined.

- IV. Recognitions

- A. Visual Art Scholastic Event (VASE) State Competitors

Mr. Clay Johnson, Executive Director for Fine Arts recognized the high school art students that competed on the state level.

B. TAEA Youth Art Month State Exhibition

Mr. Clay Johnson recognized art work of two students that was included in the State Exhibition in Austin.

C. Speech and Debate National Qualifiers

Mr. Clay Johnson recognized Abilene High School students that competed on the state and nation level for speech and debate.

D. Athletics State Competitors

Mr. Jim Garfield, Executive Director for Athletics, along with coaches from Abilene High School, Cooper High School and ATEMS, recognized students that were state qualifiers in E-Sports, Girls Powerlifting and Boys Powerlifting.

E. CTE State Honorees

Mrs. Lucille Fullen, Director of CTE, reported that 150 students competed on the state level in various CTE categories of which 40 placed. Mr. Dustin Moore recognized his students that competed in welding.

F. Leadership Academy Participants

Dr. Joseph Waldron recognized the participants of the 2024-2025 Leadership Academy.

V. Oral Communications from the Public

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

VI. Consent Agenda

Mrs. Angie Wiley asked if there was a motion regarding the Consent Agenda. Mr. Rodney Goodman made a motion to approve the Consent Agenda as present. The motion was seconded by Dr. Danny Wheat and passed 4-0.

Ayes: Wheat, Goodman, Earles, and Wiley

Nays: None

Absent: Enriquez, Tidmore, and Schroeder

A. The Board will consider approval of the Budget Amendments.

B. The Board will consider accepting the April Financials.

C. The Board will consider approval of the Minutes of the May 1, 2025, Workshop; May 5, 2025, Regular Board Meeting and the May 15, 2025, Special Called Board Meeting.

D. The Board will consider approval of the 2025-2026 Public Information Act Calendar.

E. The Board will consider the approval of District Investment Policy CDA.

F. The Board will consider approval of the Business Procedures Manual.

G. The Board will consider approval of Policy ELA (LOCAL).

VII. Reports

A. Fine Arts Department

Mr. Clay Johnson, Executive Director for Fine Arts, shared a report detailing enrollment, staffing, recognitions, community partnerships, field trips, and course offerings.

B. Athletic Department

Mr. Jim Garfield, Executive Director for Athletics, presented athletic highlights of the 2024-2025 school year which included team sports, individual sports, participation numbers, sixth grade pre-athletics, academic update, and professional development.

C. Goal Progress Measure Update

Mrs. Keri Thornburg, Executive Director for Curriculum & Instruction, and Dr. Stevanie Jackson, Executive Director for Special Education, shared an update on the MAPS assessments for Spring 24-25 which provide nationally normed, growth-focused data in reading and mathematics for Kindergarten through 3<sup>rd</sup> Grade. They also reported on the College, Career, and Military Readiness (CCMR) progress over a 5-year period and what has contributed to the improvement.

VIII. Business Items Requiring Board Action

A. The Board will discuss and possibly take action to select an auditor for the purpose of conducting an efficiency audit of the district.

Dr. Joseph Waldron shared that HB 3 of the 2019 Texas Legislative Session requires an efficiency audit be performed prior to holding a Voter Approved Tax Rate Election (VATRE). The presentation included the efficiency audit timeline as well as a recommendation concerning auditor selection.

Mrs. Angie Wiley asked if there was a motion regarding the selection of an auditor. Mr. Rodney Goodman made a motion to approve the selection of Eide Bailly, LLP to perform the efficiency audit of Abilene ISD and to delegate authority to the Superintendent or designee to negotiate, finalize, and execute a contract. The motion was seconded by Mrs. Angie Wiley and passed 4-0.

Ayes: Goodman, Wheat, Wiley, and Earles

Nays: None

Absent: Enriquez, Tidmore, and Schroeder

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

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

I. Professional Employment Contracts

Mrs. Angie Wiley asked if there was a motion regarding Personnel Recommendations. Mrs. Cindy Earles made a motion to approve the Personnel Recommendations as presented in Closed Session. The motion was seconded by Mr. Rodney Goodman and passed 4-0.

Ayes: Earles, Wiley, Goodman, and Wheat

Nays: None

Absent: Enriquez, Tidmore, and Schroeder

II. Consideration and possible action to approve the recommendation of the Superintendent, as presented, to send notice of proposed termination for good cause to James Smith.

Mrs. Angie Wiley asked if there was a motion regarding sending notice of proposed termination to James Smith. Dr. Danny Wheat made a motion to approve the recommendation of the Superintendent, as presented, to send notice of proposed termination for good cause to James Smith. The motion was seconded by Mrs. Cindy Earles and passed 4-0.

Ayes: Goodman, Wiley, Earles, and Wheat

Nays: None

Absent: Enriquez, Tidmore, and Schroeder

B. Matters pertaining to Real Property, if any

C. Matters pertaining to Safety and Security, if any

D. Matters pertaining to Litigation, if any

E. Matters pertaining to Students, if any

X. Adjournment

There being no further business, the meeting adjourned at 7:38 p.m.

**APPROVED:**

\_\_\_\_\_  
**President**

**ATTEST:**

\_\_\_\_\_  
**Secretary**

**Abilene Independent School District Board Document - Agenda Item XX.XX**

Meeting Date: July 7, 2025

Meeting Type: Regular Meeting

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

Subject: Use of Personal Days – Policy DEC (Local)

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Background Information:

Currently our policy DEC (Local) allows employees to take five personal days per semester. The new version of this policy states that employees may take no more than five consecutive personal days at a time.

Attached Supporting Documents:

Policy DEC (Local) Redline Version

Fiscal Implications:

None

Administrative Recommendation:

Accept as written

Contact Person:

Alison Sims



**Abilene Independent School District Board Document - Agenda Item VII.E**

Meeting Date: July 7, 2025

Meeting Type: Regular

Item Type: Consent Future Action Required:

If Yes, Month:

Subject: Transfer Policies FDA and FDB

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Background Information:

Our current transfer policies require parents to reapply every year. We would like to make it easier for parents by only having them reapply when they change to a different level of school. For example, once in elementary, once in middle school, and once in high school.

Attached Supporting Documents:

Presentation

Redline of FDA

Redline of FDB Regulation

Fiscal Implications:

None

Administrative Recommendation:

We recommend approval of the new local policy FDA.

Contact Person:

Alison Camp



## PROPOSED REVISIONS

### Authority

The Superintendent is authorized to accept or reject any transfer requests, provided that such action is without regard to race, religion, color, sex, disability, national origin, or ancestral language.

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~~A resident student who becomes a nonresident during the course of a semester shall be permitted to continue in attendance for the remainder of the semester.~~

OR

Residents Who  
Become  
Nonresidents

A resident student in prekindergarten through grade 11 who becomes a nonresident during the course of a semester shall be permitted to continue in attendance for the remainder of the semester.

A resident student in grade 12 who becomes a nonresident shall be permitted to continue in attendance for the remainder of the school year.

---

### ~~Transfer Requests~~

Children of District  
Employees

~~A child of a nonresident full-time District employee may request that his or her child be admitted into District schools by filing an application with the Superintendent in accordance with administrative regulations. attend the campus at which the child's parent is employed or a campus determined by the department of school administration to be "open — having space available." Application shall be made in the time and manner set forth in administrative regulations, and t~~ransfers shall be granted for one regular school year at a time, on a tuition-free basis.

~~All Others~~

~~A parent or legal guardian who is not a full-time District employee wishing to transfer a nonresident student into the District shall file an application for transfer each school year with the Superintendent or designee. Transfers shall be granted for one regular school year at a time.~~

~~A nonrefundable fee of \$25 shall be required with each application for a nonresident child whose parent or legal guardian is not a full-time District employee.~~

### Transfer Requests

A nonresident student wishing to transfer into the District shall file an application for transfer each school year with the Superintendent. Transfers shall be granted for one regular school year at a time.

Factors

~~A transfer for a nonresident child whose parent or legal guardian is not a full-time District employee may be granted, subject to the admission criteria and upon receipt of a transfer request and execution of a transfer agreement form.~~ In approving transfers, the Superintendent ~~or designee~~ shall consider availability of space and instructional staff, as well as the student's ~~academic performance, overall~~ disciplinary history, and attendance records.

~~The following admission criteria shall be considered:~~

- ~~1. The student must have passed all core classes, with a final grade of at least 70 during the prior school year.~~
- ~~2. The student must have maintained an attendance rate of at least 90 percent for all classes during the prior school year.~~
- ~~3. A public school student must have taken and passed, at the "met standard" level or above, all sections of the most recent administration of any state-mandated assessment on the first administration.~~
- ~~4. A currently enrolled student from an accredited private or parochial school, as listed by the Texas Private School Accreditation Commission, must have performed at grade level or above on the most recently administered national assessment.~~
- ~~5. A student from a homeschool or nonaccredited school setting must demonstrate achievement at the 70 percent level or above on the District-delivered academic screening assessment.~~
- ~~6. The student must:~~
  - ~~a. Not have been assigned to a DAEP or removed or expelled during the prior calendar year,~~
  - ~~b. Have no criminal charges pending, and~~
  - ~~c. Not currently be on probation or under community supervision for a criminal offense.~~
- ~~7. The student must have no outstanding fees or fines imposed by the previous district.~~

Tuition

If the District charges tuition, the amount shall be set by the Board, within statutory limits.

Waivers

The Board may waive tuition for a student based on financial hardship upon written application by the student, parent, or guardian. [See FP]

<u>Nonpayment</u>	<u>The District may initiate withdrawal of students whose tuition payments are delinquent.</u>
<b>Transportation</b>	<u>The District shall not provide T</u> ransportation <del>shall not be provided</del> for interdistrict transfer students, unless required by law.
<del>Revocation of Transfer</del>	<del>The parent or legal guardian and the transfer student shall be notified in the written transfer agreement that all rules and regulations of the District must be followed, including those for student conduct and attendance, and that violation of the District's rules and regulations may result in revocation of the transfer agreement.</del>
<b>Appeals</b>	Any appeals shall be made in accordance with FNG(LOCAL) and GF(LOCAL), as appropriate.

### PROPOSED REVISIONS

	<u>A student shall be assigned to a school in the attendance area in which he or she resides.</u>
<u>Class Changes</u>	<u>The campus principal shall be authorized to investigate and approve the transfer of a student from one classroom to another on that campus.</u>
<u>Transfers Between Schools</u>	<u>The Superintendent shall be authorized to investigate and approve transfers between schools.</u>
<del>Transfers Between Classes and Campuses</del>	<del>Except as provided in this policy and regulations hereunder, a student shall be assigned to a school that serves the attendance zone in which his or her responsible parents, guardian, or other person having lawful custody or control resides. The Superintendent or designee and campus principals shall be authorized to investigate and approve transfers of a student from one classroom to another or between campuses, as appropriate for the educational environment. A student who wishes to attend a school other than as assigned shall obtain prior approval from the office of student services or the Superintendent's designee under the following guidelines.</del>
<del>Factors to Consider</del>	<del>The transfer of a student from one attendance zone to another shall be approved or disapproved based on the following considerations, or other lawful basis, in accordance with applicable procedures. [See FDB(REGULATION)]</del>
<del>Principles of Zoning</del>	<del>Neighborhood school attendance zones are intended to optimize efficient use of available facilities and to maintain relatively balanced enrollments of diverse populations. The principles expressed in FC(LOCAL) regarding changes to attendances zones shall apply to transfers as well.</del>
<del>Employees' Children</del>	<del>Children or dependents of full-time employees may attend school within the zone of the employees' home campus worksite, if desired.</del>
<del>Capacities</del>	<del>Enrollment capacities and educationally appropriate class size caps shall be observed.</del>
<del>Curriculum Transfers</del>	<del>A student may transfer from the school in his or her attendance zone in order to take any course that is not offered in his or her attendance zone, provided crowded conditions do not exist.</del>
<del>Other Accommodations</del>	<del>Transfers to accommodate child care needs for working parents, attendance of siblings in the same school, continuity for former students, or untimely change of residence shall be approved only</del>

~~through proper procedures and only when crowded conditions do not exist.~~

~~Consistency and  
Planning~~

~~Strict adherence to these policies and procedures should foster consistency and predictability as needed for timely and efficient planning and implementation of the District's use of facilities and educational programs.~~

~~Child-Care for  
Working Parents~~

~~A student may be transferred from the elementary school attendance area in which his or her parents, legal guardian, or other person having lawful control over the student resides to another elementary school for purposes of child-care only if the child-care is provided in the attendance area to which the transfer is made. The following conditions shall be met:~~

- ~~1. Both parents must be employed during school hours.~~
- ~~2. A single parent must be employed during school hours and have no other transportation available.~~

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**Note:** For the transfer of a student who is the victim of bullying or who engaged in bullying, see FDB(LEGAL). For the transfer of a student who attends a persistently dangerous school, becomes a victim of a violent criminal offense, or becomes a victim of sexual assault, see FDE. ~~For the transfer or assignment of a homeless student, see FDC.~~

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**Administrative  
Transfer After  
School Starts**

~~If overcrowding exists or would result at any campus from further enrollment after the opening of the school year, the office of student services shall have the authority to revoke or reassign existing transfers during the first three weeks of instruction. Any newly arriving student thereafter moving into an attendance zone whose home campus is overcrowded may be transferred to a less crowded campus for the rest of that school year. Transportation shall be provided by the District if the reassigned student meets eligibility criteria for transportation services to the resulting campus.~~



# **Board of Trustees Workshop**

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*July 7,, 2025*



# Transfer Policy

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*Alison Camp*



- Change policy so that families do not need to reapply every year.



- Transfers will be granted for the remainder of the student's years at that campus level unless the student does not meet the discipline and attendance requirements.



# Questions?

**Abilene Independent School District Board Document - Agenda Item VII.D**

Meeting Date: July 7, 2025

Meeting Type: Regular Meeting

Item Type: Consent Agenda

Future Action Required: No

If Yes, Month: N/A

Subject: Quarterly Investment Report as of May 31, 2025

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Background Information: Per CDA(LEGAL) - Quarterly investment reports must be submitted to the board and the superintendent for review within a reasonable time after the end of the period. This report provides the investment position of the district on the date of the report and demonstrates compliance with the district's investment policy and relevant provision of the Public Investment Act. In this report you will find beginning market value, ending market value, book value, and accrued interest for the period for each pooled fund as well as separately invested asset.

Attached Supporting Documents: Quarterly Investment Report for the Quarter Ended May 31, 2025

Fiscal Implications:

Administrative Recommendation: None

Contact Person: Jennifer Hinds



**ABILENE INDEPENDENT SCHOOL DISTRICT  
INVESTMENT PORTFOLIO SUMMARY  
FOR THE QUARTER ENDED MAY 31, 2025**

FUND	2/28/2025 FAIR VALUE	ADDITIONS	DISTRIBUTIONS	5/31/2025 FAIR VALUE
GENERAL FUND	\$ 64,369,274.27	\$ 14,508,451.75	\$ 33,454,288.32	\$ 45,423,437.70
FOOD SERVICE	2,958,231.45	31,285.76	-	2,989,517.21
DEBT SERVICE	13,296,660.54	143,210.46	-	13,439,871.00
WORKERS COMPENSATION	2,226,249.89	23,544.45	-	2,249,794.34
<b>TOTALS</b>	<b>\$ 82,850,416.15</b>	<b>\$ 14,706,492.42</b>	<b>\$ 33,454,288.32</b>	<b>\$ 64,102,620.25</b>

INVESTMENT TYPE	%	5/31/2025 FAIR VALUE
INVESTMENT POOLS	80.27%	\$ 51,455,326.87
BANKS	19.73%	\$ 12,647,293.38
U. S. AGENCIES	0.00%	-
<b>TOTAL - ALL FUNDS</b>	<b>100.00%</b>	<b>\$ 64,102,620.25</b>

**COMPLIANCE STATEMENT**

The investment portfolio presented in these reports conforms in all respects to the investment policies of Abilene Independent School District as approved by the Board of Trustees of Abilene Independent School District.

