

# Agenda of Regular Meeting

## The Board of Trustees Abilene Independent School District

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A Regular Meeting of the Board of Trustees of Abilene Independent School District will be held Monday, August 11, 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. Closed Session: A Closed Session may be held under the provisions of Texas Government Code, Chapter 551 including but not limited to Section 551.071, Section 551.072, Section 551.074, Section 551.076, and Section 551.082, and Section 551.0821.
  - A. The Board may deliberate matters of Personnel, i.e. appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee. (Section 551.074)
    - I. Professional Employment Contracts
  - B. The Board may consult with Legal Counsel regarding Pending or Contemplated Litigation and/ or Privileged Legal Advice. (Section 551.071)
  - C. The Board may discuss matters of Safety and Security. (Section 551.076)
  - D. The Board may discuss matters pertaining to Students necessarily involving personally identifiable information, e.g. Student Discipline. (Sections 551.082, 551.0821)
  - E. The Board may discuss the Value, Exchange and/or Disposition of Real Property. (Section 551.072)
- III. Reconvene from Closed Session (Approximately 6:00 p.m.)
  - A. Invocation
  - B. Pledge of Allegiance to the Flags of the United States of America and the State of Texas
  - C. Board/Superintendent Announcements
- IV. Recognitions
  - A. Abilene ISD Teachers of the Year
  - B. Abilene ISD Employee Awards
- V. Oral Communications from the Public
- VI. Consent Agenda
  - A. The Board will consider accepting the June Financials.

- B. The Board will consider approval of the Minutes of the July 7, 2025, Workshop and Regular Meeting; and the July 15, 2025, Special Board Meeting.
  - C. The Board will consider approval of the District and Campus Improvement Plans.
  - D. The Board will consider approval of the Head Start/Early Head Start Self-Assessment and Improvement Plan.
  - E. The Board will consider approval of the disposal of unneeded, printed, out of adoption/discontinued instructional materials by contracting with vendor, Superior Texas, in the amount of approximately \$800.00 to dispose of said instructional materials.
  - F. The Board will consider and take action approving the recension of proposed termination for James Smith.
  - G. The Board will consider approval of Texas Teacher Evaluation and Support System Appraisers for 2025-2026.
- VII. Reports
- A. Academic Performance Report
  - B. 2025-2026 Student Code of Conduct
  - C. Proposed Local Policy FNCE
- VIII. Business Items Requiring Board Action
- A. The Board will consider approval of the 2025-2026 AISD Employee Compensation Plan.  
Mrs. Alison Sims, Associate Superintendent for the Development of Human Resources
  - B. The Board will consider approval of the 2025-2026 Hazardous Bus Routes.  
Dr. Joseph Waldron, Deputy Superintendent
  - C. The Board will discuss and consider approval of the Bank Depository Contract.  
Mrs. Jennifer Hinds, Chief Financial Officer
  - D. The Board will consider approval of Policy EFB (LOCAL).  
Mrs. Patti Blue, Associate Superintendent for Curriculum and Instruction
- IX. The Board may take action relevant to Items Covered During Closed Session.
- A. The Board will consider approval of Personnel Recommendations, if any.
    - I. Professional Employment Contracts
  - B. Matters pertaining to Real Property, if any
  - C. Matters pertaining to Safety and Security, if any
  - D. Matters pertaining to Litigation, if any
  - E. Matters pertaining to Students, if any
- X. Adjournment

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

Meeting Date: August 11, 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 June 2025 financial reports. Included is additional information concerning tax collections, payroll information, employee counts, enrollment & average daily attendance.

Attached Supporting Documents: June 2025 Monthly Financial Packet

Fiscal Implications: None

Administrative Recommendation: None

Contact Person: Jennifer Hinds



# ABILENE ISD

FY25



## MONTHLY FINANCIALS

JUNE 2025



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## **Memo**

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

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

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## **Governmental Fund Types**

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

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

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## **Monthly Donation Report**

Summary of monthly donations received for the reporting month.



# Memo



**To:** Dr. John Kuhn, Superintendent of Schools  
**CC:** Dr. Joseph Waldron, Deputy Superintendent  
**From:** Jennifer Hinds, Chief Financial Officer  
**Date:** August 11, 2025  
**Re:** June 2025 Financial Information

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Attached are the financial reports for the General Fund for the month ended June 30, 2025, and additional supplemental information for your review.

## **Revenues**

The cumulative percentages of local taxes received through June 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, 94.84% have been collected as of the end of June 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 June, total expenditures are at 82.46% of the budget. After completion of the 10<sup>th</sup> month of the budget year, total percentage of expenditures is slightly lower than the budgeted 83.33%.

Payroll costs are within expectations with 82.43% of the total \$128.2M budget expended.

The following functions continue to trend higher than budgeted this month. *Health Services (FC 33)* due to extra duty pay, *Community Services (FC 61)* due to extra duty pay and *Student Transportation (FC 34)*. These increased expenditures are expected and should slow once school has completed. All previous functions that were trending higher have plateaued and are within budget.

*Intergovernmental Charges (FC 99)* are higher this month due to a 3<sup>rd</sup> quarter budget allocation payment made to the Taylor CAD.

*Juvenile Justice* program (FC 95) expenditures are at 157.30% 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 June 2025**

	<u>Amended Budget</u>	<u>Year To Date</u>	<u>Difference</u>	<u>%</u>
<b>REVENUES</b>				
5700s - Local	\$ 44,465,194	\$ 38,576,628	\$ (5,888,566)	86.76%
5800s - State	95,152,527	77,759,958	(17,392,569)	81.72%
5900s - Federal	2,391,000	2,348,556	(42,444)	98.22%
Total Revenues	<u>\$ 142,008,721</u>	<u>\$ 118,685,142</u>	<u>\$ (23,323,579)</u>	83.58%
<b>EXPENDITURES</b>				
11 - Instruction	\$ 82,180,284	\$ 67,822,213	\$ 14,358,071	82.53%
12 - Instructional Resources and Media Services	2,054,195	1,704,947	349,248	83.00%
13 - Curriculum and Instructional Staff Development	2,446,370	1,731,520	714,850	70.78%
21 - Instructional Leadership	3,138,738	2,350,822	787,916	74.90%
23 - School Leadership	9,633,233	7,739,288	1,893,945	80.34%
31 - Guidance, Counseling and Evaluation Services	7,254,059	5,720,743	1,533,316	78.86%
32 - Social Work Services	1,975,305	1,578,092	397,213	79.89%
33 - Health Services	2,048,228	1,836,811	211,417	89.68%
34 - Student Transportation	5,295,821	5,816,998	(521,177)	109.84%
36 - Extracurricular Activities	5,379,990	4,719,855	660,135	87.73%
41 - General Administration	6,211,270	4,471,688	1,739,582	71.99%
51 - Facilities Maintenance and Operations	17,331,544	14,092,425	3,239,119	81.31%
52 - Security and Monitoring Services	1,469,344	1,211,239	258,105	82.43%
53 - Data Processing Services	6,180,368	5,229,700	950,668	84.62%
61 - Community Services	638,935	583,383	55,552	91.31%
71 - Debt Service	2,622,326	1,503,586	1,118,740	57.34%
81 - Facilities Acquisition and Construction	-	133,079	(133,079)	#DIV/0!
95 - Juvenile Justice Program	175,000	275,270	(100,270)	157.30%
99 - Intergovernmental Charges	700,000	722,204	(22,204)	103.17%
Total Expenditures	<u>\$ 156,735,010</u>	<u>\$ 129,243,862</u>	<u>\$ 27,491,148</u>	82.46%
<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>\$ (10,558,720)</u>	<u>\$ (25,285,009)</u>	
<b>EXPENDITURES BY OBJECT CODE:</b>				
6100s - Payroll	\$ 128,219,810	\$ 105,694,719	\$ 22,525,091	82.43%
6200s - Purchased and Contracted Services	12,884,049	10,540,606	2,343,442	81.81%
6300s - Supplies and Materials	6,269,789	5,548,758	721,031	88.50%
6400s - Miscellaneous Expenditures	5,251,543	4,710,451	541,092	89.70%
6500s - Debt Service	2,622,326	1,503,586	1,118,740	57.34%
6600s - Capital Outlay	1,487,493	1,245,743	241,750	83.75%
Total Expenditures	<u>\$ 156,735,010</u>	<u>\$ 129,243,862</u>	<u>\$ 27,491,148</u>	82.46%