  
Jennifer Hinds, Chief Financial Officer

6/18/25  
Date

  
Jennifer Beall, Comptroller

6/18/25  
Date

ABILENE INDEPENDENT SCHOOL DISTRICT  
COMPLIANCE REPORT - FUND DETAILS  
FOR THE QUARTER ENDED MAY 31, 2025

SECURITY	CALLED / MATURITY	BOOK VALUE		FAIR VALUE		Change in FMV	Quarterly Additions	Quarterly Distributions
		02/28/25	05/31/25	02/28/25	05/31/25			
<b>GENERAL FUND</b>								
TEXPOOL	OPEN	59,287,351.48	44,332,477.85	59,287,351.48	44,332,477.85	(14,954,873.63)	14,497,034.69	(29,451,908.32)
SUBTOTAL - INVESTMENT POOLS	97.60%	\$ 59,287,351.48	\$ 44,332,477.85	\$ 59,287,351.48	\$ 44,332,477.85	(14,954,873.63)	14,497,034.69	(29,451,908.32)
FIRST FINANCIAL	OPEN	1,079,542.79	1,090,959.85	1,079,542.79	1,090,959.85	11,417.06	11,417.06	-
SUBTOTAL - BANKS	2.40%	\$ 1,079,542.79	\$ 1,090,959.85	\$ 1,079,542.79	\$ 1,090,959.85	11,417.06	11,417.06	-
		-	-	-	-	-	-	-
Fed Far 5.125% 3133EFB59	04/17/25	3,000,000.00	-	3,002,370.00	-	(3,002,370.00)	-	(3,002,370.00)
FHLMC 5.500% 3134GYQ1	11/17/25	-	-	-	-	-	-	-
FNMA 5.550% 3135GAS77	04/30/24	1,000,000.00	-	1,000,010.00	-	(1,000,010.00)	-	(1,000,010.00)
SUBTOTAL - U. S. AGENCIES	0.00%	\$ 4,000,000.00	\$ -	\$ 4,002,380.00	\$ -	(4,002,380.00)	-	(4,002,380.00)
TOTAL GENERAL FUND	100.00%	\$ 64,366,894.27	\$ 45,423,437.70	\$ 64,369,274.27	\$ 45,423,437.70	\$(18,945,836.57)	\$14,508,451.75	\$(33,454,288.32)

Quarter Ending Date	Interest Pymnt Date	PAR Value	Days Accrued	Int. Rate	
05/31/25	04/21/23	-	771	0.000%	-
05/31/25	07/05/23	-	696	0.000%	-
05/31/25	03/14/23	3,000,000	809	5.125%	340,777.40
05/31/25	05/17/23	1,000,000	745	5.500%	112,260.27
05/31/25	05/30/23	1,000,000	732	5.550%	111,304.11
				End Bal	453,037.68
				Less: Beg Bal	-
					199-00-1250
					453,037.68

<b>FOOD SERVICE FUND</b>								
TEXPOOL	OPEN	-	-	-	-	-	-	-
SUBTOTAL - INVESTMENT POOLS	0.00%	\$ -	\$ -	\$ -	\$ -	-	-	-
FIRST FINANCIAL	OPEN	2,958,231.45	2,989,517.21	2,958,231.45	2,989,517.21	31,285.76	31,285.76	-
SUBTOTAL - BANKS	100.00%	\$ 2,958,231.45	\$ 2,989,517.21	\$ 2,958,231.45	\$ 2,989,517.21	31,285.76	31,285.76	-
TOTAL FOOD SERVICE	100.00%	\$ 2,958,231.45	\$ 2,989,517.21	\$ 2,958,231.45	\$ 2,989,517.21	31,285.76	31,285.76	-

JE8851 - YE Accrued Interest Adjustment		
Acct String	Debit	Credit
199-00-1250-00-000-00-000-2019-000	453,037.68	-
199-00-5742-00-000-99-999-2019-999	-	453,037.68

<b>DEBT SERVICE FUND</b>								
TEXPOOL	OPEN	7,045,747.17	7,122,849.02	7,045,747.17	7,122,849.02	77,101.85	77,101.85	-
SUBTOTAL - INVESTMENT POOLS	53.00%	\$ 7,045,747.17	\$ 7,122,849.02	\$ 7,045,747.17	\$ 7,122,849.02	77,101.85	77,101.85	-
FIRST FINANCIAL	OPEN	6,250,913.37	6,317,021.98	6,250,913.37	6,317,021.98	66,108.61	66,108.61	-
SUBTOTAL - BANKS	47.00%	\$ 6,250,913.37	\$ 6,317,021.98	\$ 6,250,913.37	\$ 6,317,021.98	66,108.61	66,108.61	-
TOTAL DEBT SERVICE	100.00%	\$ 13,296,660.54	\$ 13,439,871.00	\$ 13,296,660.54	\$ 13,439,871.00	143,210.46	143,210.46	-

<b>WORKERS COMPENSATION FUND</b>								
TEXPOOL	OPEN	-	-	-	-	-	-	-
SUBTOTAL - INVESTMENT POOLS	0.00%	\$ -	\$ -	\$ -	\$ -	-	-	-
FIRST FINANCIAL	OPEN	2,226,249.89	2,249,794.34	2,226,249.89	2,249,794.34	23,544.45	23,544.45	-
SUBTOTAL - BANKS	100.00%	\$ 2,226,249.89	\$ 2,249,794.34	\$ 2,226,249.89	\$ 2,249,794.34	23,544.45	23,544.45	-
TOTAL WORKERS COMPENSATION	100.00%	\$ 2,226,249.89	\$ 2,249,794.34	\$ 2,226,249.89	\$ 2,249,794.34	23,544.45	23,544.45	-

TOTAL - ALL FUNDS		\$ 82,848,036.15	\$ 64,102,620.25	\$ 82,850,416.15	\$ 64,102,620.25	(18,747,795.90)		
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Average Portfolio Yield by Investment Type

Texpool	4.33%
First Financial	5.16%

Benchmarks

3 Month Treasury Bill	4.32%	From Buddy
6 Month Treasury Bill	4.24%	
12 Month Treasury Bill	4.05%	

Weighted Average Maturity

General Fund	1.00	days
Food Service	1.00	day
Debt Service	1.00	day
Workers Compensation	1.00	day
Grand Total	1.00	days

Ratio of FV to Cost

Ratio of FV to Cost	100.00%
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(Any ratio in excess of 99.50% is considered acceptable.)

**Abilene Independent School District Board Document** Agenda Item VII.G.

Meeting Date: July 7, 2025

Meeting Type: Board Meeting

Item Type: Consent Future Action Required:

If Yes, Month: N/A

Subject: CTE Instruction Materials Approval

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Background Information:

Updated instruction materials are needed for multiple CTE programs. Due to the limited CTE titles in Proclamation 2024, board approval is required for current, newly acquired, and future purchases of CTE instructional materials.

Attached Supporting Documents:

Curriculum & Instruction: Presentation

Fiscal Implications: IMTA Funding will be used, if available

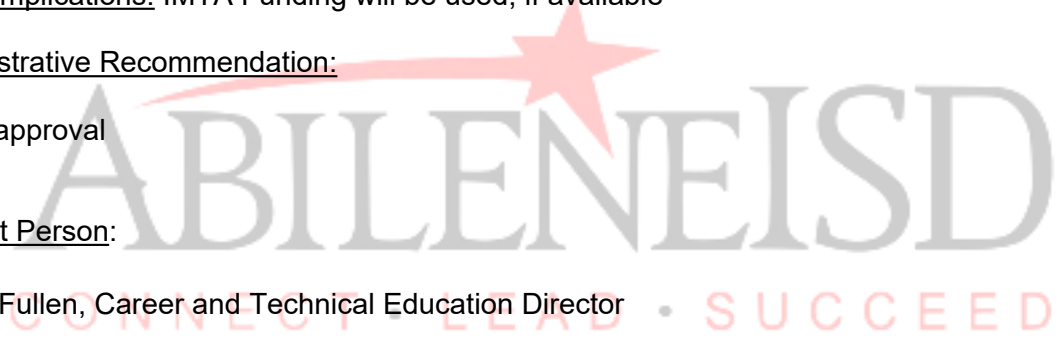
Administrative Recommendation:

Board approval

Contact Person:

Lucille Fullen, Career and Technical Education Director

Patti Blue, Associate Superintendent for Curriculum and Instruction





# **Instructional Materials 2025-2026 and Future Years**

*Mrs. Lucille Fullen  
Career and Technical Education Director*

# HB 1605 Changes - IMRA

**Instructional Materials Review and Approval (IMRA) replaces** the previous State Board of Education (SBOE) Proclamation and Texas Resource Review processes, creating a unified, SBOE-governed system for reviewing and approving instructional materials.

Due to the limited CTE titles in Proclamation 2024, board approval is required for current, newly acquired, and future purchases of CTE instructional materials.

CTE instructional materials will be included in future cycles beginning in 2026 with specific titles determined by legislative priorities and SBOE focus.

# CTE Instructional Materials for 2025-2026

- **Agriculture:**
  - **Principles of Agriculture, Food, and Natural Resources**
  - **Small Animal Management**
  - **Equine Science**
  - **Livestock and Poultry Production**
  - **Veterinary Science**
  - **Practicum in Agriculture, Food, & Natural Resources**
    - **iCEV (digital)**

# CTE Instructional Materials for 2025-2026

- **Business:**
  - **Principles of Business, Marketing, and Finance**
  - **Business Management**
    - **iCEV (digital)**
- **Engineering:**
  - **Introduction to Unmanned Aerial Vehicles (Drones)**
    - **iCEV (digital)**

# CTE Instructional Materials for 2025-2026

- **Law:**
  - **Principles of Law, Public Safety, Corrections, and Security**
  - **Law Enforcement I**
  - **Criminal Investigations**
  - **Correctional Services**
    - **iCEV (digital)**

# CTE Instructional Materials (Proc 2024)

- **Cybersecurity / Networking**
  - **TestOut**
- **Computer Science**
  - **Skill Struck**
- **Human Growth and Development (Proc 2024)**
  - **Goodheart - Willcox LifeSpan**
- **Instructional Practices (Proc 2024)**
  - **The Curriculum Center for Family and Consumer Sciences @ Texas Tech**

# CTE Instructional Materials

- **Principles of Construction**
  - **Pearson - NCCER Core, 6th Edition**
- **Electrical Technology I & II**
  - **Pearson - NCCER Electrical I, 11th Edition**
  - **Pearson - NCCER Electrical II, 11th Edition**
- **Construction Technology I & II**
  - **Cengage - Carpentry, 7th Edition**
  - **ATP - Printreading for Residential and Light Construction, 6th Edition**
  - **Pearson - NCCER General Carpentry, 6th Edition (2026-27)**

# CTE Instructional Materials

- **Foundations of Cybersecurity**
  - **Pearson - NCCER Core, 6th Edition**
- **Electrical Technology I & II**
  - **Pearson - NCCER Electrical I, 11th Edition**
  - **Pearson - NCCER Electrical II, 11th Edition**
- **Construction Technology I & II**
  - **Cengage - Carpentry, 7th Edition**
  - **ATP - Printreading for Residential and Light Construction, 6th Edition**
  - **Pearson - NCCER General Carpentry, 6th Edition (2026-27)**

# Resources

Texas Resource Review - TEKS review of materials:

[Texas Resource Review](#)

Proclamation 2024: [List of Instructional Materials Adopted by the State Board of Education](#)

[TEA Renewed Instructional Contracts](#)

**QUESTIONS?**

**Abilene Independent School District Board Document - Agenda Item VIII**

Meeting Date: July 7, 2025

Meeting Type: Regular Meeting

Item Type: Public Hearing

Future Action Required: NO

If Yes, Month: N/A

Subject:

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**Background Information:**

Every Student Succeeds Act (ESSA) is the nation's main education law for all public schools. The law holds schools accountable for how students learn and achieve. ESSA supports equal access to quality education by giving states significant input into how schools foster student achievement for educationally disadvantaged and struggling students, including:

- Students living in poverty,
- Minorities,
- Students with disabilities, and
- Emerging bilingual students.

ESSA also provides supplementary grant funding for targeted purposes through its various titles, or portions of the law, including Titles I-IV for which Abilene ISD typically applies. The district is required to invite stakeholders in various ways to provide input regarding planned uses of the funds. The July 7 public hearing is one of these required opportunities

**Fiscal Implications:**

The current planning amount for Abilene ISD for the 2025-2026 school year is \$6,596,364.

**Contact Person:**

Shannon Marshall, Director – Federal Programs, ext. 8264



# **ESSA Grant Application Public Hearing**

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*Shannon Marshall, Director of Federal Programs*



# What is ESSA?

**Every Student Succeeds Act (ESSA)** is the nation's main education law for all public schools. The law holds schools accountable for how students learn and achieve. **ESSA** supports **equal access to quality education for all students.**



# Purpose

ESSA gives states **considerable input** into how schools account for student achievement including the achievement of educationally disadvantaged or struggling students:

- Students living in poverty
- Minorities
- Students with disabilities
- Emerging bilingual students

ESSA expects schools to invite input from stakeholders.

ESSA provides funding to target identified needs.



## Scope

- Ensuring Equal Opportunities for ALL Students
- State Led Accountability and Flexibility
- Focus of Student Success
- Support for Struggling Schools
- Transparency and Parent Engagement



# FUNDING

PROGRAM	PURPOSE	2025-26 Planning	2024-25 Final	2023-24 Final/REV
<b>Title I, Part A</b>	Improving Basic Programs	\$5,287,705	\$5,631,494	\$5,759,104
<b>Title I, Part C</b>	Migrant Students	\$2,276	\$2,893	\$1,862
<b>Title I, Part D</b>	Neglected & Delinquent Youth	\$61,281	\$30,951	\$55,663
<b>Title II, Part A</b>	Supporting Effective Instruction	\$678,277	\$685,860	\$849,426
<b>Title III, Part A</b>	Immigrant	\$30,628	\$0	\$0
<b>Title III, Part A</b>	English Learners	\$115,841	\$93,754	\$90,254
<b>Title IV, Part A</b>	Student Support & Academic Enrichment	\$420,356	\$413,064	\$429,629
<b>TOTAL ESSA FUNDS</b>		\$6,596,364	\$6,858,016	\$7,185,938

## 25-26 GOAL:

By the end of the 2028-29 school year, 75% of students in Abilene ISD will be in A or B seats.

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### PERFORMANCE OBJECTIVES:

1. Strengthen Tier I ELA Instruction
2. Strengthen Tier I Math Instruction
3. Strengthen College and Career Readiness Programming and Processes





# 2025-2026 ESSA Program Summary

## **Supplementary Staffing**

- Content-Based Instructional Coaches (Elementary)
- Job-embedded professional learning support
- Parent-family engagement (PFE) liaisons
- Instructional paraprofessionals
- Tutors

## **Supplementary Instructional Supplies/Materials**

## **Supplementary Technology (devices and online resources)**

## **Supplementary Services for English Learners**

## **Services to Provide a Well-Rounded Education**

## **Opportunities for Family Engagement**

## **Increased Communication with Families**



# Input or Questions

## Abilene Independent School District Board Document - Agenda Item IX.A

Meeting Date: July 7, 2025 Meeting Type: Regular Meeting

Item Type: Consent Future Action Required: Yes, If Yes, Month: August

Subject: The board will consider approval for Head Start/Early Head Start Self-Assessment and Improvement Plan and Program Goals.

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### 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 *24-25 School Readiness Data Analysis* for Long ELC's Head Start program in chart form and narrative form. This analysis for Head Start children only. The data depicts progress in the following learning domains of development: Approaches to Learning, Social & Emotional Development, Language & Literacy, Cognition, Perceptual, Motor, and Physical Development.

*The 24-25 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 *24-25 Head Start Self-Assessment Executive Overview* explains the self-assessment process, the program's strengths, and plans for improvement for the 25-26 program year. Throughout this process, component areas reviewed and reflected on data, systems, and processes of Head Start to ensure not only compliance, but also refinement of good practices that could serve our community better. This self-assessment will be presented at the regular meeting on July 7, 2025, and will be on the consent agenda for approval in August.

### Attached Supporting Documents:

24-25 Abilene ISD Head Start School Readiness Data Analysis  
24-25 Abilene ISD Head Start School Readiness Narrative  
24-25 AISD Early Head Start and Head Start Program Goals and Actions  
24-25 Head Start Self-Assessment Executive Overview

### Fiscal Implications:

Head Start generates more than \$6.2 million in revenue to fund services to children ages 0-5.

### Administrative Recommendation:

Accept the 24-25 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  
2024-2025**

<b>SCHOOL READINESS DOMAIN</b>	<b>SCHOOL READINESS GOALS</b> Head Start children entering kindergarten will show growth in areas such as:	<b>CLI ENGAGE Assessment</b>	<b>Beginning of Year (Wave 1) % toward expected outcome</b>	<b>Mid-Year (Wave 2) % toward expected outcome</b>	<b>Average Growth from BOY (Wave 1) to MOY (Wave 2)</b>	<b>End of the Year (Wave 3) % toward expected outcome</b>	<b>Average Growth from BOY (Wave 1) to EOY (Wave 3)</b>
<b>Approaches to Learning</b>	Begin and finish activities with persistence, attention, flexibility	<b>e-DECA: Initiative</b>	77%	87%	10%	90%	13%
		<b>e-DECA: Self-Regulation</b>	76%	88%	12%	88%	12%
	Demonstrate creativity of thinking and expression	<b>e-DECA: Total Protective Factor</b>	74%	76%	2%	90%	16%
<b>Approaches to Learning Average</b>			<b>76%</b>	<b>84%</b>	<b>8%</b>	<b>89%</b>	<b>13%</b>
<b>Social &amp; Emotional Development</b>	Recognize, express, and manage emotions with increasing independence	<b>Social Emotional Behaviors: Emotional &amp; Behavior Regulation</b>	64%	77%	13%	77%	13%
	Develop a sense of belonging, relationships, and problem-solving skills	<b>Social Emotional Behaviors: Positive Social Behaviors</b>	62%	75%	13%	75%	13%
<b>Social &amp; Emotional Development Average</b>			<b>63%</b>	<b>76%</b>	<b>13%</b>	<b>76%</b>	<b>13%</b>
<b>Language &amp; Literacy</b>	<b>Language &amp; Communication:</b> Show understanding of increasingly complex language, questions, and stories from others, and respond appropriately	Speech Production & Sentence skills	94%	111%	17%	120%	26%
	Show a steady increase in the variety and use of vocabulary	Rapid Vocabulary 1,2,3	72%	95%	23%	98%	25%
	<b>Literacy:</b> Recognize at least half of the letters of the alphabet and their sounds	Rapid Letter Naming	45%	73%	28%	98%	53%
		Letter-Sound Correspondence	14%	27%	13%	43%	29%
Progressively write letters to convey meaning	Early Writing Skills	58%	88%	30%	101%	43%	

	Demonstrate understanding that spoken language is composed of smaller segments of sound (phonological awareness)	<b>Phonological Awareness Section:</b> Syllabication Onset-Rime Alliteration Rhyming 1	Syllabication 28% Onset-Rime 28% Alliteration 32% Rhyming 1 42%	Syllabication 53% Onset-Rime 53% Alliteration 52% Rhyming 1 68%	Syllabication 26% Onset-Rime 26% Alliteration 20% Rhyming 1 27%	Syllabication 68% Onset-Rime 70% Alliteration 60% Rhyming 1 77%	Syllabication 41% Onset-Rime 43% Alliteration 28% Rhyming 1 36%
<b>Language &amp; Literacy Average</b>			<b>46%</b>	<b>68%</b>	<b>22%</b>	<b>82%</b>	<b>36%</b>
<b>Cognition</b>	<b>Mathematics:</b> Understand the relationship between numbers & quantities	<b>Math:</b> Counting Sets	50%	69%	19%	81%	31%
	Recognize and <b>extend</b> patterns	<b>Optional Math:</b> Patterns	40%	51%	11%	62%	22%
	<b>Scientific Reasoning:</b> Sort/classify objects by complex attributes such as weight, sound, smell, functions, characteristics, etc.	<b>Math/ Science:</b> Shape Naming	67%	82%	15%	94%	27%
	Make predictions, investigations, and conclusions	<b>Science</b>	82%	91%	8%	97%	15%
<b>Cognition Average</b>			<b>60%</b>	<b>73%</b>	<b>13%</b>	<b>84%</b>	<b>24%</b>
<b>Perceptual, Motor, and Physical Development</b>	Control large muscle skills (running, hopping, balancing, climbing)	<b>Physical Development and Health Checklist:</b> Gross Motor	73%	84%	12%	88%	15%
	Control small muscle skills (pencil grip, cutting, painting, etc.)	<b>Physical Development and Health Checklist:</b> Fine and Visual Motor	77%	87%	11%	87%	10%
	Identify and practice safe and healthy habits (dental health, toileting, hand-washing, healthy food choices, safety practices, etc.)	<b>Physical Development and Health Checklist:</b> Health	77%	86%	9%	86%	9%
<b>Perceptual, Motor, and Physical Development Mastery</b>			<b>76%</b>	<b>86%</b>	<b>10%</b>	<b>87%</b>	<b>11%</b>



**Abilene ISD Head Start**  
**School Readiness Data Analysis Narrative**  
**2024-2025**

During the 2024-2025 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 94%. This skill of showing understanding of increasingly complex language, questions, and stories from others, and responding appropriately is within the Instructional Support Domain of the CLASS Observation Tool.

Our program will continue these successful practices:

- CLASS Observations with specific feedback for each classroom
- Practice Based Coaching Cycles with goals aligning to the Instructional Support Domain
- STEM Kit implementation
- Hands-on learning experience throughout the day
- Pre-planned higher level thinking questions
- Theme Planning Collaboration Document
- Curriculum & Instruction and Technology Integration Faculty Meetings
- Multi-sensory Outdoor Learning Experiences

The area we found for continual instructional development, training and coaching was in the Language and Literacy Domain: Letter-Sound Correspondence. The baseline for this assessment is 14% toward the end of year expected outcome. Strategies to promote progress in the Language and Literacy domain of Letter-Sound Correspondence:

- Practice Based Coaching Collaboration & Plans
- Cognitive Transitions

Updated 4/21/25, AJ

- Staff Development in CLASS Instructional Support Domain
- Set shared School Readiness Goals with parents
- Lesson Plan Requirements Checklist
- Individualized Instruction and Documentation
- Continued teaching of Heggerty, a supplemental Phonological Awareness Curriculum.
- Professional Development, Data Analysis and Planning
- Continued Professional Development and implementation of Heggerty, a supplemental phonemic awareness curriculum
- All teachers have focused on this goal 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 Rapid Vocabulary which falls in the Language and Literacy Domain with 95%. There was an increase of 23% going from 72% toward the expected EOY outcome at the beginning of the year to 95% at mid-year. The area with the largest average growth from the Beginning of the Year to the Mid-Year Assessment was in Rapid Letter Naming which is in the Language and Literacy Domain. This increased from 45% toward the EOY expected outcome at the beginning of the year to 73% yielding a 28% 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 13% with a 27% 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 Rapid Letter Naming with 53% growth. The percent toward CLI's expected outcome grew from 45% at the beginning of the year to 98% 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 2024-2025 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 2025-2026**

After analyzing each wave of the 2024-2025 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 2024-2025**

The Abilene ISD's Early Childhood Program has many strengths including strong community partnerships and tenured employees who have extensive experience with Early Head Start and Head Start children and families. The programs also have a long history of high performance and excellent on-site reviews with the most recent being a CLASS (Class Assessment Scoring System) onsite review December 2-6, 2019, and a Focus Area Two (FA2) monitoring review January 27-31, 2020. In October 2023, the program participated in a Focus Area One (FA1) monitoring review and was fully compliant on all Performance Standards. The program will participate in a CLASS review November 25, 2024-February 21, 2025. The program also participated in a Focus Area Two (FA2) review March 3-7, 2025. Both reviews resulted in full compliance.

The AISD's Early Childhood Program's Annual Self-Assessment was completed during the spring of 2024 and approved by the Policy Council in August of 2024. 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-63%, and Physical Development-76%.
- MOY data taken from HS CLI Engage Progress Monitoring Tool showed the following percent toward the end of the year expected outcome: Cognition-73%, Social/Emotional-76% and Physical Development-86%.
- EOY data taken from HS CLI Engage Progress Monitoring Tool showed the following percent toward the end of the year expected outcome: Cognition-84%, Social/Emotional-76% and Physical Development-87%. Growth was made in all developmental domains.
- *BOY data taken from EHS Teaching Strategies GOLD showed the following percent toward the beginning of the year expected outcome: Social/Emotional 98.43%, Physical 95.24%, Language 87.3%, Cognitive 96.04%, Literacy 92.86%, Math 91.34%.*
- *MOY as of January 31, 2025 data taken from EHS Teaching Strategies GOLD showed the following percent toward the middle of year expected outcome: Social/Emotional 92.75%, Physical 94.49%, Language 82.54%, Cognitive 95.93%, Literacy 96.73%, and Math 90.16%. The 2-3 year old growth report indicates growth in all developmental areas. Growth in the Physical domain was at .3 which is considered "not meeting expected growth outcomes" This could be due to having a transition of teachers and students at the beginning of January. Teachers did not have enough time to see the growth. The Growth Report should look very different at the next checkpoint as teachers become more familiar with their new students.*
- *EOY data as of April 21, 2025, was taken from EHS Teaching Strategies GOLD showed the following percent toward the end of the year. Social/Emotional 94.6%, Physical 90%, Language 82.31%, Cognitive 95.38%, Literacy 88.46%, Math 78.63%.*

**Challenges:**

- *Language delays were the main reason for referrals to ECI at the beginning of this school year.*
- HS -18.57% of students have excessive absences.
- *Staff turnover 1 and the transitioning students at Christmas to new classrooms.*
- HS - 19.21% of students have excessive absences
- *Language delays continue to be the main reason for referrals to ECI*
- HS- 15.59% of students have excessive absences

**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 39% (Thriving)*
  - *Parent-Child Relationships 33% (Self-Sufficient)*
  - *Families as Lifelong Educators 70% (Emerging)*
  - *Families as Learners 31% (Engaged)*
  - *Family Engagement in Transition 32% (Self-Sufficient)*
  - *Family Connection to Peers and Community 52% (Engaged)*
  - *Families as Advocates and Leaders 68% (Vulnerable)*
  
- *As of 1/31/2025 the Family Needs Assessment for Early Head Start showed the highest reported percentage of families MOY outcome per domain.*
  - *Family Well Being 38% (Thriving)*
  - *Parent-Child Relationships 28% (Self-Sufficient)*
  - *Families as Lifelong Educators 62% (Engaged)*
  - *Families as Learners 24% (Self Sufficient)*
  - *Family Engagement in Transition 28% (Engaged)*
  - *Family Connection to Peers and Community 49% (Engaged)*
  - *Families as Advocates and Leaders 58% (Vulnerable)*
  
- *As of April 21, 2025, the Family Needs Assessment for Early Head Start showed the highest reported percentage of families EOY outcome per domain.*
  - *Family Well Being 49% (Thriving)*
  - *Parent-Child Relationships 40% (Self-Sufficient)*
  - *Families as Lifelong Educators 45% (Self Sufficient)*
  - *Families as Learners 30% (Self Sufficient)*
  - *Family Engagement in Transition 35% (Thriving)*
  - *Family Connection to Peers and Community 62% (Engaged)*
  - *Families as Advocates and Leaders 67% (Vulnerable)*
  
- *The Family Needs Assessment for Long Head Start showed the highest reported percentage of families BOY outcome per domain.*
  - *Family Well Being 55% (Thriving)*
  - *Parent-Child Relationships 59% (Thriving)*
  - *Families as Lifelong Educators 69% (Emerging)*
  - *Families as Learners 31% (Thriving)*
  - *Family Engagement in Transition 57% (Thriving)*
  - *Family Connection to Peers and Community 45% (Thriving)*
  - *Families as Advocates and Leaders 46% (Vulnerable)*
  
- *The Family Needs Assessment for Long Head Start showed the highest reported percentage of families MOY outcome per domain.*
  - *Family Well Being 57% (Thriving)*
  - *Parent-Child Relationships 61% (Thriving)*
  - *Families as Lifelong Educators 72% (Engaged)*
  - *Families as Learners 32% (Emerging)*
  - *Family Engagement in Transition 67% (Thriving)*
  - *Family Connection to Peers and Community 45% (Thriving)*
  - *Families as Advocates and Leaders 57% (Vulnerable)*
  
- *The Family Needs Assessment for Long Head Start showed the highest reported percentage of families EOY outcome per domain.*
  - *Family Well Being 62% (Thriving)*
  - *Parent-Child Relationships 68% (Thriving)*
  - *Families as Lifelong Educators 58% (Self Sufficient)*

- Families as Learners 32% (Thriving)
- Family Engagement in Transition 82% (Thriving)
- Family Connection to Peers and Community 46% (Thriving)
- Families as Advocates and Leaders 60% (Vulnerable)

**Challenges:**

- *Lack of parent participation in program sponsored events regarding child development, parent training and community assistance programs.*
- *Economic stressors are evident throughout our data.*

**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/EHS Mental Health Coordinators complete a Mental Health Observation in each classroom twice yearly. As of October 25, 2024, all classrooms have been observed using CLASS and Conscious Discipline criteria and any social-emotional concerns have been addressed.
- HS/EHS classrooms will continue to set goals with academic coaches that align with the CLASS/ITERS-3 tool. They will receive feedback to gain a deeper understanding of how adult interactions impact learning.
- *As of October 25, 2024 EHS BOY classroom ITERS-3 observations have begun and will be finished by the Christmas break. All teachers have an average score of 5 or above resulting in highly effective classroom instruction.*
- HS Mental Health Coordinator began Spring Mental Health Observations on January 20, 2025 and will conclude them on February 14, 2025. Any social-emotional concerns will be noted for follow-up.
- 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.
- *As of January 31, 2025 the ITERS-3 observations have been completed. All teachers have an average score of 5 or above resulting in highly effective classroom instruction.*
- Many newer teachers have progressed from weekly to bi-weekly coaching, suggesting that the implementation of coaching strategies has been successful
- Spring and Fall Mental Health Observations have been completed for the year and all individual and classroom social-emotional concerns have been addressed.
- *EOY As of April 21, 2025 the ITERS-3 observations have been completed. All teachers except 1 had a score of 5 or above. The one teacher will be receiving intensive coaching in the school year 2025-2026.*