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

	Year to Date				Increase/ (Decrease)	%
	2024	Encumbr.	Actuals	2025		
<b>REVENUES</b>						
Local	\$ 39,898,077	\$ -	\$ 38,576,628	\$ 38,576,628	\$ (1,321,449)	-3.31%
State	79,266,410	-	77,759,958	77,759,958	(1,506,452)	-1.90%
Federal	2,629,287	-	2,348,556	2,348,556	(280,731)	-10.68%
Total Revenues	<u>121,793,774</u>	<u>-</u>	<u>118,685,142</u>	<u>118,685,142</u>	<u>(3,108,632)</u>	<u>-2.55%</u>
<b>EXPENDITURES</b>						
Instruction	\$ 63,710,624	\$ 268,347	\$ 67,822,213	\$ 68,090,560	\$ 4,379,936	6.87%
Instructional Resources and Media Services	1,681,995	20,436	1,704,947	1,725,383	43,388	2.58%
Curriculum and Instructional Staff Development	1,344,825	53,768	1,731,520	1,785,288	440,463	32.75%
Instructional Leadership	2,502,691	24,353	2,350,822	2,375,175	(127,516)	-5.10%
School Leadership	7,542,016	27,048	7,739,288	7,766,336	224,320	2.97%
Guidance, Counseling and Evaluation Services	5,096,843	6,514	5,720,743	5,727,257	630,414	12.37%
Social Work Services	624,603	986	1,578,092	1,579,078	954,475	152.81%
Health Services	1,105,164	14,722	1,836,811	1,851,533	746,369	67.53%
Student Transportation	5,639,470	376,852	5,816,998	6,193,850	554,380	9.83%
Extracurricular Activities	4,969,464	128,935	4,719,855	4,848,790	(120,674)	-2.43%
General Administration	5,177,131	305,922	4,471,688	4,777,610	(399,521)	-7.72%
Facilities Maintenance and Operations	14,304,577	330,596	14,092,425	14,423,021	118,444	0.83%
Security and Monitoring Services	1,306,935	88,082	1,211,239	1,299,321	(7,614)	-0.58%
Data Processing Services	5,245,404	211,402	5,229,700	5,441,102	195,698	3.73%
Community Services	562,205	45,864	583,383	629,247	67,042	11.92%
Debt Services	1,367,542	2,375	1,503,586	1,505,961	138,419	10.12%
Facilities Acquisition and Construction	1,541,960	15,416	133,079	148,495	(1,393,465)	-90.37%
Juvenile Justice Program	177,045	-	275,270	275,270	98,225	55.48%
Intergovernmental Charges	723,619	-	722,204	722,204	(1,415)	-0.20%
Total Expenditures	<u>124,624,113</u>	<u>1,921,617</u>	<u>129,243,862</u>	<u>131,165,479</u>	<u>6,541,366</u>	<u>5.25%</u>
<b>OTHER</b>						
Sources	\$ -	-	-	-	\$ -	#DIV/0!
Uses	-	-	-	-	-	#DIV/0!
<b>EXCESS REVENUES AND OTHER RESOURCES OVER (UNDER) EXPENDITURES AND OTHER USES</b>						
	<u>(2,830,339)</u>	<u>(1,921,617)</u>	<u>(10,558,720)</u>	<u>(12,480,337)</u>	<u>(9,649,998)</u>	
<b>EXPENDITURES BY OBJECT CODE:</b>						
Payroll	\$ 97,547,791	\$ -	\$ 105,694,718	\$ 105,694,718	\$ 8,146,927	8.35%
Purchased and Contracted Services	11,631,313	847,125	10,540,606	11,387,731	(243,582)	-2.09%
Supplies and Materials	6,317,997	528,024	5,548,758	6,076,782	(241,215)	-3.82%
Miscellaneous Expenditures	4,606,782	81,717	4,710,451	4,792,168	185,386	4.02%
Debt Service	1,367,542	2,375	1,503,586	1,505,961	138,419	10.12%
Capital Outlay	3,152,688	462,375	1,245,743	1,708,118	(1,444,570)	-45.82%
Total Expenditures	<u>124,624,113</u>	<u>1,921,617</u>	<u>129,243,862</u>	<u>131,165,479</u>	<u>6,541,366</u>	<u>5.25%</u>

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

	<u>Revenues/ Other Resources</u>	<u>Expenditures/ Other Uses</u>	<u>Revenues Over/(Under) Expenditures</u>
<b>General Fund:</b>			
190 Shotwell Complex	\$ 703,062	627,273	\$ 75,789
191 FY22 Board Approved Capital Projects	-	133,079	(133,079)
197 Extracurricular (beyond District)	17,366	355,598	(338,232)
199 General Operating	117,964,714	128,127,912	(10,163,198)
Total	<u>\$ 118,685,142</u>	<u>\$ 129,243,862</u>	<u>\$ (10,558,720)</u>
<b>Special Revenue Fund:</b>			
205 Head Start	2,204,157	2,628,033	(423,876)
206 McKinney Vento Grant	71,781	81,909	(10,128)
211 ESEA Title I	4,509,382	4,684,867	(175,485)
224 IDEA-B Formula	3,727,074	4,253,766	(526,692)
225 IDEA-B Preschool	113,479	133,519	(20,040)
226 IDEA-B Discretionary Deaf	-	-	-
240 Food Service	9,841,697	9,571,595	270,102
242 Summer Feeding	109,052	147,133	(38,081)
244 Carl Perkins-Vocational Education	182,174	187,759	(5,585)
255 ESEA Title II, TPTR	220,718	231,627	(10,909)
263 Title III	53,697	53,821	(124)
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	2,416,093	2,764,190	(348,097)
289 Title IV, Part A - SSAEP	128,328	153,279	(24,951)
309 Adult Education-Federal	687,480	684,533	2,947
312 Temp. Assistance for Needy Families-Federal	25,345	25,136	209
379 ARP Homeless I_TEHCY Supplemental	35,757	35,757	-
410 Textbook	1,562,324	1,653,813	(91,489)
412 Childcare Services	-	160,566	(160,566)
429 State Funded Special Revenue Funds	549,108	555,256	(6,148)
431 Adult Education-State	71,709	71,411	298
435 Deaf Ed - State	76,856	77,361	(505)
461 Campus Activity Fund	345,140	263,793	81,347
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	-	16,655	(16,655)
489 Abilene Education Foundation	228,965	205,006	23,959
492 Kids Learning Together	77,560	49,403	28,157
493 Homeless Supply Program	12,500	13,284	(784)
496 Regional Day School for the Deaf-Local	221,271	282,853	(61,582)
499 Other	14,636	1,784	12,852
Total	<u>\$ 27,503,783</u>	<u>\$ 29,050,247</u>	<u>\$ (1,546,462)</u>
<b>Debt Service Fund:</b>			
599 Debt Service	<u>\$ 20,911,435</u>	<u>\$ 13,583,254</u>	<u>\$ 7,328,181</u>
<b>Workers Comp Fund:</b>			
770 Workers Comp	<u>\$ 681,422</u>	<u>\$ 482,343</u>	<u>\$ 199,079</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 June 30, 2025**

Org	Campus/Department	June 2025		
		General Fund	Employee Counts Other Funds	Total
<b>High Schools:</b>				
001	Abilene High School	163.250	21.000	184.250
002	Cooper High School	159.250	22.700	181.950
009	Holland Medical HS-HSU	7.000	-	7.000
010	ATEMS High School	43.000	9.300	52.300
011	The LIFT	2.000	-	2.000
<b>Middle Schools:</b>				
044	Madison Middle School	63.050	18.875	81.925
045	Mann Middle School	66.732	18.000	84.732
047	Clack Middle School	71.750	11.000	82.750
048	Craig Middle School	75.750	12.000	87.750
<b>Elementary Schools:</b>				
102	Austin Elementary	65.000	9.330	74.330
103	Bonham Elementary	52.940	13.330	66.270
104	Bowie Elementary	50.200	17.990	68.190
108	Dyess Elementary	53.000	15.340	68.340
112	Alcorta Elementary	42.200	8.330	50.530
113	Purcell Elementary	49.420	14.330	63.750
116	Stafford Elementary	49.028	13.330	62.358
121	Taylor Elementary	60.800	15.990	76.790
150	Ward Elementary	44.600	15.440	60.040
151	Thomas Elementary	18.700	9.510	28.210
152	Ortiz Elementary	13.300	9.510	22.810
153	Bassetti Elementary	55.330	16.330	71.660
155	Martinez Elementary	55.400	14.340	69.740
<b>Other Campuses:</b>				
003	Woodson Center for Excellence	35.000	6.000	41.000
004	Adult Education	2.000	7.000	9.000
006	DAEP	20.000	-	20.000
008	Juvenile Detention Ctr	2.000	-	2.000
107	Crockett Early Head Start	3.000	64.060	67.060
120	Hartford/SAP	4.300	-	4.300
131	Planetarium	0.500	-	0.500
156	Long Early Learning Center	68.000	87.440	155.440
<b>Departments:</b>				
701	Superintendent	3.000	-	3.000
720	Student Services	3.000	-	3.000
726	Deputy Supt/Operations	5.000	-	5.000
727	Finance	5.000	-	5.000
728	Human Resources	11.500	-	11.500
729	Accounting & Payroll Department	10.000	-	10.000
731	Purchasing Department	6.000	-	6.000
733	Textbook/Instructional Materials	0.500	-	0.500
734	Leadership	4.500	-	4.500
735	Innovation	1.000	-	1.000
740	AISD Districtwide	1.000	-	1.000
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	24.500	-	24.500
810	Employee Benefits	1.000	-	1.000
819	Social Workers	6.000	-	6.000
832	Director of CTE	3.000	-	3.000
852	Academic Support/Staff Development	1.000	-	1.000
862	Communications	5.000	-	5.000
863	Special Education	37.950	8.050	46.000
867	Bilingual Coordinator	4.000	-	4.000
872	Attendance Officers	3.000	-	3.000
873	Health Services	1.000	-	1.000
874	Athletics	4.000	-	4.000
876	Shotwell Concessions	-	1.000	1.000
880	Title I Office	-	6.000	6.000
893	AISD TV	1.000	-	1.000
908	Print Shop	3.000	-	3.000
925	PEIMS Department	4.000	-	4.000
938	Food Service	-	23.625	23.625
939	Catering (Food Service)	-	2.000	2.000
951	Maintenance	49.000	-	49.000
952	Warehouse	5.500	-	5.500
953	Custodial	5.000	-	5.000
954	Energy Management	1.000	-	1.000
<b>Total</b>		<b>1,719.950</b>	<b>492.150</b>	<b>2,212.100</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	1,719.950	492.150	2,212.100	2.500
July				
August				
Fiscal Year 2025				(246.900)