**Challenges:**

- *The 24-25 Fall semester has been challenging with the number of new staff members needing training on classroom procedures.*
- *The second wave has been challenging with the number of new staff members and absences.*
- *The third Wave has been challenging because of shortage of staff and new hires.*

### **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:**

1. Every HS 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 - 26%
  - Initiative - 23%
  - Self-Regulation - 24%
  - Attachment & Relationships - 28%
  - Behavior Concerns - 22%
2. HS e-DECA mid-year assessments began on January 7, 2025 and were finalized on January 24, 2025. Mid-year scores indicated a decrease in need across all dimensions, with Total Protective Factors and Self-Regulation showing the most significant decline.
  - Total Protective Factors -14%
  - Initiative - 13%
  - Self-Regulation - 12%
  - Attachment & Relationships - 20%
  - Behavior Concerns - 16%
3. HS end of year e-DECA assessments began on April 7, 2025 and concluded April 26, 2025. End of year scores revealed a decrease in need in the areas of Protective Factors, Initiative, and Attachment & Relationships, with Attachment and Relationships exhibiting the greatest decline from 20% at mid-year to 14% in the final assessment. This is significant as Attachment & Relationships represented the greatest area of need campus wide in the beginning of the year. Self-Regulation and Behavior Concerns stayed fixed at 12% and 16% respectively.
  - Total Protective Factors - 11%
  - Initiative - 10%
  - Self-Regulation - 12%
  - Attachment & Relationships - 14%
  - Behavior Concerns - 16%
4. *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 for infants across the factors measured:*
  - *Total Protective Factors - 17%*
  - *Initiative:- 15%*

- *Attachment & Relationships - 17%*
- 5. *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 for toddlers across the factors measured:*
  - *Total Protective Factors - 5%*
  - *Initiative:- 9%*
  - *Attachment & Relationships - 14%*
  - *Self-Regulation - 4%*
- 6. *HS/EHS administers the e-DECA initial assessment within the first 45 days of each child's enrollment.*
- 7. *MOY data indicated a decline in need in three out of four e-DECA categories. As of January 31, 2025, out of the students requiring rescreening demonstrated growth in Total Protective Factors, and demonstrated a need for growth in 19% in Initiative, 5% in Self-Regulation, and 14% in Attachment/Relationships..*
- 8. *EOY as of April 25, 2025, EHS infant students showed 39% in the typical range for Total Protective Factor, 42% in the typical range for Attachment/Relationship, 45% typical in Initiative. The toddler students showed 53% in the typical range for Total Protective Factor, 19% in the typical range for Attachment/Relationship, 58% typical in Initiative, and 61% typical in Self-Regulation.*

**Challenges:**

- *HS -18.57% of students have excessive absences.*
- *New staff with no previous experience or training in Conscious Discipline makes implementation challenging.*
- *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.*
- *Excessive staff absences make coaching with fidelity difficult.*
- *Excessive absences and new staff has been challenging.*
- *Continued staff absences continue to hinder coaching progress.*

**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:**

- *EHS BOY Health connects to school readiness long before a child enters school starting at prenatal 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.*
- EHS/HS is continuing to maintain community partnerships to meet the needs of EHS families. 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 Health, Mental Health and 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. The Fall Service Advisory was held November 7, 2024. 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.
- As of January 31, 2025, 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 and Health 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.
- HS/EHS are maintaining partnerships with numerous community agencies..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 Health/Mental Health Community Services Advisory Committee luncheon twice a year to network and allow agencies to hear program updates, as well as share updates regarding agency services. The Spring meeting was held on 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.

**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 /Early Head Start held the Health, Mental Health and Community Services Advisory committee luncheon on November 7, 2024. Community agencies were educated regarding program activities and each agency was provided the opportunity to share updates regarding their agency.*
- *Early Head Start has implemented a new Campus Community Outreach program with community partners. This allows EHS and community agencies a better understanding of the services and needs of each program. As of this semester, WIC, Taylor County Health Dept, and Pregnancy Resources have participated.*
- *EHS hosted a Community Resource Fair in October and 15 community agencies attended.*
- *EHS family advocates attend the quarterly Basic Needs Network meeting.*
- *Early Head Start continues to host monthly Campus Community Outreach events with community partners. This allows EHS and community agencies a better understanding of the services and needs of each program. EHS also continues to partner WIC and host quarterly on campus events that allow families easier access to renew their benefits.*
- *HS /Early Head Start held the Health, Mental Health and Community Services Advisory committee luncheon on March 20 2025. Community agencies were educated regarding program activities and each agency was provided the opportunity to share updates regarding their agency.*
- *Early Head Start continued the Campus Community Outreach program with community partners. This allows EHS and community agencies a better understanding of the services and needs of each program. During the Spring semester the following agencies were on campus to meet one on one with parents: BCFS, CHild Care Services, Early Childhood Intervention and Rolling Plains Management.*
- *EHS a Summer InfoFest on May 7. There were nine community agencies on hand to share information with families and staff regarding summer events and activities.*
- *EHS family advocates attend the quarterly Basic Needs Network meeting.*
- *Community agencies participated in the Apply to Enroll event resource fair.*

**Challenges:**

- *Streamlining services for families*

**Goal 4: AISD Early Childhood Program will fully integrate technology for the purpose of high student and family engagement, academic success, and safety.**

**Measurable Performance Objective 1:**

- Head Start/Early Head Start will increase staff knowledge through professional development related to technology utilized in the program by providing a minimum of 5 trainings per year.

**Expected Outcome(s):**

- Staff will be proficient in the use of technology needed to complete job-related responsibilities.

**Progress/Outcomes:**

- 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 25, 2024, the following trainings 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.
- 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.
- *EHS gave a quick tutorial on the use of bluetooth speakers to use in the classrooms for music and movement activities.*
- *EHS has added tv screens to the FCEC and Education offices for the purpose of educating teachers and families.*

**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.

**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:**

- BOY-EHS/HS have support from Abilene Independent School District's Director of School Safety and Security.
- Our guests are identified at the door through a video intercom, screened through Raptor, and then given a sticker with their information on it to gain entry to our campuses. At EHS the guests can then take the child to their room and the same procedure is done at pick up time.

- We provide students, parents, and staff with a safe environment by using cameras on the interior and exterior of the buildings. All exterior doors and gates remain locked at all times. All interior doors remain locked during instruction time. Door sweeps are done weekly and put into Sentinel. Buildings can only be accessed by using a badge reader or a key.
- Crisis go is utilized for communication during drills.
- Safety Drills are conducted every month. Crisis Go has been implemented to help with these drills. The drills are documented on Crisis Go and Sentinel monthly.
- The “Safety Team” meets once a month to go over safety issues that may have occurred, review safety protocols, emergency duties and to discuss how to keep our campus safe.
- The Operations Manager attends District Safety meetings and takes information back to campus to share with staff.
- Playgrounds and facilities are checked daily and documented for safety.
- Cameras are installed on the exterior of the building, in hallways and inside classrooms.
- Badge Readers are at the front exterior doors and some other doors, and key entry is used for any other exterior doors.
- Resistant film is on all exterior door windows and adjacent windows.
- Crash bars are on exterior gates for emergency exit.
- *As of January 31, 2025 HS/EHS have run 22 exterior and interior door checks successfully.*
- *EHS has had upgrades on interior cameras in the classrooms.*
- *HS/EHS continues to complete classrooms and playground safety checks.*
- *HS/EHS resistant film has been installed on all exterior door windows and adjacent windows*
- *EHS is extending the time we run raptor and will run the ID of families from 8:30-4:30 each day starting February 1, 2025.*
- *HS/EHS continues to use Crisis go to run safety drills every month. 1/31/25 MA*
- EOY-HS/ 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-HS/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 and classrooms everyday to ensure they are kept safe for the children.
- EOY-HS/EHS conducts safety drills each month to prepare for emergencies.
- EOY-HS/EHS Have an Emergency Operating Plan (EOP) in place in case of emergency. The information gives that chain of command, staff responsibilities and reunification information. The district has purchased sheets of plastic and duct tape to seal windows and doors in a hazardous materials emergency.
- EOY- HS/EHS have received resistant film on all exterior doors and adjacent windows.
- *EOY- EHS- Extending the time we run raptor has been successful. 4/14/25 MA*
- *EOY-EHS has received a badge reader on door A7 for better access when checking doors. 4/14/25 MA*

#### **Challenges:**

- District has ordered bags to hold the materials purchased in the event of a hazmat emergency. We have yet to receive the materials purchased by the district.5/16/25

#### **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:**

- 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 28, 2024. The data showed that HS's highest percentage towards EOY expected outcomes was in Speech Production with 94% and the lowest percentage was Letter-Sound Correspondence with 14%.

- *The EHS assessment status report as of October 25, 2024, from Teaching Strategies GOLD indicates 100% of teachers have completed the first Wave of checkpoints for the 2024-2025 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 24, 2024. The data shows that EHS had their highest percentage toward expected outcomes in the Social/Emotional domain with 98.43% within Widely Held Expectations and the lowest score was in the Language domain with 87.3% within Widely held Expectations*
- Middle of the year assessment data was analyzed on January 30, 2025. Rapid Letter Naming had the largest growth from BOY to MOY with a 45% increase towards the EOY expected outcome. Rapid Vocabulary had the highest percentage towards the expected outcome with 95%. The area with continued need for improvement was in Letter Sound Correspondence with 27% toward the EOY expected outcomes. All newly enrolled students have been screened on the ESI-R developmental screener and logged in GoEngage.
- *The EHS MOY assessment status report as of January 31, 2025, from Teaching Strategies GOLD indicates 100% of teachers have completed the second wave of checkpoints for the 2024-2025 school year. Education Coordinator/Education Specialist will meet with each teacher to review class profiles and discuss areas of ongoing need.*
- *EHS beginning of the year data (Wave 2) was analyzed on January 31, 2025. The data shows that EHS had their highest percentage toward expected outcomes in the Physical domain, with 97.39% within Widely Held Expectations and the lowest score was in the Language domain with 84.21% within Widely held Expectations*
- Wave 3 data was analyzed on April 21, 2025. Rapid Letter Naming, under the Language & Literacy Domain had the largest growth from BOY to EOY with a 53% increase towards the EOY expected outcome. Speech Production & Skills had the highest percentage towards the expected outcome with 120%. 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.
- *EOY as of April 21, 2025, assessment status report from Teaching Strategies GOLD indicates 100% of the teachers have completed the third Wave of checkpoints for the 2024-2025 school year. Education Coordinator/Education Specialist will meet with each teacher to review class profiles and discuss areas of need.*
- *EOY Wave 3 was analyzed on April 21, 2025. The data shows that EHS has their highest percentage in the cognitive domain at 95.38% within widely held expectations. And the lowest score in the math domain at 78.63% within widely held expectations.*

#### **Challenges:**

- *Challenges have been with new teaching staff that are not fully trained in assessments*
- *Screen time at home may be affecting language scores. Getting parents to understand the magnitude of the effects that screen time has on early childhood development is challenging.*
- *Challenges have been Staff shortages and 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 25, 2024. This Needs Assessment is used to help teachers identify their strengths and challenges. Then, through collaborative partnership, with the coach, a goal and action plan are developed. Additionally, CLASS/ITERS -3 scores, School Readiness data, various checklists and informal classroom observations are used to guide teachers and the coaches in creating Practiced Based Coaching goals.
- *EHS BOY, As of October 25, 2024, we have set 26 goals. 2 goals have been met, We are continuing these goals into the next wave.*
- 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).
- *EHS MOY, as of January 31, 2025, for the second wave we set 11 goals, and 19 have been met. The goals that were not met are continued into the third wave.*
- Academic Coaching continued through the end of the year. As of April 21, 2025, the following goals were complete: Teacher Sensitivity (9), Productivity (2), Concept Development (3), Quality of Feedback (6) and Language Modeling (10). The following goals were ongoing: Teacher Sensitivity (2), Productivity (1), Concept Development (3) and Language Modeling (5).
- *EOY, as of April 21, 2025, for the third wave we set 6 goals and all 6 have been met. Of the goals that were continued from Wave 2, (17) 15 have been met. A total of 3 goals are continuing to the end of this school year. From these goals some will be set for the 2025-2026 school year.*

**Challenges:**

*The challenge is due to staff being absent and we have not been unable to complete their goals.*

*The challenge is due to staff being absent, we have not been able to support classrooms.*

*The challenge is due to staff being absent, we have not been able to support classrooms.*

**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:**

- *As of October 25, 2024 EHS BOY classroom ITERS-3 observations have begun and will be finished by the Christmas break. All teachers have an average score of 5 or above resulting in highly effective classroom instruction.*
- *First semester ITERS-3 have been completed. All teachers have an average score of 5 or above resulting in highly effective classroom instruction.*

- *EOY as of April 21, 2025 the ITERS-3 observations have been completed. All teachers except 1 had a score of 5 or above. EHS strives to have highly effective classroom instruction. The one teacher that fell below the score of 5 has been given support with tools to assist with her effectiveness in the classroom and will be receiving intensive coaching in the school year 2025-2026.*

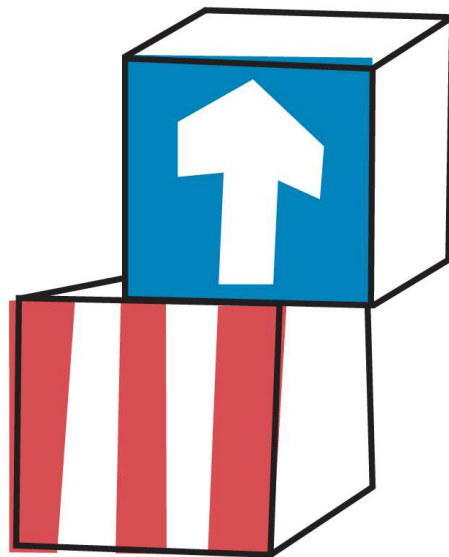
**Challenges:**

- Staff attendance
- Staff attendance makes it difficult to have the time to coach them on their professional goals.
- *Staff shortages have been a challenge and have hindered the effectiveness of classroom support.*



**Head Start/Early Head Start  
Executive Overview of 2024-2025  
Self-Assessment Findings and Program  
Improvement Plan**

**May 2025**



**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 2024-2025 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 third 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, from November 25, 2024 to January 31, 2025. Communication from OHS, on February 18, 2025 indicated that the program met the expectations for CLASS. Scores from the Review were compared to the Quality and Competitive Thresholds for Head Start programs. The scores in Emotional Support and Classroom Organization were within expected range. The Instructional Support Domain scores surpassed the Qualify Threshold. EHS and HS programs completed a Focus Area Two Monitoring Review during the week of March 3-7, 2025. The OHS Program Performance Summary Report was sent to the 2024-2025 AISD School Board President, Angie Wiley on March 25, 2025. This report proved the program was compliant in all areas of the Head Start Program Performance Standards, Public Law 110-134, Improving Head Start for School Readiness Act of 2007.

### b. Self-Assessment process (context)

Contextually, the self-assessment process encourages the agency to ask itself three questions: “What are we doing well?”, “What are we not doing well?” and “How can we get even better at what we do?” Asking those simple questions prompts the leadership, staff, and families to investigate how the program outcomes have positively impacted our community, and what is left to be accomplished. The investigation scaffolds data-driven decision-making, professional development, and community awareness and interactions. With the findings, the program will continue to reflect and refine all practices.

## II. Methodology

### a. Design of Self-Assessment and Participating Members

The Self-Assessment process followed the framework published by the National Center on Program Management and Fiscal Operations. The Self-Assessment process also used information gleaned from the completion of the FY 2024 Focus Area Two Monitoring Protocol. During the process, the team members examined a broad range of program operations to determine strengths and weaknesses in managing and providing services to Head Start 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 2024 Focus Area Two Monitoring Protocol and results, CLASS Progress Monitoring Review results, and 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 2025 for the fourth 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 Director of Early Childhood, community members and parents.

### b. Self-Assessment timeframe

Self-Assessment activities were conducted by each program area between April 2, 2025, and May 21, 2025. 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 May 21, 2025. The self-assessment reports for each program area were then reviewed and analyzed by the Director of Early Childhood Programs. Finally, a Self-Assessment Summary and Program Improvement Plan were developed for use by program staff. The AISD Board of Trustees was presented the information on July 7, 2025. The Policy Council reviewed and approved the Report and the Plan in July 2025.

**c. Data Collection Tools Used**

A wide variety of data, including program operation reports, on-going monitoring tool reports, and other performance data were reviewed and analyzed. The FA2 Monitoring Review and CLASS Monitoring Review data was also used as part of the Self-Assessment process.

Following is a list of documents that used for data collection:

<b>Program Area</b>	<b>Tool/Data Set</b>	<b>Purpose</b>	<b>Finding(s)</b>
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 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	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 noted.

Governance	Program Plans	All plans include systems and services that meet or exceed the Program Performance Standards.	A review of the Governance Program Plan indicated that all areas were addressed through 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 the needs of the families within the community.	Review of the Community Assessment showed that the program is designed to meet the needs of 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.
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 determine locations of centers, program options, goals, community strengths and needs.	A review of the Community Assessment revealed that all required components were present in the assessment. The Policy Council uses this data to make informed program decisions. It is noticed that child-care is a community wide issue. Solutions are in progress. Two barriers are funding and staffing.
Disabilities	HS/EHS Performance Standards	Guidance for developing program plans	Plans are in compliance.
Disabilities	Tracking and monitoring documents	HS Disabilities Coordinator uses a tracking document on internal referrals that is shared with assessment staff, ICs and administration for Special Education testing	Document is effective in following up with AISD assessment staff on internal referrals.
Disabilities	Staff and community member interviews	Staff and community members were interviewed and they also reviewed the Disabilities plan to determine if any areas needed improvement.	Staff and community members reported the plan is in compliance.

Education	Lesson Plan required Elements	Teachers and ECD Coordinator use this document to know what is required of our program and HS in each week's lesson plans.	Requirements are up to date and this is an effective way to communicate lesson plan needs.
Education	Tracking & Monitoring Documents	ECD Coordinator uses checklists to monitor: Lesson Plan completion each week, Parent Contacts, Developmental Screenings, Safety Lessons, etc.	These documents are an effective means of tracking. GoEngage, formally My Head Start, is also used.
Education	Cognitive, Social & Emotional Procedures/Policies	A tiered plan to support students with cognitive, language, and/or social & emotional needs.	The use of this procedure has been effective in providing further individualization to prepare students for school readiness.
Education	Abilene ISD Head Start School Readiness Plan	The program uses these goals to ensure children's growth in the Head Start Early Learning Outcome Framework Domains.	The School Readiness Goals for families and academics are appropriate for the upcoming school year. The School Readiness Goals are aligned with the Head Start Early Learning Outcomes Framework. These goals are also aligned with the AISD 1st 6 weeks Kindergarten report card.
Education	Abilene ISD Head Start School Readiness Action Steps	A narrative of how we will accomplish meeting and tracking our School Readiness Goals.	The School Readiness Action Steps are reflective of the School Readiness plan and implementation.
Education	Teacher Interviews	Teachers/Coaches reviewed the Practice Based Coaching process to promote quality interactions in the classroom using CLASS dimensions.	Teachers found the coaching process helpful. They were not only able to gain a better understanding of CLASS but it also helped them increase instruction which in turn increased students' school readiness.
		Teachers/Coaches discussed the effectiveness of Planning Wednesdays, ideas	Planning Wednesdays have been a positive way to allow collaboration among staff and

		for future training and how to help further understanding and application of professional development.	deepen understanding. Teachers suggest they would benefit from continued training in the areas of Conscious Discipline and Heggerty.
		Teachers shared ways to help meet the needs of Dual Language Learners and students with Disabilities. They also discussed ways to incorporate more multicultural learning and materials.	Teachers suggested more multicultural books, music, and center materials. They felt support for their students with disabilities and dual language learners.
		<i>Teachers reviewed the PBC process to examine fidelity of assessment.</i>	<i>Teachers noted they would benefit from having additional guidance on completing assessments.</i>
Education	Academic Coaches	Coaches reviewed the Practice Based Coaching Plan and discussed ways to improve the process.	Coaches noted that too much time lapses between observation times and their reflections with teachers. They formulated a rotation schedule that will better serve teachers.
		An interview with coaches to review ways to ensure accountability and fidelity of staff.	Coaches will submit documentation as needed to help administration in accountability.
		Coaches discussed resources that would be helping to the coaching process.	Coaches noted they would benefit from collaboration among fellow Academic Coaches and continued CLASS training.
Education	School Readiness Data Analysis Charts and Narrative	A chart to show program mastery levels and areas of growth, and a narrative, highlighting strengths and planning for improvement.	The data was reported in an intensive and inclusive format. It was well organized and explained well. A variety of in depth instructional techniques and evaluation methods were used to meet goals.
Education	ESI-R Developmental Screening	A tool used to screen all children for developmental skills and concerns.	ESI-R meets the needs of our program as a developmental screener. Students who scored in

			the refer or rescreen range after February are closely monitored by teacher and Education Coordinators.
Education	CLI Engage Progress Monitoring Reports	An online assessment to monitor student progress in all School Readiness Framework Domains.	CLI Progress Monitoring reports showed growth program wide in all School Readiness Goals assessed. Teachers use these reports to plan for instruction of large groups, small groups and individualization.
Education	Student Support Meeting Notes	Documentation taken to provide extra support for a child in need.	Effective notes are taken during SST Meetings and shared with all team members to ensure fidelity of strategies. These notes are located in AWARE which is a program that follows the student to kindergarten.
Education	The Classroom Assessment Scoring System (CLASS) Observations Reports & Analysis	Analysis of program's CLASS observation scores.	Past CLASS scores have shown Emotional Support to be our program's highest scoring domain. CLASS data for the current year will be analyzed upon completion.
Education	Teaching Strategies GOLD Documents	T.S. GOLD documents encompass Lesson Plans, Assessment tools are directly linked to Creative Curriculum to individualize and assess children.	Teaching Strategies GOLD assessment system is a tool that teaches, plans, individualizes and guides every aspect of the day.
Education	ASQ Developmental Screening	It is a research based tool to screen children birth to three for developmental strengths and concerns.	Is a comprehensive reliable screening tool that measures development in 5 domains. (Communication, Gross Motor, Fine Motor, Problem Solving, Personal-Social)
Education	ITERS-3 (Infant Toddler Environmental Rating Scale)	It is to analyze the classroom environment and responsive caregiving.	Focuses on the full range of needs of infants and toddlers and provides a framework for improving program quality.

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Education	Practice Based Coaching Needs Assessment Tool	Identifies strengths and needs for professional development.	This process supports teachers' use of effective teaching practices that lead to positive outcomes for children.
ERSEA	Community Needs Assessment	Analysis community needs for recruitment process.	A survey of parents attending registration showed flyers to schools and agencies along with yard signs, mail outs to waiting listed students and social media is where parents found information about applying for our program.
ERSEA	Enrollment Records	Documentation of eligibility and proof of the eligibility records.	All documentation of eligibility and supporting documents were found to meet eligibility requirements.
ERSEA	Waiting List	Track number of children on the waiting list.	List reviewed and monthly reports matched.
ERSEA	Frontline & GoEngage	Tracking of enrollment and attendance	Files reviewed and matched documentation in databases
Family & Community Engagement	Head Start Program Plans	Performance Standard and Objectives	Reviewed performance standard and objectives noted program promotes strong family engagement through campus activities, goal setting, relationship building, and the Family Strength and Needs Assessment.
Family & Community Engagement	Community Partnership Binder	Partnerships and MOUs between AISD EC and the community.	Reviewed and updated partnerships and noted strong connections with the community.
Family & Community Engagement	Surveys with Program Parents and Community Partners	Program parents and Community Partners completed a program survey.	The parents survey reports positive communication with Early Childhood staff to create a welcoming and collaborative environment.
Fiscal	Procurement Records	Verify Spending	Budget was allocated properly

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Fiscal	Budget Reports	Shows monthly overview of purchases	Spending was budgeted correctly
Fiscal	In Kind Documentation and Reports	Shows documentation of In Kind services	Grant requirements for total non-federal share was satisfied
Fiscal	CACFP Audit Records	Shows reimbursement of food services	Funds were expended according to CACFP regulations
Fiscal	AISD Fiscal Audit Report	Shows documentation of HS/EHS funds	Funds were expended properly and used to follow all HS Performance Standards
Fiscal	Administrative Cost (below 15%)	Review grant application and budget reports for administrative cost	Administration costs were below 15%
Fiscal	Program Plan	Review our operating processes to ensure compliance	Plans updated when needed
Fiscal	OHS Monitoring Review Report	Review fiscal areas of concern	Fiscal staff changes at the district level created an issue with our OHS reporting timelines
Health & Safety/Transportation	Online Maintenance Work Order System	Check maintenance requests, date entered, date completed, and department completing work.	In our programs, all work orders are completed in a timely manner or are in progress.
Health & Safety/Transportation	Classroom Safety Checklist	Document that shows classrooms are free from pests, designed to prevent injuries, and promote safety in an emergency.	Our programs' classrooms and outdoor areas were found to be free of pests. Classroom safety was evident in the use of outlet plugs covered, cabinets locked, toys and furniture in good condition, emergency maps located near exits, and documentation that ensured children are released to allowable adults.
Health & Safety/Transportation	Playground Safety Checklist	Checks for standing water, operable playground equipment, outlet covers in place, no sharp edges, and appropriate fall zones to prevent child injury.	In our programs, all items were found in compliance.

Health & Safety/Transportation	Subpart F Transportation Bus Safety Checklist	Lists the items required on the bus such as fire extinguisher & sign, seatbelt cutter & sign, 2-way communication & sign, reverse beeper working, first aid kit, seat belts, daily inspection, and Texas inspection sticker.	On the buses used for our programs, all items comply and are working. All inspections are kept on file.
Health & Safety/Transportation	Subpart F -Transportation Bus Driver Training Data	Checks that all drivers have completed their required training.	All drivers for our program have completed required training before driving students. Our drivers also receive CPR/First Aid certificates.
Health & Safety/Transportation	Subpart F-Transportation	Document which shows the elementary and names of all the students who ride to Long and/or back to one of our 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>
Health & Safety/Transportation	Subpart D Health Program Services	Checks to ensure that all health and safety practices are being met by using safety checklists.	Our programs found that health and safety practices are being met by using safety checklists that ensure children are always kept safe.
Mental Health	GoEngage 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. GoEngage is monitored weekly to ensure compliance.

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	EHS/HS Mental Health Referral Forms	Used to make referrals to any component area to ensure follow-through on staff or parent concerns	All MH referrals were appropriately completed when submitted correctly. The referral procedure is clear and easy to follow.
Mental Health	e-DECA Reports	Individual student and whole classroom social emotional assessment data used to plan instruction and develop targeted intervention and support.	All e-DECA assessments were appropriately completed within 45 days of enrollment. e-DECA assessments and subsequent data was utilized to individualize student growth and facilitate whole classroom social emotional learning, as well as provide insight into potential areas for staff professional development.
Mental Health	Mental Health Observation Form	Instrument used for twice yearly classroom observations to ensure best practices and high quality social emotional implementation.	Every Head Start classroom was observed in the Fall and in the Spring. Mental Health Observations were used to assess classroom wellness and any concerns were communicated and managed.
Mental Health	SST Policies & Procedures	Document outlining the Student Support Team procedures for referral, as well as outlining the process from preceding the referral to after the initial meeting.	Processes and procedures are clearly defined and provide a comprehensive breakdown of the program's multi-tiered support systems.
Mental Health	SST Evaluation Form	Form used to monitor Tier 2 and Tier 3 student progress and collaboratively generate strategies for teacher and student support.	Form adequately addresses a range of concerns from health, to academic and social emotional needs. A focus on strength based evaluation was recommended.

Mental Health	SST Policies & Procedures	Document outlining the Student Support Team procedures for referral, as well as outlining the process from preceding the referral to after the initial meeting.	Processes and procedures are clearly defined and provide a comprehensive breakdown of the program's multi-tiered support systems.
Mental Health	SST Evaluation Form	Form used to monitor Tier 2 and Tier 3 student progress and collaboratively generate strategies for teacher and student support.	Form adequately addresses a range of concerns from health, to academic and social emotional needs. A focus on strength based evaluation was recommended.
Prenatal	EHS Prenatal Curriculum and Resources Binder	Review prenatal education curriculum and resources to assess compliance with Head Start Performance Standards.	According to the reporter, the EHS Prenatal Curriculum and Resources Binder indicates comprehensive services were provided to EHS enrolled pregnant women. The curriculum and resources aligned with HS Performance Standards.
Prenatal	Parent Interview questions	A former prenatal parent was asked to comment on her experience with the EHS Prenatal Program.	The data collected from the parent interviewed indicated appropriate prenatal education, referrals and support was provided.
Prenatal	Staff and Community Member Questions	Prenatal services and file documentation & tracking and prenatal family advocate interviews	<p>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.</p> <p>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.</p>

Program Design	Community Assessment	The Community Assessment provides data regarding characteristics of the community, It provides ethnicity, language, disabilities, mental health, children in foster care, homeless children and working families. This information is used to guide the HS/EHS program to determine locations of centers, program options, goals, community strengths and needs.	A review of the Community Assessment revealed that all required components were present in the assessment. The Policy Council uses this data to make informed program decisions. It is noticed that the Policy Council is well trained to participate in program decisions. The Community Assessment revealed that affordable child care is an issue for residents in Abilene.
Transition	Individual Transition Plan	Teachers use this document to inform parents of the steps needed in the transition to the next learning environment.	Although the transition plan and process was clear, it would be helpful if the information was combined with the final Parent Contact (PC#4).
Transition	Initial Transition Plan Meeting Form	Advocates use this document to inform parents of the steps needed in the transition to the next learning environment.	Form provides parents a plan for different transition options and is started early enough for parents to feel supported.
Transition	Parent Contact #4	Teachers use this document to track progress on School Readiness Goals.	The final Parent Contact was easy to understand, Parent and child goals are tracked easily, parents are able to make a Summer goal.
Transition	Parent Survey	Program parents completed a program questionnaire	Parent questionnaire reports positive communication and support with early childhood staff to create a collaborative transition into and out of the programs.
Transition	Teacher Interview	Teachers discussed ways to improve the transition process of students from Early Head Start to Head Start Preschool.	Teachers voiced the Student Learning Profile sheets that used to be in Head Start comp. folders. EHS & HS coordinators met to discuss ways to make this

			information easier to access. 3 year old teachers also noted it would be helpful to have students begin practicing: sustaining attention for 7 minutes, walking in line, staying at the table during mealtimes, etc.
		Teacher was asked if there were any materials needed that would improve the implementation of transition strategies in the classroom,	Updated social story to share with EHS for teachers to begin reading 6 months prior to transition.
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 noted.