**ABILENE INDEPENDENT SCHOOL DISTRICT  
SUPPLEMENTAL INFORMATION  
PERIOD ENDED JUNE 30, 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	2,312	2,366	(54)
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 June 30, 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	N/A	N/A	N/A
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	N/A	N/A	N/A
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	N/A	N/A	N/A
July			
August			

**ABILENE INDEPENDENT SCHOOL DISTRICT  
PROJECTED AVERAGE DAILY ATTENDANCE  
PERIOD ENDED June 30, 2025**

**PROJECTED AVERAGE DAILY ATTENDANCE:**

	Cumulative ADA	2024-2025 Projected End of Year		Budget VS. Actual		
		ADA	WADA	Cumulative 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 JUNE 30, 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	55,838,169	94.84%	55,537,411	92.50%	1,377,326.00	2.34%
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  
June 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>
6/23/2025	Holland Medical	Collier Construcion Co.	2202 Ave. E Lubbock, TX 79404	\$ 250.00	Monetary	Anatomy classroom teaching aids and materials	461
6/24/2025	Professional Learning Dept.	Batjer & Associates, Inc.	2825 Pine St. Abilene, TX 79601	\$ 300.00	Monetary	New Teacher Orientation	499
6/26/2025	Professional Learning Dept.	Eide Bailly LLP	4310 17th Ave. S Fargo, ND 58103	\$ 350.00	Monetary	New Teacher Orientation	499

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

Meeting Date: August 11, 2025

Meeting Type: Workshop and Regular Meeting

Item Type: Consent

Future Action Required: No

If Yes, Month: N/A

Subject: July 2025 Minutes

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Background Information:

Attached Supporting Documents:

- July 7, 2025 – Workshop and Regular Meeting Minutes
- July 15, 2025 – Special Called Meeting Minutes

Fiscal Implications:

Administrative Recommendation:

Approve minutes as presented.

Contact Person:

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



Minutes of the July 7, 2025,  
Workshop and Regular Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Workshop and Regular Meeting at 4:31 p.m., July 7, 2025, in the Alta Vista Room and Boardroom at One AISD Center 241 Pine Street, Abilene, Texas 79601. Mrs. Angie Wiley, President of the Board of Trustees, called the meeting to order at 4:31 p.m., observed that a quorum was present, and stated that notice of the meeting had been duly posted in the time and manner prescribed by law.

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

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

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

Mrs. Angie Wiley asked Dr. John Kuhn to give an overview of the items to be discussed in the Workshop portion of the meeting.

- A. Budget Workshop

Mrs. Jennifer Hinds presented the fourth in a series of Board workshops designed to inform the Board as FY 26 budget and tax rates are being prepared. The focus in this presentation was on budget timeline, taxable value updates, and budget scenarios for FY 26.

- B. Employee Compensation

Mrs. Alison Sims shared models of possible compensation plans for the 2025-2026 school year based on the TASB Pay Study.

- C. Student Code of Conduct

Mrs. Alison Camp, Executive Director for Student Services, shared legislative updates made this year to chapter 37 of the Student Code of Conduct.

- D. Transfer Policies FDA and FDB

Mrs. Alison Camp presented recommended updates to local policy FDA and FDB regulation in an effort to make transfers easier for parents.

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

Mrs. Angie Wiley announced that a Closed Session would be held under the provisions of Texas Code, Chapter 551. The Board convened in Closed Session at 5:09 p.m.

- A. The Board may deliberate matters of Personnel, i.e. appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee. (Section 551.074)

- I. Professional Employment Contracts
    - B. Consultation with Legal Counsel regarding Pending or Contemplated Litigation and/or Privileged Legal Advice (Section 551.071)
    - C. The Board may discuss the Value, Exchange and/or Disposition of Real Property. (Section 551.072)
    - D. The Board may discuss matters of Safety and Security. (Section 551.076)

- IV. Reconvene from Closed Session (Approximately 6:30 p.m.)

The Board reconvened at 6:34 p.m.

- A. Invocation

Mrs. Angie Wiley called on Mr. Jay Ashby, Executive Director for Innovation and Program Development, to give the invocation and lead the pledges.

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

- Abilene families affected by the floods
- Hold on educational funds – AISD expects it to be approximately \$1 million.
- Great job by Purchasing, C & I and Textbook Team
- July 11 – Dr. Kuhn and Mrs. Wiley will be attending the Board Pathways Meeting. More info to come regarding next steps.
- July 29 & 30 – Administrative Retreat
- July 31 – New Teacher Orientation
- Congratulations to Mrs. Kandace Grenwelge and her team for the great work done with Texas Department of Agriculture to develop a comprehensive Procurement training for all districts.

V. Recognitions

A. State Solo and Ensemble Outstanding Performers

Mr. Clay Johnson, Executive Director for Fine Arts, presented Max Frick (CHS percussion student) and Izayah Jaramillo (AHS baritone vocalist) for receiving state championship honors.

VI. Oral Communication from the Public

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

VII. Consent Agenda

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

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

Nays: None

Absent: Wheat

- 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

Mrs. Angie Wiley called on Mrs. Shannon Marshall, Director of Federal Programs, to give a brief summary of the ESSA Application.

A. Open Public Hearing

The Public Hearing opened at 6:45 p.m.

B. Receive Public Comment

Mrs. Angie Wiley asked if anyone from the public wished to address the Board regarding the ESSA application. There was none.

C. Close Public Hearing

The Public Hearing closed at 6:49 p.m.

IX. Reports

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

Mrs. Julie Wilson, Director of Early Childhood, shared the Self-Assessment process which generally takes place from February through May, the Head Start Program goals, the Head Start Program strengths and continuous Program improvement.

B. Facilities Department

Mr. Rickey Wallace, Director of Facilities, shared an overview of the Facilities Department including why they do what they do, what they cover, and how they get everything done. This department includes Electrical, General Facilities/Groundskeeping, Building Shop, Paint Shop, Plumbing Shop, HVAC, Energy Management, and Custodial Services.

C. District and Campus Improvement Plans

Mr. Jay Ashby, Director of Innovation and Program Development, reviewed plan development, the structure of campus and district improvement plans, along with a review of last year, District Improvement Plans and Campus Improvement

Plans background and goals. This year the plans are more streamlined with one goal, three performance objectives and three strategies in order to identify limited number of focused priorities that are root causes of low performance. The 2025-2026 Goal is the 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.

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 presented the 2025-2026 contract with Education Service Center for services received through Region 14. Mrs. Angie Wiley asked if there was a motion regarding the Region 14 Contract for 2025-2026. Mr. Blair Schroeder made a motion to approve the Education Service Center Region 14 Contract for 2025-2026 as presented. Dr. Taylor Tidmore seconded the motion and it passed 6-0.

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

Nays: None

Absent: Wheat

B. The Board will consider the Appointment of Delegate and Alternate for the TASB Delegate Assembly, Saturday, September 13, 2025.

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 which takes place during the txEDCON conventions. This year it will be held on September 13, 2025 in Houston, Texas.

Mrs. Angie Wiley asked if there was a motion regarding the Appointment of Delegate and Alternate for the TASB Delegate Assembly. Mr. Rodney Goodman made a motion to approve Dr. Danny Wheat as Delegate and Mrs. Angie Wiley as Alternate for the TASB Delegate Assembly, Saturday, September 13, 2025. Dr. Taylor Tidmore seconded the motion and it passed 6-0.

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

Nays: None

Absent: Wheat

C. The Board will consider Request for Bilingual Program Sign On Bonus.

Mrs. Patti Blue shared the current Bilingual Program staffing, and what we are currently doing to attract bilingual certified teachers. Mrs. Blue explained that TEA wants to see that we are actively recruiting to fill these positions. A \$2000 sign on bonus was requested for current AISD bilingual certified teachers that are willing to transfer into the Bilingual Program. Mrs. Angie Wiley asked if there was a motion regarding the Bilingual Program Sign On Bonus. Mrs. Cindy Earles made a motion to approve adding a \$2000 Bilingual Program Sign On Bonus as presented. Mr. Bill Enriquez seconded the motion and it passed 6-0.

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

Nays: None

Absent: Wheat

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

There being no further business, the meeting adjourned at 7:31 p.m.

**APPROVED:**

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

**ATTEST:**

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

Minutes of the July 15, 2025,  
Special Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Special Meeting at 4:30 p.m., July 15, 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 4:28 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, Mr. Blair Schroeder; and Dr. Taylor Tidmore.

Members absent: None

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; Dr. Jordan Ziemer, Executive Director of Communications; and Mrs. Robin Jones, Assistant to the Superintendent and Board of Trustees

I. Call to Order

A. Board/Superintendent Announcements/Information

Mrs. Angie Wiley asked if the Superintendent or Board Members had any announcements. There were none.

II. Oral Communication from the Public

Mrs. Angie Wiley asked if anyone wishing to address the Board had completed a public comment card. There was none. Mrs. Angie Wiley announced that the Board would now move into Closed Session and continue with Business Items Requiring Board Action when the Board reconvened.

III. Business Items Requiring Board Action

A. The Board will consider approval of the disposal of SAVVAS Reading Language Arts Materials.

Mrs. Patti Blue shared that the use of SAVVAS in grades K-8 was discontinuing due to the implementation of new Reading Language Arts curriculum starting in 2025-26. The district currently has a large amount of SAVVAS materials that need to be stored until out of adoption or disposed of by giving it to other districts or depositing it in AISD trash bins.

Mrs. Angie Wiley asked if there was a motion regarding the disposal of SAVVAS Reading Language Arts Materials. Mr. Rodney Goodman made a motion to approve the disposal of SAVVAS Reading Language Arts Materials as presented. The motion was seconded by Dr. Danny Wheat and passed 7-0.

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

Nays: None

B. The Board will discuss, consider, and take possible action regarding acceptance of a potential donation.

Dr. John Kuhn and Mrs. Angie Wiley shared that a local partner has indicated the possibility of a private donation sufficient to cover the cost to construct a baseball locker room at Abilene High School that is large enough to accommodate all participants. The AHS locker room is much smaller than the baseball locker room at CHS as well as the softball locker rooms at both high schools. Abilene Board Policy CDC (LOCAL) states that board approval is necessary for "any gift that the potential donor has expressly made conditional upon the District's use for a specified purpose. The gift becomes the sole property of AISD once it has been donated."

Mrs. Angie Wiley asked if there was a motion regarding the acceptance of a potential donation. Mr. Blair Schroeder made a motion to approve the recommendation of the Superintendent to enter into negotiations with the donor to guarantee that the donation is used for purposes that benefit AISD and comply with all relevant statutes and board policies and to subsequently accept the donation if such conditions are met during negotiations, and the execution of contracts thereof. The motion was seconded by Dr. Taylor Tidmore and passed 7-0.

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

Nays: None

C. The Board will discuss, consider, and take possible action regarding naming a potential new baseball locker room facility at Abilene High School.

Dr. John Kuhn and Mrs. Angie Wiley shared that it has been suggested that a potential new baseball locker room constructed at Abilene High School to accommodate all participants be named after a possible donor or donors.

Mrs. Angie Wiley asked if there was a motion regarding naming a potential new baseball locker room facility at Abilene High School. Dr. Taylor Tidmore made a motion to approve the recommendation of the Superintendent to enter into negotiations with the donor to guarantee that the name of the potential facility meets all requirements of the law and AISD board policy. The motion was seconded by Mrs. Angie Wiley and passed 7-0.

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

Nays: None

- IV. 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 4:29 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)
- 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)

The Board reconvened at 5:30 p.m.

- V. Adjournment

There being no further business, the meeting adjourned at 5:38 p.m.

**APPROVED:**

\_\_\_\_\_  
President

**ATTEST:**

\_\_\_\_\_  
Secretary

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

Meeting Date: August 11, 2025

Meeting Type: Regular

Item Type: Consent Agenda

Subject: District and Campus Improvement Plans

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Background Information:

2025-2026 District Improvement Plan and each Campus Improvement Plan are 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.

Attached Supporting Documents: None

Fiscal Implications: None

Administrative Recommendation: Approve the 2025-2026 District and Campus Improvement Plans as presented.

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

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

Meeting Date: August 8, 2025 Meeting Type: Regular Meeting

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

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

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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 able 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.*

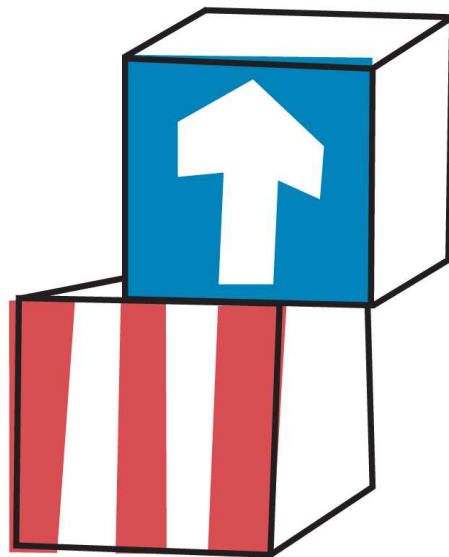
**Challenges:**

- 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:

Program Area	Tool/Data Set	Purpose	Finding(s)
Governance	Policy Council By-laws	This information includes the composition of the Policy Council and how it operates and oversees the direction of the program.	Review of the Policy Council By Laws indicated that the composition of the PC meets the requirements in the Program Performance Standards and the Head Start Act.
Governance	Policy Council training agendas/minutes	The agendas and Policy Council minutes indicate a variety of training opportunities for the Policy Council.	Review of the Policy Council Agendas revealed that 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.

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

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

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

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.

PMQI/ Human Resources Mgmt.	ITERS-3, <i>Missouri Tool</i> , TTESS, CLASS, SSTs, CLI Staff Files	Observation tools used by the program to determine quality of services in the classroom provided to children by teachers. These tools provide information for program structures, goals and decisions.	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.
PMQI/ Human Resources Mgmt.	Criminal history tracking tool and staff files	A Criminal History Tracking tool shows when a person received results from criminal history checks and staff files show the completed forms to ensure these are maintained and up to date.	Staff have required Criminal History checks that are well documented. AISD Early Childhood Program has a well-established background check process to ensure students and staff are working with safe individuals.
PMQI	Communication Tools used with staff	Meeting documentation, tracking tools, monthly reports, text groups, emails, along with open door policies are used by the leadership team to share campus concerns and/or needs.	<p>The Leadership teams on both campuses meet regularly to discuss component area concerns and the needs of students, families, and staff. Various tracking tools, monthly reports, and emails are used to verify follow through and completion of duties.</p> <p>Teaching staff reported Remind is the primary communication tool used with families.</p>
PMQI/ Human Resources Mgmt.	Communication Tools used with families	The program recognizes that communication is multifaceted and therefore we integrate several forms of communication to include social media platforms, email, call out system, phone calls, Remind app, web page, bulletin boards, home visits, parent conferences, daily communication sheets, calendar of events,	<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

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	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

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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

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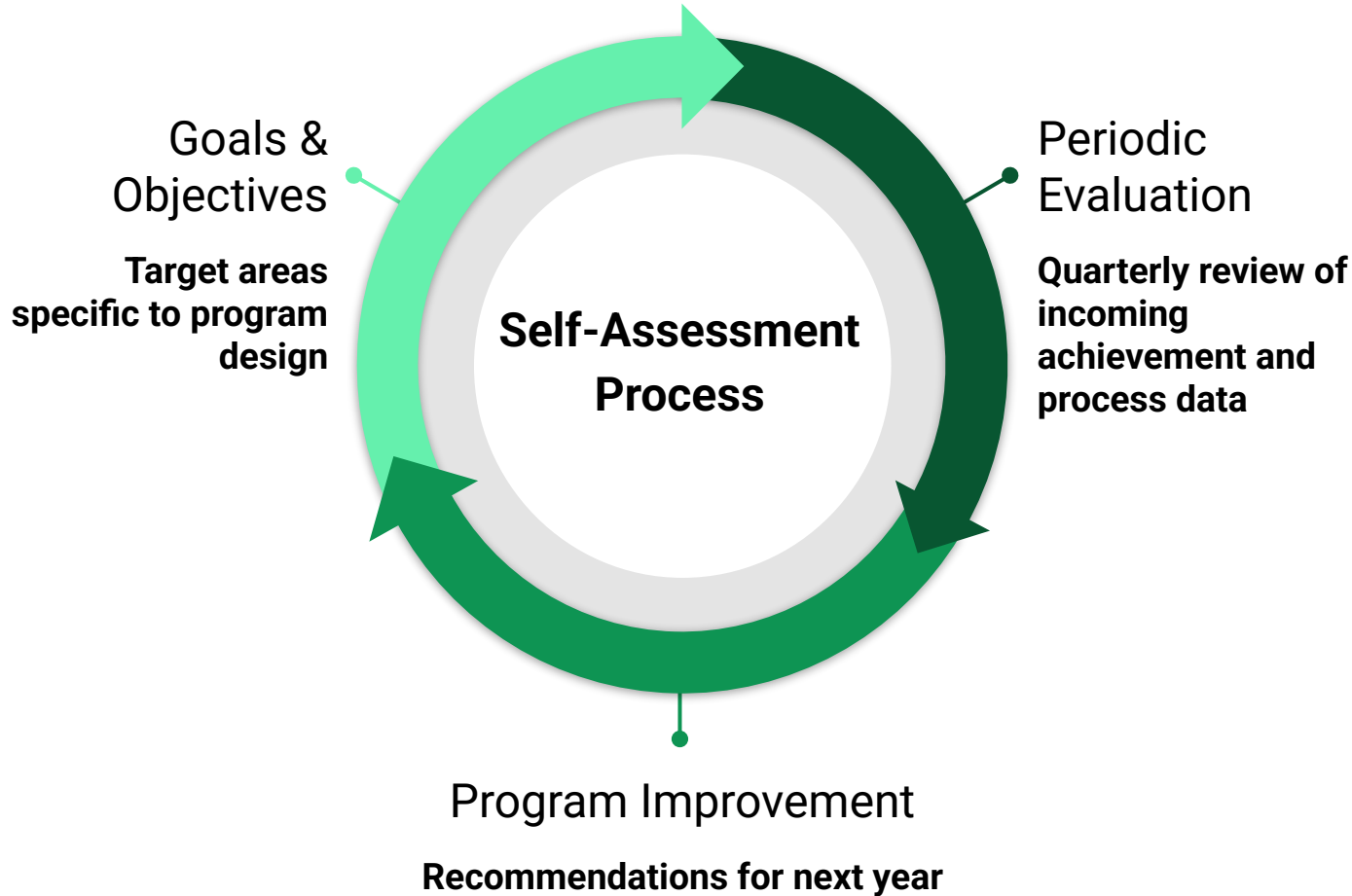
Whendy Lee	ERSEA Coordinator	Review of attendance and eligibility/enrollment, recruitment survey; Survey creation, data collection, community and program collaboration
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**Summary Report Completed by: Julie Wilson, Director for AISD's Early Childhood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