<p>PMQI/ Human Resources Mgmt.</p>	<p>ITERS-3, <i>Missouri Tool</i>, TTESS, CLASS, SSTs, CLI Staff Files</p>	<p>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 structures, goals and decisions.</p>	<p>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 data collection to show growth in the program.</p>
<p>PMQI/ Human Resources Mgmt.</p>	<p>Criminal history tracking tool and staff files</p>	<p>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.</p>	<p>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.</p>
<p>PMQI</p>	<p>Communication Tools used with staff</p>	<p>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>	<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.</p>
<p>PMQI/ Human Resources Mgmt.</p>	<p>Communication Tools used with families</p>	<p>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,</p>	<p>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.</p> <p>Some parents requested to be a part of High-Five Fridays.</p>

		newsletters, and open-door policy.	
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.

**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. The program has a history of strong performance and excellent monitoring reviews. The program has highly quality staff and continues to refine their skills as focused professional development activities are designed to improve cognition and behavioral instructional strategies for staff, families and children. Professional learning opportunities are created to broaden understanding and gain strategies to support children experiencing social/emotional/trauma induced situations. The programs also focused on adult-child interactions and the quality of instruction in all classrooms. Foundational academic/cognitive skills such as language development, mathematics and literacy are also crucial priorities for the programs. 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 as well. These investments have resulted in strong campus culture which then produces high school readiness outcomes for children and families. One of the greatest strengths of the Head Start program is the partnership with AISD. This partnership ensures quality services through disabilities, homelessness, human resources, fiscal management, health/nutrition, and safety.

**b. Strengths determined by the Administration for Children and Families**

A CLASS Monitoring Review was completed from November 25, 2024- January 31, 2025. This review focuses on the teacher-child interactions within the classroom under the domains of Emotional Support, Classroom Organization and Instructional Support. The program proved to be above the competitive threshold set by OHS in all three domains and above the quality threshold in the domain of Instructional Support.

**AISD CLASS Monitoring Review Results**

Domain	Program Score	Quality Threshold	Competitive Threshold
Emotional Support	5.8162	6	5
Classroom Organization	5.8922	6	5
Instructional Support	3.2843	3	2.3

The OHS conducted a second review in this program year, Focus Area 2 Monitoring Review, during the week of March 3-7, 2025. All component areas, classrooms and facilities were reviewed in depth. Component areas include: Program Design, Management and Improvement, Education, Health Services (Mental Health, Health, Nutrition, Safety), Family and Community Engagement Services, Fiscal, and ERSEA. All areas of review were deemed compliant. Program Governance, which encompasses AISD Board of Trustees and the Parent Policy Council, were noted as a strong practice for the program.

**c. Systemic Issues**

The Self-Assessment committee nor the Office of Head Start did not reveal any systemic issues indicating the lack of or failure of program-wide management systems, or within any individual program area.

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

The AISD’s Early Head Start/Head Start program is in the third year of a five-year grant cycle. There is a historical trend of academic and social emotional progress toward meeting goals each year. The 2024-2025 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.

#### **e. 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 94.6%, Physical 90%, Language 82.31%, Cognitive 95.38%, Literacy 88.46%, and Math 78.63. 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- 24%, Language & Literacy-36% Social/Emotional-13%, and Physical Development-11%. The end of year expected outcomes for Wave 3 were as follows: Cognition-84%, Language & Literacy -82%, Social/Emotional -76%, and Physical Development-87%.

#### **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 49% (Thriving)*
  - *Parent-Child Relationships 40% (Self-Sufficient)*
  - *Families as Lifelong Educators 45% (Thriving)*
  - *Families as Learners 30% (Self-Sufficient)*
  - *Family Engagement in Transition 35% (Thriving)*
  - *Family Connection to Peers and Community 62% (Engaged)*
  - *Families as Advocates and Leaders 67% (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 68% (Thriving)
  - Families as Lifelong Educators 58% (Engaged)
  - Families as Learners 32% (Thriving)
  - Family Engagement in Transition 82% (Thriving)
  - Family Connection to Peers and Community 46 % (Thriving)
  - Families as Advocates and Leaders 60% (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 infants to be 39% in the typical range for Total Protective Factor, 42% in the typical range for Attachment/Relationship, 45% typical in Initiative. The toddler students showed 53 % in the typical range for Total Protective Factor, 19% in the typical range for Attachment/Relationship, 58% typical in Initiative, and 61% typical in Self-Regulation.*
- Head Start end-of-year e-DECA data revealed a decrease in need in the areas of Protective Factors, Initiative, and Attachment & Relationships, with Attachment and Relationships exhibiting the greatest decline from 20% at mid-year to 14%. in the final assessment. This is significant as Attachment & Relationships represented the greatest area of need campus wide in the beginning of the year. Self-Regulation and Behavior Concerns stayed fixed at 12% and 16% respectively.

**Challenges:**

- Excessive staff and student absences impact the progress.

**Program Goal 3:**

The AISD Head Start/Early Head Start Program will engage with the community to provide comprehensive services needed by children and families to promote School Readiness.

**Measurable Performance Objective 1:**

- Head Start/Early Head Start will secure and maintain a minimum of 70 partnerships with community resources, enhancing service delivery to families.

**Expected Outcome(s):**

- Children and families will be connected to and receive community services needed for self-sufficiency and to be school ready.

**Progress/Outcomes:**

- Head Start and Early Head Start maintained numerous community partnerships throughout the year. Training was 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:**

- BOY Health, Mental Health & Community Service Advisory Meeting was November 7, 2024.
- EOY Health, Mental Health & Community Service Advisory Meeting was held March 20, 2025.
- 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 year: BOY technology, Cyber Security, Frontline & Eduphoria, student assessments and Go Engage.
- Technology support was provided as needed from campus Tech Liaisons.

**Challenges:**

**Measurable Performance Objective 2:**

- The Head Start/Early Head Start Program will increase opportunities for children to explore innovative, developmentally appropriate technology and learning materials by utilizing a minimum of \$45,000 a year to purchase high-quality instructional materials.

**Expected Outcome(s):**

- Children will have the age-appropriate technological skills necessary to be successful in a twenty-first century classroom.

**Progress/Outcomes:**

- The Head Start/Early Head Start Program staff implement developmentally appropriate learning experiences with technology to individualize instruction or provide an experience to children they may not have.

**Challenges:**

- Ensuring staff and students spend the appropriate amount of time using screens.

**Measurable Performance Objective 3:**

- The Head Start/Early Head Start Program will utilize innovative technology and procedures during the instructional day 100% of the time to ensure the safety of students, parents, and staff.

**Expected Outcome(s):**

- Students, parents, and staff will be able to teach and learn in safe environments.

**Progress/Outcomes:**

- AISD Director of School Safety and Security hosts monthly meetings.
- Cameras are used for surveillance on the interior and exterior of the buildings.
- All exterior doors and gates always remain locked. All interior doors remain locked during instruction time. Door sweeps are done weekly.
- All visitors check in 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.

**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:**

- The programs aggregated and disaggregated school readiness data three times a year using the researched based Teaching Strategies GOLD or CLI Progress Monitoring Tool online assessment system to generate data points.

- *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 Cognition with 95.38% was the greatest growth. The lowest growth was seen in the area of Math with 78.63% towards Widely Held Expectations.*
- HS's highest percentage of growth was seen in Rapid Letter Naming, under the Language and Literacy Domain with 53% increase from BOY to EOY. Speech Production & Skills had the highest percentage towards the expected outcome with 120%. The area with continued need for improvement was in Letter Sound Correspondence with a 43% toward the EOY expected outcomes.

**Challenges:**

- Staff absences play a role in students' learning and growth.

**Program Goal 5:**

**AISD Head Start/Early Head Start Program will recruit and employ high-quality, effective staff who embrace diversity, utilize best practices, and understand the importance of student, family, and community engagement.**

**Measurable Performance Objective 1:**

- The Head Start/Early Head Start Program will strengthen and enhance professional development, classroom environment, and effective teaching practices by providing practice-based coaching to classroom staff 1 to four times monthly, depending upon the level of intensity needed by individual staff members.

**Expected Outcome(s):**

- Staff will demonstrate progress toward individualized professional development goals.

**Progress/Outcomes:**

- HS & EHS complete a Needs Assessment at the beginning of the year. This Needs Assessment is used to help teachers identify their strengths and challenges. Then, through a collaborative partnership, with the coach, a goal and action plan are developed. Additionally, CLASS/ITERS -3 scores, School Readiness data, various checklists and informal classroom observations are used to guide teachers and the coaches in creating Practiced Based Coaching goals.

**Challenges:**

- Staff absences prevent coaches from actually coaching due to classroom coverage.

**Measurable Performance Objective 2:**

- 100% of Head Start/Early Head Start instructional staff will be highly qualified to provide a rigorous and relevant learning environment for all students at the time of hire or within 120 days of hire.

**Expected Outcome(s):**

- Instructional staff will demonstrate knowledge and implementation of best practices, which support student/family engagement within the Head Start/Early Head Start Program.

**Progress/Outcomes:**

- *EHS 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 Staff Wellness, Teaching and learning, Professional Development, Safety, Fiscal, and transition.

**b. Program Improvement Plans**

Performance Std.	Proposed Corrective Action or Improvement Plan	Person Responsible	Time Frame for Completion
<b>1302.93 Staff Health &amp; Wellness</b>	Staff Wellness monies will be used to support campus culture and climate as well as staff's individual needs.	Leadership	August 24-May 2025
<b>1302.31 (b)(1)(iv) Teaching and the learning environment</b>	Continue to improve developmentally appropriate teaching practices to enhance individualized learning experiences.	Director, Assistant Director, ECD Coordinator	August 2025 - June 2026
<b>1302.92 (c)(d) Training &amp; Professional Development</b>	For additional support for new teachers, EHS will add a checkpoint meeting to the 12 week coaching plan to ensure new teachers are effectively assessing students using the Gold assessment system at the first checkpoint. (Wave 1).	Director Assistant Director ECD Coordinators	August 2025 to June 2026
<b>45 CFR 75.302 and 75.403-405 Fiscal</b>	Meetings with district accounting staff monthly.	Sunne Schaake Suzy Vega	September 2025
<b>1302.47(5)(iv) Safety Practices</b>	Update Transportation Agreement with the addition of: Are there legal documents/safety plans in place that list certain people who are not authorized to pick up the student? YES _____ NO _____ IF yes, does	Facilities- Safety- Transportation coordinator.	August 2025

# Abilene ISD Head Start/EHS Self-Assessment | 2025

	the office have a copy of the documents? YES _____ NO _____.		
<b>1302.70(d) Transition</b>	Early Head Start and Head Start Preschool will work together to maximize the transition process. Changes will be made in the way information is shared via Google Drive making it easier to get student information to teachers and Head Start Preschool coordinators.	Early Head Start and Head Start Transition, Health & Mental Health	September 2025 - May 2026
<b>1302.71(c)(2)(ii) (iii) Transition</b>	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 2025 - March 2026

## VI. Self-Assessment Participants:

<b>Member Name</b>	<b>Member Role (Staff, Parent, Community, Board)</b>	<b>Activity</b>
Amanda Johnson	EDU Coordinator; HS Transition Coord.	HS Self-Assessment Leader Reviewed Tracking Documents
Andreana Tonche	MH Assistant	Go Engage, Mental Health Services Tracking Sheet
Angel Diaz	EHS Teacher	Teacher Interview: Planning, Coaching, and School Readiness
Angelina Mackey	EHS Teacher	Teacher Interview: Planning, Coaching, and School Readiness
Anna Ramirez	Long ELC Secretary	Work Orders
Annie Chavez	Former Head Start Parent	Playground Safety Check
April Slabaugh	MH Assistant	Go Engage, Mental Health Services Tracking Sheet
Braelee Cumbie	EHS Parent; Former Prenatal Program participant; Current EHS Staff member	Interviewed Prenatal Staff
Brandon Henry	Former Head Start Parent/Policy Council	Bus Safety Check
Caitilin Vasquez	Head Start Parent	Playground Safety Check
<i>Chris Krause</i>	<i>Staff, Early Head Start Program Director</i>	<i>Review documents, Answer interview questions, Review</i>

		<i>Protocol, Interview Community Members</i>
Christi Hernandez, LPC	Community Member	Conscious Discipline, SST Policies/Procedures, SST Evaluation Form, e-DECA Screener, HS Staffing Form, MH Observation Form
Christina Vasquez	Policy Council, president	Review documents
Cindy Earles	Community- School Board Member	Interview during FA2
Danielle King	Long ELC Academic Coach	Classroom Safety Check; Classroom Coaches Interview: Practice Based Coaching Plan
Darci Hodges	Community member	Reviewed plan and partnership with Dyess AFB
Denise Rister	Education Coach/Coordinator	EHS Self-Assessment Leader; Review documents
Donna Hall	Community member; Former Long ELC Transition Coordinator	Interviewed Prenatal Staff Reviewed EHS Prenatal Curriculum; School Readiness Plan and Data Analysis; Review documents, Interviews; Reviewed Fiscal documents
Dulce Alvarez	Parent	Reviewed HS and Sped
Dusty Fahey	EHS Staff	Review of enrollment; Review documents, Ensuring that family style meal is being provided at CEHS; Transportation Self-assessment report review Selection Criteria
Erica Lafler	HS Parent	e-DECA report, e-DECA Home Strategies Handout, Parent Training Flyer/Handouts, MH Component Area/MH Coordinator Job Description, Student Behavior Management Policy, Monthly Newsletter, Mental Health Services Guide, Small Group Counseling Forms

## Abilene ISD Head Start/EHS Self-Assessment | 2025

Erin Cooper	EHS MH Coordinator	EHS Self-Assessment Leader.
Hannah Lewis	Head Start Teacher	Teacher Interview: Coaching, Planning, Dual Language Learners & Disabilities
Jana Nicole Churchill	Staff, Head Start Assistant Director	Review Protocol, Review documents, Review of CAN;
Jennifer Putnam	Community Retired - Director of Early Childhood programs	Review documents, Interviews
Jessica Lillard	Parent	School Readiness Plan, Curriculum Plan & Action Steps
Julie Wilson	Staff, Director of AISD Early Childhood Programs	Review documents, Answer interview questions, Review Protocol, Interview Community Members
Katelin Waldrum	Long ELC Academic Coach	Classroom Safety Check; Classroom Coaches Interview: Practice Based Coaching Plan
Katie Green	HS Teacher	Reviewed Individual Transition Plan and interview
Keanna Belk	EHS Teacher	Interviewed Fiscal Staff, Reviewed Documents; Staff Wellness
Kelly Campbell	Retired - HS Disabilities Coordinator; Community Member	Review Student Support Team (SST) documents; Reviewed Plans & Fiscal documents
Kelly Harris	Staff Education Specialist	MH Assessment for Staff/Parents & Families, Reviewed SST Plan Review documents; EHS Self-Assessment Leader
Kori Stewart	MH Coordinator	HS Self-Assessment Leader
Krista Gonzales	Head Start Resource/ Inclusion	Reviewed Plans; Self Assessment report review
Kylie Day	Staff Member	Reviewed Referral Process
Leanna Grosvenor	Head Start Family Services	Bus Safety Check
Lindsey McFall	EHS Data Clerk	Review of enrollment files; Classroom Checklist