Meeting Date: August 11, 2025

Meeting Type: Regular

Item Type: Consent

Future Action Required: No

If Yes, Month: N/A

Subject: Consider approval of the disposal of unneeded, printed, out-of-adoption/discontinued instructional materials by contracting with vendor Superior Text, estimated cost of \$800.00 to dispose of said instructional materials.

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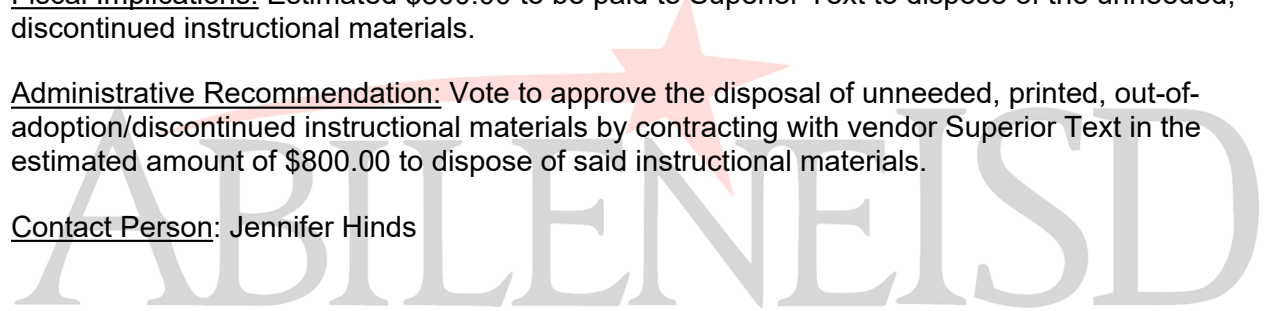
Background Information: The District has approximately 24 pallets of printed, out-of-adoption/discontinued instructional materials (including textbooks and workbooks) that are no longer needed for District use. Tex. Educ. Code Section 31.105 requires the Board of Trustees to determine how the District will dispose of instructional materials.

Attached Supporting Documents: (0)

Fiscal Implications: Estimated \$800.00 to be paid to Superior Text to dispose of the unneeded, discontinued instructional materials.

Administrative Recommendation: Vote to approve the disposal of unneeded, printed, out-of-adoption/discontinued instructional materials by contracting with vendor Superior Text in the estimated amount of \$800.00 to dispose of said instructional materials.

Contact Person: Jennifer Hinds



**Abilene Independent School District Board Document - Agenda Item VI.H.**

Meeting Date: 8/11/2025

Meeting Type: Regular Meeting

Item Type: Consent

Future Action Required: No

If Yes, Month: N/A

Subject: Texas Teacher Evaluation and Support System Appraisers for 2025-2026

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Background Information:

According to local policy DNA, the district shall appraise teachers using the Texas Teacher Evaluation and Support System (T-TESS) in accordance with law and administrative regulations. In addition, per local policy DNA, the board shall approve a list of certified appraisers who can appraise a teacher in place of the teacher's supervisor.

Attached Supporting Documents:

Memo – T-TESS Appraisers

Fiscal Implications:

Administrative Recommendation:

Vote to approve Texas Teacher Evaluation and Support System (T-TESS) appraisers for the Abilene Independent School District for the 2025-2026 school year.

Contact Person: Alison Sims



Alison Sims  
Associate Superintendent for the  
Development of Human Resources  
325.677.1444 ext 7565  
325.794.1321 FAX  
alison.sims@abileneisd.org

**Abilene Independent School District**

PO Box 981 • Abilene, Texas 79604 • (325) 677-1444 ext 8764

August 11, 2025

According to local policy DNA, the district shall appraise teachers using the Texas Teacher Evaluation and Support System (T-TESS) in accordance with law and administrative regulations.

Eligible teachers will be appraised on a four-year rotation. The four-year rotation includes one-fourth of the alphabet and probationary contract employees. The appraisal schedule for the alphabetical rotation for the next four (4) years including the current year is as follows:

2025-2026	H - M
2026-2027	N - S
2027-2028	T - Z
2028-2029	A - G

In addition, per local policy DNA, the board shall approve a list of certified appraisers who can appraise a teacher in place of the teacher's supervisor.

Abilene Independent School District Appraisers List 2024-2025  
(Qualified for Supervisory, Alternate and/or Second Appraisers per Policy DNA)

**Elementary Campuses**

<b><u>Alcorta:</u></b>	Melissa Speegle	Christy Egan
<b><u>Austin:</u></b>	Lacy Bruce	Krystal Villarreal
<b><u>Bassetti:</u></b>	Sherry Gumm	Lee Ann Wheeler
<b><u>Bonham:</u></b>	Kevin Wellborn	Shannon Barnett
<b><u>Bowie:</u></b>	Janaye Wideman	Crystal Meneses
<b><u>Dyess:</u></b>	Heath Wright	Monica Hutchison
<b><u>Martinez:</u></b>	Kimberly McCutcheon	Kaitlin Ziemer*
<b><u>Purcell:</u></b>	Matilda Jimenez Justin Rosenquist	Misty Cadell
<b><u>Stafford:</u></b>	Melissa Scott	Christina Dooley
<b><u>Taylor:</u></b>	Leslye Roberts	Shanda Bourn
<b><u>Ward:</u></b>	Blake Fuller	Michelle Hillock

\*after T-TESS training is completed

**Early Childhood Campuses**

**Long Early Learning Center/Crockett Early Head Start**

Julie Wilson  
Jana Nicole Churchill  
Dusty Fahey

**Middle School Campuses**

<b><u>Clack:</u></b>	Michele Josselet	Deann Powers Kristie Seeds
<b><u>Craig:</u></b>	Ashley West	Monica Diaz Tori Sturgeon De'Andre Brown
<b><u>Madison:</u></b>	Joshua Newton	Julie Parrott Donna Alexander Jera Bunton
<b><u>Mann:</u></b>	Chad Drake	Katy Roberts Brittanie Burson Amy Dudley
<b><u>Woodson/DAEP</u></b>	Lori Ladyman	Simon Guerrero Patricia Anderson
<b><u>Adult Learning Center</u></b>	Jeff Howle	



Alison Sims  
Associate Superintendent for the  
Development of Human Resources  
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alison.sims@abileneisd.org

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**Abilene High School**

Amelia Siburt

Kelli Powell  
Tracy Parker  
Mandy Hunter  
Joshua LeMond  
Jordan Palacios

**Cooper High School**

Jon Patrick

Mary Catherine Timpner  
Tyler Edwards  
Randy Willis  
Michael Sanders

**The LIFT/ATEMS High School/Holland**

Brandon Randell

Cristie Crim

**One AISD Center/Administration Building**

Chris Bailey  
Stevanie Jackson  
Alison Sims  
Lyndsey Williamson

Keri Thornburg  
Jay Ashby  
Clay Johnson

**Technology Center**

Cary Owens

**Abilene Independent School District Board Document - Item VII.A.**

Meeting Date: August 11, 2025

Meeting Type: Regular

Item Type: Report

Future Action Required: No

If Yes, Month: N/A

Subject: August Academic Performance Report

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Background Information:

We have been sharing snippets of information regarding STAAR performance. We are now moving to sharing how the STAAR information relates to State Accountability. We are still dealing with preliminary data. Official data will be available Wednesday, August 13, 2025.

Attached Supporting Documents:

None

Fiscal Implications:

None



Administrative Recommendation:

Information only

Contact Person:

Patti Blue



# **Board of Trustees Meeting**

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*Regular Meeting - August 11, 2025*



## **2024 - 2025 Preliminary Celebrations**

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*Patti Blue*

*Associate Superintendent for Curriculum and Instruction*



# Why “preliminary”?

TEA has not released the official  
2024 and 2025 accountability ratings.

August 13, 2025: TEA will post 2024 and 2025 ratings  
for districts to preview

August 15, 2025: TEA will publicly release 2024 and 2025 ratings



# Where did these predictions come from?

AISS and Region 14 ESC have two different data disaggregation programs.

The predictions from these programs are usually pretty accurate.

But, being off just one point can change the outcome.

We have shared the predictions with campus administrators.



What are these predictions showing?



**MANY**  
Reasons  
to  
Celebrate!!





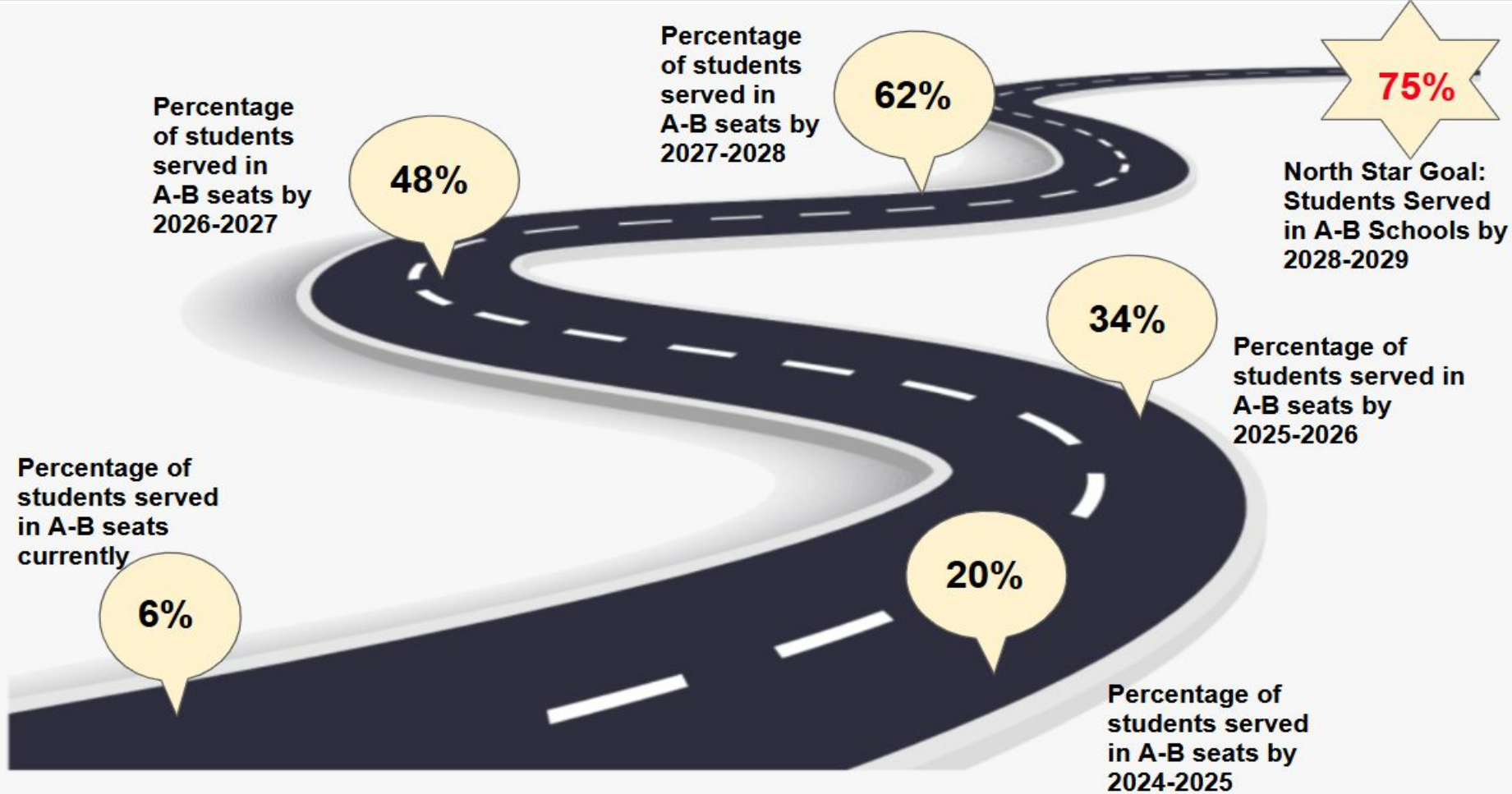
## Prediction Highlights -

- 7 Campuses will increase their rating by at least 1 letter grade
- 11 Campuses will increase the number used to assign the ratings
- 1 Campus will be an “A”
- 4 Campuses will be a “B”
- 5 Campuses have a predicted 78 or 79
- 38 out of 60 STAAR areas increased
- 7 STAAR areas where AISD beat The State
- 37 STAAR areas where AISD closed the gap with State scores
- 3 of 4 high schools increased their CCMR score
- 4th high school maintained a 90 CCMR score



# 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.



Percentage of students served in A-B seats by 2026-2027

48%

Percentage of students served in A-B seats by 2027-2028

62%

North Star Goal: Students Served in A-B Schools by 2028-2029

75%

Percentage of students served in A-B seats by 2025-2026

34%

Percentage of students served in A-B seats currently

6%

20%

Percentage of students served in A-B seats by 2024-2025



# Predicted Percentage of Students in A or B Seats

28



As soon as we have official data,  
we will share final information.

## Abilene Independent School District Board Document - Agenda Item VII B

Meeting Date: August 4, 2025 Meeting Type: Regular Meeting

Item Type: Report Future Action Required: Yes If Yes, Month: Special Meeting

Subject: Student Code of Conduct

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### Background Information:

The Student Code of Conduct is reviewed and approved annually by the Board of Trustees. In legislative years, updates are made to align with newly enacted state laws. The 2025–2026 version includes significant revisions due to legislative changes, primarily driven by the following bills:

- **HB 6:** Major reforms to student discipline procedures
- **HB 1481:** Prohibition of personal communication device use during the school day
- **SB 326:** Requirement to address antisemitism in student behavior policies
- **SB 569:** Mandates consideration of virtual/hybrid education as an alternative to expulsion

### **Key Updates Include:**

- **In-School Suspension (ISS):**  
No maximum cap on ISS days; however, administrators must review each case every 10 school days to assess continued appropriateness.
- **Personal Communication Devices:**  
Use of personal devices during the instructional day is prohibited. Districts must establish disciplinary consequences and make exceptions for medical, IEP, or Section 504 needs.
- **Antisemitism:**  
Added as a general conduct violation. The district must use the state-defined standard to determine if conduct is motivated by antisemitism.
- **Artificial Intelligence Use:**  
Misuse of AI (e.g., for cheating or prohibited conduct) is now classified as academic dishonesty.
- **Mandatory Expulsion for Title 5 Felonies:**  
Expulsion is now required for Title 5 felony offenses, even when committed off campus.
- **Assault of a School Employee:**  
Assault against school personnel is now a mandatory expellable offense.
- **Virtual Expulsion Option:**  
Districts now have the authority to establish virtual programs for students who are expelled.

### Attached Supporting Documents:

Board Slides of Presentation

Annotated Version/Redline of Student Code of Conduct

Dress and Grooming 2025 - 2026

### Fiscal Implications:

None

Administrative Recommendation:

We recommend approval of the new Student Code of Conduct.

Contact Person:

Alison Camp



## Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the Dress Code.

If it is determined that a student's grooming or clothing violates the district's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

The following specific guidelines must be adhered to in the matter of dress in all AISD schools:

### Elementary

1. Appropriate and modest attire is required. Some examples of items not to wear include but are not limited to: off-the-shoulder appeal, tank tops, spaghetti straps, muscle shirts, mesh tops, halter tops, see-through clothing, exposed midriff or backs, bicycle shorts, sunshades in building. Sleeveless shirts must have a 2' strap.
2. All apparel, accessories and visible body markings must be free of reference to hate speech, alcohol products, tobacco products, drugs, sex, vulgarity, profanity, death, weapons, suicide, or violence, either explicitly or by innuendo. Body markings on any part of the body must be reasonable covered in an unobtrusive manner if they are gang related or violate any provision of the dress code.
3. Clothing must be appropriately sized and worn at the waistline. No shorts, skirts, or dresses may be shorter than fingertip length with arms to your side. Clothing that is altered, slit, or frayed and exposes skin that is above fingertip length, is not allowed. Leggings / tights are not allowed without shorts or skirts unless covered by an appropriate garment that completely covers the student's buttocks.
4. Clothing must adequately cover the student's body so as not to consistently expose any portion of underwear, cleavage, midriff or buttocks when standing or sitting with normal posture. Outer garments must cover undergarments (athletic shorts etc.) at waist level. No sleepwear is permitted.
5. Shoes appropriate for school must be worn at all times. House shoes/slippers and shoes with wheels are not appropriate for school. Elementary students are not permitted to wear slides.
6. Hats, caps, or any other head coverings are not permitted to be worn in the building at Elementary campuses. Hoods inside the building are not permitted on any campus.
7. Hair should be clean and appropriately groomed and cut or styled in such a way that it does not cover the eyes. The District also prohibits hairstyles and treatments that are gang related and / or create a potential disturbance / distraction.
8. Visible body piercing and clipping jewelry is limited to the ears in elementary school. In middle school and high school, facial piercings should be limited to clear or small studs. Body piercings should remain concealed at all times.