## Abilene ISD Head Start/EHS Self-Assessment | 2025

Liz Chellette	Head Start Teacher	Teacher Interview: Coaching, Planning, Dual Language Learners & Disabilities
Madison Brooks	EHS Teacher	Review program practices
Maribel Gonzalez	AISD HR Department	Bus Driver Hire Dates and Background Check Dates
Melanie Adkins	Operations Manager	EHS Staff Completing the process and report
Melisha Barnhill	Mentor Teacher	Self Assessment report review
Melissa Martinez	Family & Community Engagement Coordinator	Selection criteria; Survey creation, data collection, community and program collaboration
Michele James	Head Start Safety-Facilities-Transportation Coordinator	Completing the process and report.
Mindy Cheatham, LBSW	EHS Prenatal Master Family Advocate Self-Assessment Team Leader	<i>Self-Assessment Team Leader: Prenatal Services Reviewed Protocol information on EHS Prenatal Services to ensure accuracy; Prenatal Services Team Recruitment, Conducted Team Orientation and Training. Answered prenatal staff questions. Reviewed Protocol information on EHS Prenatal Services to ensure accuracy. Met to review and analyze the prenatal data to identify program strengths, weaknesses and any areas for improvement, if needed. Met with the team to provide prenatal services highlights and strengths to the Federal Review Team.</i>
Noreen White	Community Member	Reviewed ECI Partnership
Rebecca Jones	Behavior Coach	Practice Based Coaching Plan
Rebecca Lana	HS Teacher	Reviewed Individual Transition Plan and interview
Roseann Garcia	EHS Teacher	Teacher Interview: Planning, Coaching, and School Readiness

# Abilene ISD Head Start/EHS Self-Assessment | 2025

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
Samantha Mayorga	EHS Master Family Advocate	Interviewed Prenatal Staff
Sapphira Rodriguez	Parent; EHS Teacher	Review documents; Teacher Interview: Planning, Coaching, and School Readiness; On-Board Bus Safety
Shannon Baker	HS Teacher	e-DECA Classroom Data, e-DECA Classroom Strategies Handout, Staff Monthly Newsletter, EAP Guide, Outside Resources List, MH Component Area/MH Coordinator Job Description
Shelly Parson	Family& Community Engagement Coordinator; Transition Coordinator	Survey creation, data collection, community and program collaboration;
Stephanie Nigro	Associate Teacher	Playground Checklist; MH Assessment for Parents & Families
Sunne Schaake	HS Fiscal Manager	Gathered/Presented Documents for Review, Complete Self-Assessment
Suzy Vega	EHS Fiscal Manager	Gathered/Presented Documents for Review, Complete Self-Assessment
Tammy Jones	Master Family Advocate/ERSEA Coord; HS Transition Coord.	HS Self-Assessment Leader; Review of attendance and eligibility/enrollment, recruitment survey; Survey creation, data collection, community and program collaboration
Tina Jones	AISD Director of Transportation	Bus Driver Training
Tonya Carrigan	AISD Special Programs Accountant	Reviewed Documents
Tyshae Jacobs	EHS Parent/Policy Council Member	Interviewed Prenatal Staff; Maintenance Order Check; Participate in transition interview

# Abilene ISD Head Start/EHS Self-Assessment | 2025

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Whendy Lee	ERSEA Coordinator	Review of attendance and eligibility/enrollment, recruitment survey; Survey creation, data collection, community and program collaboration
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**Summary Report Completed by: Julie Wilson, Director for AISD's Early Childhood Programs**



**Head Start/Early Head Start  
Self-Assessment and  
Improvement Plan**

*Julie Wilson*  
*Director of AISD Early  
Childhood Programs*



# Head Start Program Goals

- ✓ Goal 1: Use the Head Start Early Learning Outcomes Framework to ensure all children receive quality comprehensive services, integrated across all program areas.
- ✓ Goal 2: Create and maintain a positive classroom environment that strengthens social/emotional, communication, and problem-solving skills for children and staff.
- ✓ Goal 3: Engage with the community to provide comprehensive services needed by children and families to promote School Readiness.
- ✓ Goal 4: Fully integrate technology for the purpose of high student and family engagement, academic success, and safety.
- ✓ Goal 5: Recruit and employ high-quality, effective staff who embrace diversity, utilize best practices, and understand the importance of student, family, and community engagement.

# Head Start Program Strengths

- ★ AISD and Head Start's partnership including Program Governance.
- ★ Program design is responsive to community needs.
- ★ Instructional Support = effective teaching strategies to promote language development, individualization and deeper understandings.
- ★ Engages families through a collaborative partnership built through trust, strengths, interests and needs.
- ★ Establishes transparent, data-informed processes to develop and maintain fiscal responsibility that aligns with program goals.

# Continuous Program Improvement

- ❑ Implement Practice Based Coaching, focusing on Tier 1 instruction for Emotional Support, Classroom Organization and individualization.
- ❑ Provide developmentally-appropriate professional learning to foster individualized leadership development.
- ❑ Create a culture of wellness and expect excellence for all stakeholders.
- ❑ Build connections with families and the community to enhance the learning and life experience for all.

# Questions



**Abilene Independent School District Board Document - Agenda Item**

Meeting Date: July 7, 2025

Meeting Type: Regular

Item Type: Report

Future Action Required: No

If Yes, Month: N/A

Subject: Facilities Department report

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Background Information:

A slide presentation covering our mission, objectives, and a comprehensive explanation as to how we complete those objectives.

Attached Supporting Documents: Google slides

Fiscal Implications:None



Administrative Recommendation: N/A

Contact Person: Rickey Wallace, Director of Facilities



# **Board of Trustees Meeting**

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*July 7, 2025*



# Facilities

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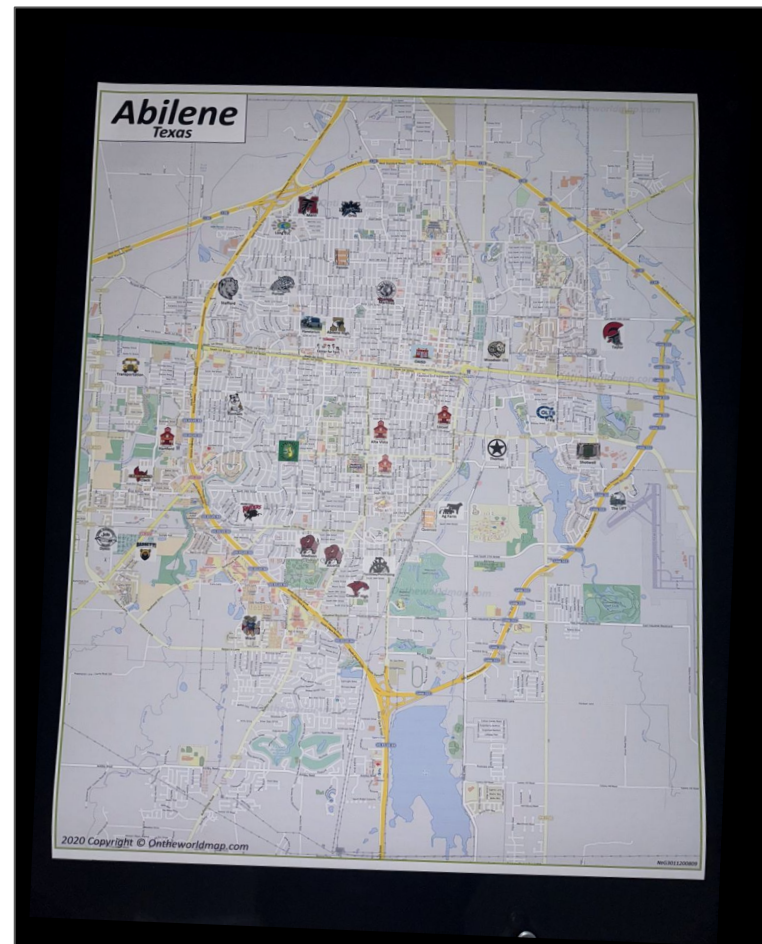
*Rickey Wallace*

# Why we do what we do!



## What do we cover?

- A total of 43 sites
- 25 of these are campuses
- Total AISD square footage 7,461,763
- Building footprint square footage 3,248,735
- Total acres maintained 659
- From 7/1/24 to 6/24/25
- Work orders Received 10,460
  - PM Received 1140
  - **Total 11,600**





# Electrical

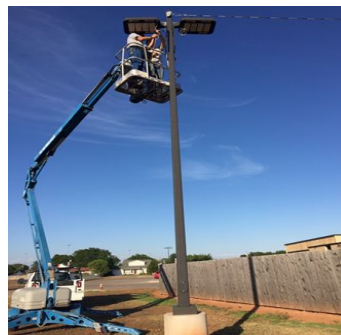
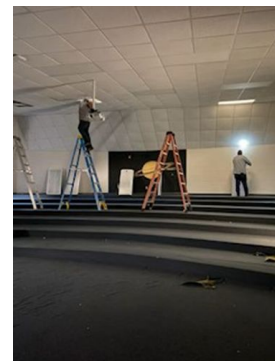
Joanna Townsley, David Sigala, E.J. Quintanilla, Zach McFerrin

Lighting concerns are put in place regarding recommended light levels and uniformity

Ensure that emergency lighting is functioning properly

Make sure power is sufficient for kitchen equipment and HVAC mechanical equipment

Give safety recommendations on power-strips/extension cords and overloading circuits





# General Facilities/Groundskeeping

Daniel Limon, Keith Conway, Nick Solis, Jose Escamilla, Nathan Kohler, Nick Martinez, Mike Murillo, Eli Ochoa, Randy Sparks, John Tonche, Ruben Valdez, Toby Tonche, Cory Rodriguez, Reagan Smith, Ernesto Vargas, Rene Pedroza, John Childs

Oversee grounds, including trash, debris, etc.

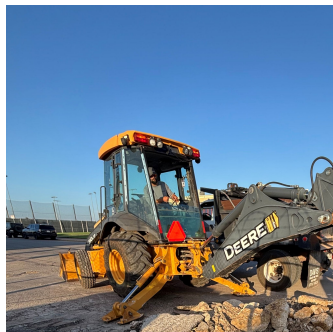
Overall curb appeal

Safety

- a. Pesticides/Herbicides
- b. Exterior gates
- c. Slip, trip, or fall hazards identified

All playground equipment safe and functional

Ensure handrails are not damaged or unsecured





# Building Shop

Juan Zertuche, Ramon Aguirre, Scot Baber, Felipe Herrera, Clay Jowers, George Perez, Steve Pinnock, Josh Roemisch

Locksmith on staff

Replace missing/damaged ceiling tiles

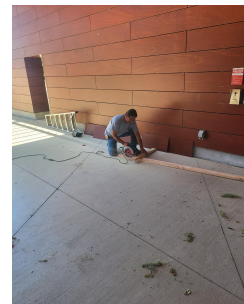
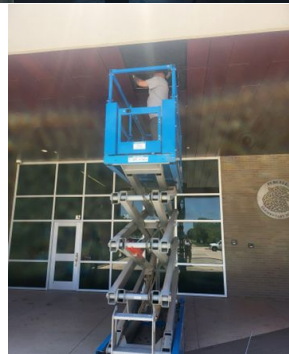
Millwork/cabinetry

Flooring replacement

IAQ concerns

Roof repair

Gutter clean-out





# Paint Shop

Chane Christie, Francisco Soto, Will Harris



“Colorful words” are quickly covered up  
and/or erased

Classrooms/hallways and exterior spaces  
are painted to professional grade





# Plumbing Shop

Nate Shelburne, Bryant Snider, Esmeal Garcia,  
Steve Garcia, Fred Ibarra, Mike Reeder

Ensure that water is flowing

Solid waste is flowing and disposing of appropriately and to the appropriate places

Bi-annual gas testing

Keep plumbing out of site

1st responders to gas smells





# HVAC shop

Patrick South, Pete Escobedo, Gilbert Delgado,  
Sean Sneed, Bryce Martinez, Eric Escobedo



Ensure spaces are conditioned to achieve optimal comfort level

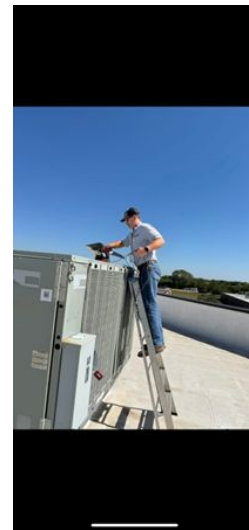
ASHRAE standards met for ventilation

- a. Filter exchanges
- b. Supply/return cycling rec. met

Clean coils

Minimal noise from air flow and/or mechanical equipment

Ensure clean ice in ice makers throughout AISD





# Energy Management

Todd Whisenhunt

- Board of Trustees policy – Approved October 10, 2011
- Ensure comfortable learning environment for students and staff
- Conserve our natural resources
- Save money on utility costs
- Control **HVAC schedules** with energy management System (EMS) adhering to established guidelines
- Daily campus **energy audits**
- Analysis of data with use of EnergyCap (**ECAP**)
- Interval Data** analysis using Smart Meter Texas
- Interpersonal communication** within all areas of AISD
- Educate** all staff on energy program expectations
- Conduct holiday **shutdowns** on each campus



# Custodial Services



Micah Clay, Kayla Taylor, Mark Cortez, Juan Lozano, Isac Ramirez

Responsible management of supplies and ensuring they are readily available

Keep surfaces sanitary

Daily removal of trash

Disinfect high-touch areas

Send out team of "1<sup>st</sup> responders" to assist/lead at Facilities emergencies

Assist with logistical setup of tables/chairs for extra-curricular/special events

# Administration

Bryan Mannke, Kristina Dello, Tamara Raughton, David Raughton, Rickey Wallace



Maintain Inventory

Manage work orders / PM database

Enter and receive requisitions

Maintain Safety Data Sheets (SDS) for AISD

Issue materials for the needed work orders

Receive PO confirmations from Purchasing Department



Any Questions?

**Abilene Independent School District Board Document - Agenda Item IX.C.**

Meeting Date: July 7, 2025

Meeting Type: Regular

Item Type: Presentation      Future Action Required: Yes      If Yes, Month: August Consent

Subject: District and Campus Improvement Plans

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Background Information:

District staff hosted district and community participants for the annual Collaborative Comprehensive Needs Assessment. Attendees working in eight subcommittees reviewed district data and identified areas of strength and need. Campuses followed a similar process. These needs in conjunction with district and board goals are reflected in the District and Campus Improvement Plans.

A substantial draft of the 2025-2026 District Improvement Plan and each Campus Improvement Plan will be available for viewing at the link below:

<https://www.abileneisd.org/documents/departments/assessment-%26-accountability/district-and-campus-improvement-plans/573815>

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, which is anticipated at the August Board meeting.

Attached Supporting Documents: Substantial Draft of District Improvement Plan

Fiscal Implications: None

Administrative Recommendation: None currently

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

# Abilene Independent School District

## District Improvement Plan

### 2025-2026 Goals/Performance Objectives/Strategies



**Board Approval Date:** August 11, 2025

**Public Presentation Date:** July 7, 2025

# Mission Statement

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

## Vision

Equipped Learners. Brighter Futures.

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

## Value Statement

### CONNECT

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

### LEAD

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

### SUCCEED

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

## Table of Contents

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Goal 1: By the end of the 2028-2029 school year, 75% of students in Abilene ISD will be in A or B seats. ....	3

# Goals





**Goal 1:** By the end of the 2028-2029 school year, 75% of students in Abilene ISD will be in A or B seats.

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

**HB3 Goal**

**Evaluation Data Sources:** STAAR data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.</p> <p><b>Strategy's Expected Result/Impact:</b> AISD will meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction leaders</p> <p><b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - District Organization 1</p> <p><b>Funding Sources:</b> Computer for Instructional Coaches and SIS - Title 1, Part A Carryover - \$10,978.74</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> AISD must increase student achievement by ensuring all learners have access to high-quality instruction, supported by effective teachers, empowered leaders, and engaged families. To achieve this, we must strengthen instructional practices, build systems that support and retain high-quality educators, develop leadership at all levels, and deepen partnerships with families and the broader community</p>
Staff Quality, Recruitment, and Retention
<p><b>Problem Statement 1:</b> AISD values the strengths and talents of all stakeholders. To fully realize this potential, we must create systems that develop, support, and maximize the contributions of educators, staff, and partners in ways that directly impact student outcomes.</p>

## District Organization

**Problem Statement 1:** To build a thriving district, AISD must continue cultivating a culture where students, teachers, administrators, and the broader community collaborate effectively. Strengthening these connections is essential to developing leadership capacity and shared ownership of our schools' success.