9. Any apparel, accessory or visible body marking, including facial coverings that denotes gang-related association is prohibited (i.e. rags, bandanas, chains, spiked or studded items, or other physical alterations as identified by local law enforcement). Anything gang related will be confiscated by the SRO.

## Middle School

1. Appropriate and modest attire is required. Some examples of items not to wear include but are not limited to: off-the-shoulder apparel, tank tops, spaghetti straps, muscle shirts, mesh tops, halter tops, see-through clothing, exposed midriff or backs, bicycle shorts, sunshades in building. Sleeveless shirts must have a 2' strap.
2. All apparel, accessories and visible body markings must be free of reference to hate speech, alcohol products, tobacco products, drugs, sex, vulgarity, profanity, death, weapons, suicide, or violence, either explicitly or by innuendo. Body markings on any part of the body must be reasonable covered in an unobtrusive manner if they are gang related or violate any provision of the dress code.
3. Clothing must be appropriately sized and worn at the waistline. No shorts, skirts, or dresses may be shorter than fingertip length with arms to your side. Clothing that is altered, slit, or frayed and exposes skin that -is above fingertip length, is not allowed. Leggings / tights are not allowed without shorts or skirts unless covered by an appropriate garment that completely covers the student's buttocks.
4. Clothing must adequately cover the student's body so as not to consistently expose any portion of underwear, cleavage, midriff or buttocks when standing or sitting with normal posture. Outer garments must cover undergarments (athletic shorts etc.) at waist level. No sleepwear is permitted.
5. Shoes appropriate for school must be worn at all times. House shoes/slippers and shoes with wheels are not appropriate for school. Middle School students are not permitted to wear slides.
6. Hats, caps, or any other head coverings are not permitted to be worn in the building at Middle School campuses. Hoods inside the building are not permitted on any campus.
7. Hair should be clean and appropriately groomed and cut or styled in such a way that it does not cover the eyes. The District also prohibits hairstyles and treatments that are gang related and / or create a potential disturbance / distraction.
8. Visible body piercing and clipping jewelry is limited to the ears in elementary school. In middle school and high school, facial piercings should be limited to clear or small studs. Body piercings should remain concealed at all times.
9. Any apparel, accessory or visible body marking, including facial coverings that denotes gang-related association is prohibited (i.e. rags, bandanas, chains, spiked or studded items, or other physical alterations as identified by local law enforcement). Anything gang related will be confiscated by the SRO.
10. No costumes or parts of costumes allowed unless approved by campus administrators.

## High School

1. Appropriate and modest attire is required. Some examples of items not to wear include but are not limited to: off-the-shoulder appeal, tank tops, spaghetti straps, muscle shirts, mesh tops, halter tops, see-through clothing, exposed midriff or backs, bicycle shorts, sunshades in building. Sleeveless shirts must have a 2' strap.
2. All apparel, accessories and visible body markings must be free of reference to hate speech, alcohol products, tobacco products, drugs, sex, vulgarity, profanity, death, weapons, suicide, or violence, either explicitly or by innuendo. Body markings on any part of the body must be reasonable covered in an unobtrusive manner if they are gang related or violate any provision of the dress code.
3. Clothing must be appropriately sized and worn at the waistline. ~~No shorts, skirts, or dresses may be shorter than fingertip length with arms to your side. Clothing that is altered, slit, or frayed and exposes skin that is above fingertip length, is not allowed. Leggings / tights are not allowed without shorts or skirts unless covered by an appropriate garment that completely covers the student's buttocks.~~
4. Clothing must adequately cover the student's body so as not to consistently expose any portion of underwear, cleavage, midriff or buttocks when standing or sitting with normal posture. Outer garments must cover undergarments (athletic shorts etc.) at waist level. ~~No sleepwear is permitted.~~
5. Shoes appropriate for school must be worn at all times. House shoes/slippers and shoes with wheels are not appropriate for school.
6. Non distracting head coverings, such as caps or scarfs can be worn in the building at High School. Hoods inside the building are not permitted on any campus.
7. Hair should be clean and appropriately groomed and cut or styled in such a way that it does not cover the eyes. The District also prohibits hairstyles and treatments that are gang related and / or create a potential disturbance / distraction.
8. Visible body piercing and clipping jewelry is limited to the ears in elementary school. In middle school and high school, facial piercings should be limited to clear or small studs. Body piercings should remain concealed at all times.
9. Any apparel, accessory or visible body marking, including facial coverings that denotes gang-related association is prohibited (i.e. rags, bandanas, chains, spiked or studded items, or other physical alterations as identified by local law enforcement). Anything gang related will be confiscated by the SRO.
10. No costumes or parts of costumes allowed unless approved by campus administrators.

Prior to being disciplined for a violation of the District's dress code, the student will be warned that his/her dress is unacceptable and given an opportunity to make necessary changes. If appropriate corrections are not made in the student's appearance, the student shall be subject to discipline (such as ISS) after being afforded appropriate due process. Repeated offenses may result in additional disciplinary action in accordance with the Student Code of Conduct.

Judgements as to what is neat, clean, modest, immodest, appropriate, or inappropriate will be made by the principal and the decision of the campus principal in these matters is final.

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

Meeting Date: August 11, 2025

Meeting Type: Regular

Item Type: Report

Future Action Required: Yes

If Yes, Month: August

Subject: FNCE (LOCAL)

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Background Information:

Policy FNCE (Local), regarding personal communication devices/electronic devices, is being updated to reflect changes from the 89<sup>th</sup> Texas Legislative Session. This policy prohibits the use of electronic devices on campuses during the instructional day.

Attached Supporting Documents:

Presentation

Draft of FNCE (LOCAL)

Fiscal Implications:

None

Administrative Recommendation:

We recommend approval of local policy FNCE to follow new legislative updates.

Contact Person:

Alison Camp



## PROPOSED POLICY

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**Note:** For searches of personal communication devices or other personal electronic devices, see FNF.

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### Personal Communication Devices

A student shall not use a personal communication device on school property during the school day. While on school property, the student shall store any personal communication device in accordance with administrative regulations.

A student who violates this policy or any regulations shall be subject to discipline in accordance with the Board-adopted Student Code of Conduct.

An authorized District employee shall confiscate a student's personal communication device that is used in violation of this policy or any applicable regulations.

The District shall not dispose of the personal communication device. The District shall provide appropriate notice, and devices that are not retrieved shall be stored according to administrative regulations.

### Exceptions

A student shall be authorized to use a personal communication device on school property during the school day only under the following circumstances:

1. The student's use is necessary for implementation of the student's individualized education program, a 504 plan, or a similar program or plan;
2. The student's use is required due to a documented need based on a directive from a qualified physician; or
3. The student's use is necessary to comply with a health or safety requirement imposed by law or as part of the District or campus safety protocols.

### Implementation

The Superintendent shall develop regulations to implement this policy.

### Compliance

Annually, the Superintendent shall report to the Board on the implementation and compliance of this policy.

### Personal Use

#### Telecommunications Devices

~~An authorized District employee may confiscate a personal telecommunications device, including a mobile telephone, used in violation of applicable campus rules.~~

~~A confiscated personal telecommunications device shall be released for a fee determined by the Board. In accordance with the~~

STUDENT CONDUCT  
PERSONAL COMMUNICATION DEVICES/ELECTRONIC DEVICES

FNCE  
(LOCAL)

~~student handbook, the student or the student's parents may retrieve the device after paying the fee.~~

~~If a personal telecommunications device is not retrieved, the District shall dispose of the device after providing notice required by law.~~

~~Other Electronic  
Devices~~

~~Guidelines regarding other personal electronic devices shall be addressed in the student handbook.~~

**Instructional Use**

~~A student shall obtain prior approval before using personal telecommunications or other personal electronic devices for on-campus instructional purposes. The student shall also acknowledge receipt and understanding of applicable regulations and shall sign the appropriate user agreements. [See CQ]~~



# **Board of Trustees Regular Meeting**

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*August 11, 2025*



## **FNCE (LOCAL)**

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*Alison Camp*



Policy FNCE (Local), regarding personal communication devices/electronic devices, is being updated to reflect changes from the 89<sup>th</sup> Texas Legislative Session. This policy prohibits the use of electronic devices on campuses during the instructional day.