**Goal 1:** By the end of the 2028-2029 school year, 75% of students in Abilene ISD will be in A or B seats.

**Performance Objective 2:** AISD will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 7 STAAR math assessments.

**HB3 Goal**

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.</p> <p><b>Strategy's Expected Result/Impact:</b> AISD will meet or exceed the state approaches average on at least 4 of the 7 STAAR Math assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction leaders</p> <p><b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - District Organization 1</p> <p><b>Funding Sources:</b> Computers for Instructional Coaches and SIS - Title 1, Part A Carryover - \$10,978.74</p>	Formative			Summative
	Oct	Jan	Apr	June

No Progress
  Accomplished
 → Continue/Modify
 ✗ Discontinue

**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> AISD must increase student achievement by ensuring all learners have access to high-quality instruction, supported by effective teachers, empowered leaders, and engaged families. To achieve this, we must strengthen instructional practices, build systems that support and retain high-quality educators, develop leadership at all levels, and deepen partnerships with families and the broader community</p>
<b>Staff Quality, Recruitment, and Retention</b>
<p><b>Problem Statement 1:</b> AISD values the strengths and talents of all stakeholders. To fully realize this potential, we must create systems that develop, support, and maximize the contributions of educators, staff, and partners in ways that directly impact student outcomes.</p>
<b>District Organization</b>
<p><b>Problem Statement 1:</b> To build a thriving district, AISD must continue cultivating a culture where students, teachers, administrators, and the broader community collaborate effectively. Strengthening these connections is essential to developing leadership capacity and shared ownership of our schools' success.</p>





**Goal 1:** By the end of the 2028-2029 school year, 75% of students in Abilene ISD will be in A or B seats.

**Performance Objective 3:** AISD will strengthen college and career readiness programming and processes to ensure at least 80% of Class of 2026 graduates successfully meet CCMR criteria.

**HB3 Goal**

**Evaluation Data Sources:** Accountability reporting and internal tracking processes

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Strengthen college and career readiness pathways across all grade levels by aligning instruction, advising, and progress monitoring systems that prepare students for successful attainment of CCMR indicators by graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 80% of Class of 2026 graduates successfully meet CCMR criteria. This will move us towards the ultimate goal of 100% of students meeting CCMR criteria.</p> <p><b>Staff Responsible for Monitoring:</b> High school leaders, Curriculum and Instruction leaders</p> <p><b>Problem Statements:</b> Student Achievement 1 - Family and Community Engagement 1 - District Organization 1</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> AISD must increase student achievement by ensuring all learners have access to high-quality instruction, supported by effective teachers, empowered leaders, and engaged families. To achieve this, we must strengthen instructional practices, build systems that support and retain high-quality educators, develop leadership at all levels, and deepen partnerships with families and the broader community</p>
<b>Family and Community Engagement</b>
<p><b>Problem Statement 1:</b> To build public trust and ensure every student is supported, AISD must strengthen two-way communication and deepen partnerships with families and the broader community. By telling the AISD story as a district of choice, we can highlight the exceptional opportunities we offer and foster greater confidence in our schools.</p>
<b>District Organization</b>
<p><b>Problem Statement 1:</b> To build a thriving district, AISD must continue cultivating a culture where students, teachers, administrators, and the broader community collaborate effectively. Strengthening these connections is essential to developing leadership capacity and shared ownership of our schools' success.</p>

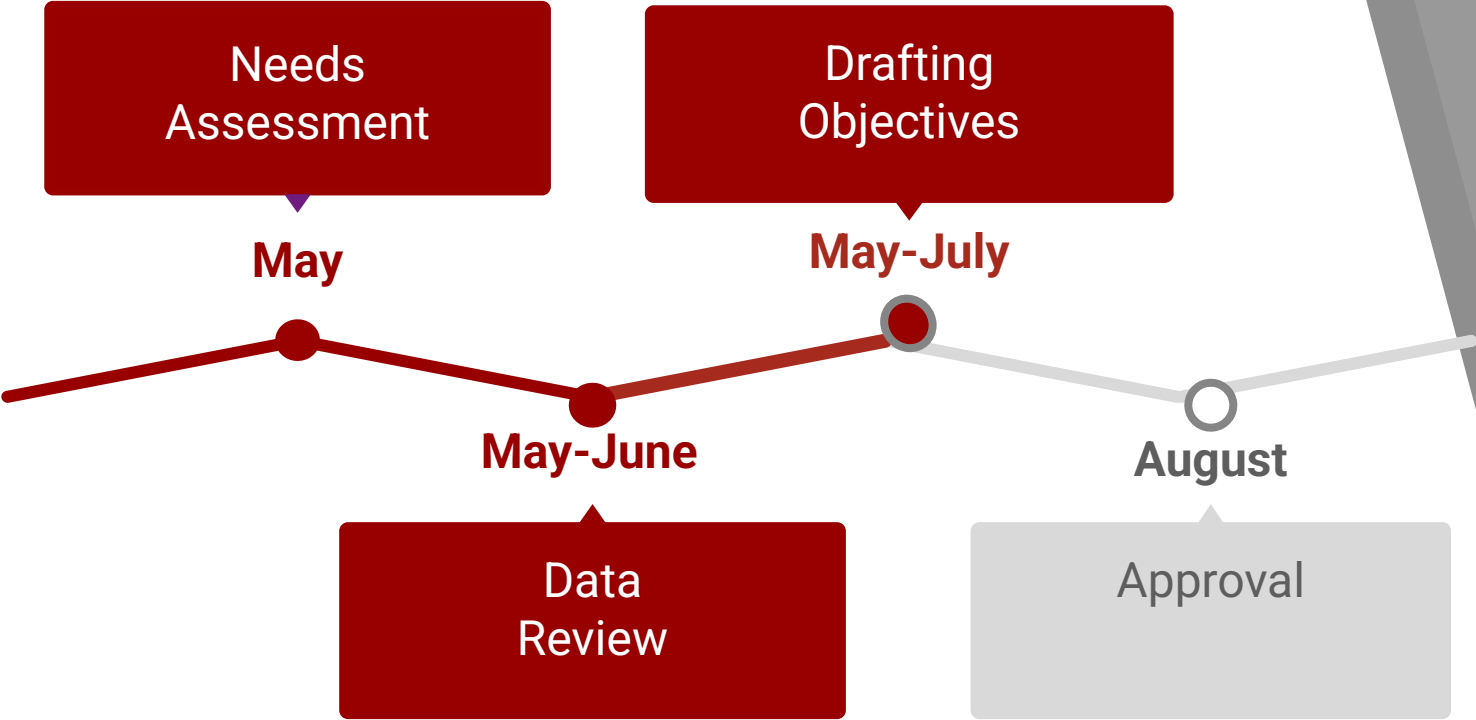


# **District and Campus Improvement Plans**

*Jay Ashby*  
*Executive Director*  
*Innovation & Program Development*

*July 7, 2025*

# Plan Development



**GOAL**

**PERFORMANCE  
OBJECTIVE**

**PERFORMANCE  
OBJECTIVE**

**STRATEGY**

**STRATEGY**

**STRATEGY**

**STRATEGY**

# Review of Last Year

- ▶ Based on feedback from 23-24, changes were made to make 24-25 CIP process more streamlined.
- ▶ Last year's DIP:
  - ▷ 4 Goals
  - ▷ 14 Performance Objectives
  - ▷ 35 Strategies

# District/Campus Improvement Plan

Background:

- ▶ Targeted Improvement Program requirements and conversations with principals led to even more feedback.

Goal:

- ▶ Make things even more focused and streamlined for campus principals

# More streamlined

Last year's DIP:

- ▶ 4 Goals
- ▶ 14 Performance Objectives
- ▶ 35 Strategies



Current District Improvement Plan

- ▶ 1 Goal
- ▶ 3 Performance Objectives
- ▶ 3 Strategies

# Why the shift?

- ▶ District and Campus Improvement plans are not required to be all-encompassing documents.
- ▶ Ideally, they are tools for progress monitoring that provide value. We want the tool to be easy to use.
- ▶ According to the ESF, effective improvement plans should:
  - ▷ Identify a limited number of focused priorities that address the root causes of low performance.
  - ▷ Include clear timelines, milestones, metrics, and designated task owners.
  - ▷ Be regularly monitored by campus leaders to ensure implementation and accountability.

# Plan Structure

- **Goal(s)**  
 Aligned with the Strategic Plan 
- **Performance Objectives**  
 Continuing and new; aligned to goals 
- **Strategies**  
 Specific activities supporting each Performance Objective 
- **Addenda & Policies**  
 Comprehensive Needs Assessment  
 Required components for special programs and services

# 25-26 District and Campus Improvement Plan

## Goal

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

# 25-26 District and Campus Improvement Plan cont.

- ▶ **Performance Objective 1:** AISD will strengthen Tier 1 ELA instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments.
  - ▶ **Strategy:** Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.
  
- ▶ **Performance Objective 2:** AISD will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 7 STAAR math assessments.
  - ▶ **Strategy:** Strengthen college and career readiness pathways across all grade levels by aligning instruction, advising, and progress monitoring systems that prepare students for successful attainment of CCMR indicators by graduation.
  
- ▶ **Performance Objective 3:** AISD will strengthen college and career readiness programming and processes to ensure at least 80% of Class of 2026 graduates successfully meet CCMR criteria.
  - ▶ **Strategy:** Strengthen college and career readiness pathways across all grade levels by aligning instruction, advising, and progress monitoring systems that prepare students for successful attainment of CCMR indicators by graduation.

**Questions**

**Abilene Independent School District Board Document - Agenda Item X. A.**

Meeting Date: July 7, 2025

Meeting Type: Regular

Item Type: Board Action

Future Action Required: No

Subject: Education Service Center Region 14 Contract for 2025-2026

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Background Information:

Every year Region 14 requires a contract for services to be completed and signed.

Attached Supporting Documents:

Complete draft of Education Service Center Region 14 Contract for 2025-2026

Fiscal Implications:

All of these services are items Abilene ISD purchases yearly through Region 14. There are a few services we purchased in 24-25 that we feel we no longer need and they have been deleted from the contract.

**Contracted Services & Funding Sources**

Program	\$ Fee	Adjusted \$ fee	Funding Sources		
			\$ Local	\$ State	\$ Federal
504 Program	500.00	500.00	500.00	0.00	0.00
Advanced Academic Services	6,500.00	6,500.00	6,500.00	0.00	0.00
Bilingual/ESL	2,500.00	2,500.00	2,500.00	0.00	0.00
Counselor Consortium	8 users 700.00	700.00	700.00	0.00	0.00
CTE Coop	3752 students 1,500.00	1,500.00	1,500.00	0.00	0.00
Discovery Education Experience - DEX	14536 students 29,945.00	29,945.00	0.00	0.00	29,945.00
Strong Foundations LASO Cycle 3 Implementation 2025 - 2026 School Year	605,500.00	605,500.00	0.00	605,500.00	0.00
TEKSbank	15,700.50	15,700.50	15,700.50	0.00	0.00
Texas Essential Knowledge and Skills Resource System (TEKS R S)	85,036.20	85,036.20	85,036.20	0.00	0.00
Texas Student Data System Support (TSDS)	13,375.00	13,375.00	13,375.00	0.00	0.00
<b>Totals:</b>		<b>761,256.70</b>	<b>125,811.70</b>	<b>605,500.00</b>	<b>29,945.00</b>

Administrative Recommendation:

Approve Contract

Contact Person:

Patti Blue



**Abilene Independent School District Board Document - Agenda Item X.B**

Meeting Date: July 7, 2025

Meeting Type: Regular Meeting

Item Type: Action

Future Action Required: No

If Yes, Month: N/A

Subject: Appointment of Delegate and Alternate for the TASB Delegate Assembly, Saturday, September 13, 2025

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Background Information: 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 2025 TASA/TASB Delegate Assembly will be held in Houston, Texas on Saturday, September 13, 2025.

Attached Supporting Documents: None

Fiscal Implications: None

Administrative Recommendation: None

Contact Person: Dr. John Kuhn



**Abilene Independent School District Board Document.**

Meeting Date: July 7, 2025

Meeting Type: Regular

Item Type: Board Action

Future Action Required: No

Subject: Bilingual Program Sign On Bonus

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Background Information:

Finding fully certified Bilingual Teachers is a challenge across the whole State. Abilene ISD is no different. AISD has been trying to recruit these teachers to our district. AISD has been trying to assist and encourage current AISD teachers to gain their Bilingual Certification. We are still not able to fully staff our Elementary Bilingual Program with Bilingual Certified Teachers. We do have a few Bilingual Certified Teachers in Abilene ISD that are not currently teaching in the Bilingual program. We are hoping that by adding a sign on bonus, we can entice these teachers to join the Bilingual program.

Attached Supporting Documents:

NONE

Fiscal Implications:

\$2000 per Bilingual Certified Teacher that agrees to move to Martinez and teach in the Bilingual Program

Administrative Recommendation:

Approve adding \$2000 Bilingual Program Sign On Bonus

Contact Person:

Patti Blue



# **Board of Trustees Meeting**

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*July 7, 2025*



# **Bilingual Program Sign On Bonus**

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*Patti Blue*

*Associate Superintendent for Curriculum and Instruction*



# Current State of Elementary Bilingual Program Staffing

- To fully staff our bilingual program at a level to be 100% in State compliance, we need 14 Bilingual Certified Teachers.
- We currently have 4 fully Bilingual Certified Teachers.
- We have 3 about  $\frac{1}{2}$  way complete with Bilingual Certification.
- At the current state of staffing, we will need to file 6 Bilingual Exception Waivers and 3 ESL Waivers.
- There is currently 1 vacancy.



# Current State of Elementary Bilingual Program Staffing

- Current certification requirements are only in regards to RLA instruction. Starting in 26-27, the requirements will expand to RLA and math.
- TEA requires that every year we show that we are aggressively and actively trying to completely staff our program with fully Bilingual Certified Teachers
- TEA's expectation when considering approval of Bilingual Exceptions and ESL Waivers is that they see a decrease in the number we request year to year.
- In the past, waivers and exceptions have not been tied to specific teachers. We now have to turn in specific names and TEA is looking at how many years a waiver or exception is requested for individual teachers.
- TEA has started denying Exceptions and Waivers
- When students are not in a classroom with a fully Bilingual Certified Teachers, the school district does not receive the maximum supplemental Bilingual Funding



## What are we currently doing to attract Bilingual Certified Teachers?

- Any teacher teaching in our Bilingual program receives a \$6000 stipend - with or without certification
- There is a “standing” opening posted for Bilingual Certified Teachers
- The “standing” posting is posted on AISD’s website as well as Region 14’s Website.
- District of Innovation Certified teachers are given the maximum number of years(3) to gain their Texas Teacher Certification.



## What we would like to add in 25-26?

- There are Bilingual Certified Teachers in AISD that are not currently teaching in the Elementary Bilingual Program.
- We would like to offer these teachers a \$2000 Program Sign On Bonus.
  - Must currently be employed by Abilene ISD.
  - Must agree to move to Martinez and teach in the Bilingual Program.
  - The Bonus would be handled like other stipends and paid throughout the school year.



Questions?