**Abilene ISD**

**Model 5**

Summary of Cost Estimates, 2025-2026

2% GPI for AP, 4% GPI for other pay groups

	Total Staff	Count of Increases	Cost Increase	Percent of Current Costs	2024-2025 Current Costs
<b>Teachers</b>					
<b>\$51,500 starting salary</b>	<b>985</b>		<b>\$3,896,178</b>		<b>\$55,256,037</b>
Teacher retention allotment - HB2 Funded		838	\$3,817,758	6.9%	
Other adjustments (unfunded cost)		155	\$78,420	0.1%	
<b>Administrative Professional</b>	<b>358</b>		<b>\$703,854</b>		<b>\$26,026,711</b>
<sup>1c</sup> General pay increase - 2.0% of pay range midpoint		354	\$554,881	2.1%	
General pay increase - 2.0% to employees over range max		4	\$6,628	0.0%	
Adjustments - 1.0% above pay range minimum		15	\$36,709	0.1%	
Adjustments - upgrade		42	\$105,636	0.4%	
<b>Information Technology</b>	<b>31</b>		<b>\$83,579</b>		<b>\$1,904,535</b>
<sup>1c</sup> General pay increase - 4.0% of pay range midpoint		30	\$79,021	4.1%	
General pay increase - 4.0% to employees over range max		1	\$2,809	0.1%	
Adjustments - strategic		2	\$1,749	0.1%	
<b>Clerical Paraprofessional</b>	<b>505</b>		<b>\$570,796</b>		<b>\$13,131,926</b>
<sup>1c</sup> General pay increase - 4.0% of pay range midpoint		477	\$542,401	4.1%	
General pay increase - 4.0% to employees over range max		28	\$22,361	0.2%	
Adjustments - 1.0% above pay range minimum		1	\$2,381	0.0%	
Adjustments - upgrade		3	\$3,653	0.0%	
<b>Auxiliary</b>	<b>488</b>		<b>\$501,265</b>		<b>\$11,754,538</b>
<sup>1c</sup> General pay increase - 4.0% of pay range midpoint		450	\$479,720	4.1%	
General pay increase - 4.0% to employees over range max		38	\$19,847	0.2%	
Adjustments - 1.0% above pay range minimum		1	\$676	0.0%	
Adjustments - upgrade		1	\$1,022	0.0%	
<b>Subtotal - General Pay Increase</b>		<b>1,382</b>	<b>\$1,707,668</b>	<b>1.6%</b>	
<b>Subtotal - Teacher retention allotment</b>		<b>838</b>	<b>\$3,817,758</b>	<b>3.5%</b>	
<b>Subtotal - Implementation/Equity Adjustments</b>		<b>220</b>	<b>\$230,246</b>	<b>0.2%</b>	
<b>Total Cost Estimate</b>	<b>2,367</b>		<b>\$5,755,672</b>	<b>5.3%</b>	<b>\$108,073,747</b>

**Footnotes:**

<sup>1c</sup> Pay increases were applied to all employees and itemized separately for employees at or above the maximum rate.



# **Board of Trustees Meeting**

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*August 7, 2025*



# Employee Compensation

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*Alison Sims*





# 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



## Option Model - 2% Administrative Professional Pay Grade, 3% All Others

Pay Group	TRA	GPI	Adjustments	Total Increase
Teachers	\$3,817,758	0	\$78,420	\$3,896,178
Administrative Professional	0	\$561,509	\$142,345	\$703,854
Information Technology	0	\$61,369	\$2,043	\$63,412
Clerical Professional	0	\$424,335	\$6,287	\$430,622
Auxiliary	0	\$375,348	\$2,044	\$377,392
Total	\$3,817,758	\$1,422,561	\$231,139	\$5,471,458

Cost beyond TRA - \$1,653,700

Difference in 2% Plan \$280,674



## Option Model - 2% Administrative Professional Pay Grade, 4% All Others

Pay Group	TRA	GPI	Adjustments	Total Increase
Teachers	\$3,817,758	0	\$78,420	\$3,896,178
Administrative Professional	0	\$561,509	\$142,345	\$703,854
Information Technology	0	\$81,830	\$1,749	\$83,579
Clerical Professional	0	\$564,762	\$6,034	\$570,796
Auxiliary	0	\$499,567	\$1,698	\$501,265
Total	\$3,817,758	\$1,422,561	\$231,139	\$5,755,672

Cost beyond TRA - \$1,937,914

Difference in 2%/3% Plan \$284,214



# Stipends

Key stipends to assist with teacher recruitment:

- \$6,000 Bilingual Teacher Stipend
- \$2,000 Resource Teacher Stipend
- \$4,000 PALS/ADAPT Teacher Stipend
- \$6,000 Student Achievement Program Stipend
- \$4,000 Behavior teacher stipend (DAEP, STEPS, K/1 transition)



# Recommendation

- HB 2 Pay Increases for teachers
- \$500 for teachers with 1-2 years experience
- 2% General Pay Increase for Administrative Professionals, Technology Paygrades 4-7
- 4% General Pay Increase for Technology pay grades 1 - 3, Auxiliary, and Clerical Professionals
- Adopt proposed pay structure adjustments to improve market pay equity.
- Provide adjustments to address market differences and maintain equity
- Approve stipends as presented

**Questions?**

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

Meeting Date: August 11, 2025

Meeting Type: Regular Meeting

Item Type: Action

Future Action Required: No

If Yes, Month: N/A

Subject: Hazard Bus Routes for the 2025-2026 School Year

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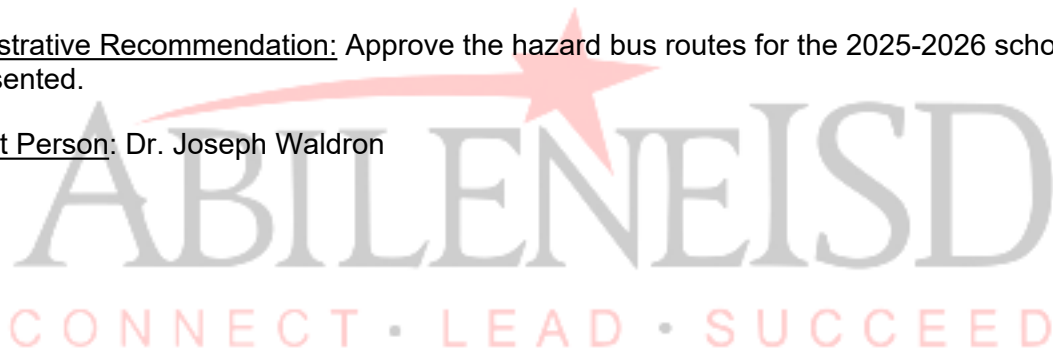
Background Information: The Texas Education Code §42.155 allows for funding of bus transportation for student who live within 2 miles of the school they attend if certain conditions exist such as no walkways, uncontrolled traffic artery, industrial or commercial area or other comparable conditions impact their ability to walk to school. This report represents a reduction of two hazardous crossing from our bus routes.

Attached Supporting Documents: Presentation, listing of Hazard Routes

Fiscal Implications: Allows for transportation funding to be received for routes that would not qualify due to the two-mile radius rule in the Texas Education Code.

Administrative Recommendation: Approve the hazard bus routes for the 2025-2026 school year as presented.

Contact Person: Dr. Joseph Waldron





# 2025-2026 Hazardous Bus Routes

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*Dr. Joe Waldron*



# Hazardous Routes

- TEC. 42.155
- Determined by the Board
- Main reason = Major Roadway Crossing





# Hazardous Routes

- 14 Routes
- Impacting 14 Campuses
- Two less than last year
- Specified list in Boardbook



# Hazardous Routes

Recommend approval as presented





# 2025-2026 Hazardous Bus Routes

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*Dr. Joe Waldron*

Board Approved Bus Routes

C Code	Campus	Condition 1	Condition 2	Condition 3	Condition 4	Route 1	Route 2	Route 3	Route 4	Route 5	Route 6
002	CHS	Crossing Winters Freeway				43	47				
010	LIFT/ATEMS	Crossing Loop 322				49	50	55	56		
044	Madison	Crossing Winters Freeway	Crossing S Treadaway (S of 27th)			18	38				
047	Clack	Crossing Winters Freeway	Crossing Hwy 277 S (S 14th St)	Dyess AFB W of Arnold/Dub Wright		13	19	48	51		
048	Craig	Crossing Railroad tracks (btwn N & S 1st)				25	45				
102	Austin	Crossing S 14th St				13	29				
104	Bowie	Crossing S 14th St	Crossing S Treadaway (N of 27th)			30	41	43	44		
112	Alcorta	Crossing S Treadaway Bl				38					
113	Purcell	Crossing N Mockingbird Bl				35	45				
116	Stafford	Coachlight	Riveria Apts	North of Ambler		16	33				
150	Ward	Crossing Buffalo Gap Rd				18	47				
153	Bassetti	North of US Hwy 277 S	Across the creek from Bassetti (East & South)			19	20	32	48	51	
155	Martinez	Crossing Catclaw creek north of N 18th St	Crossing Pine St	Crossing Grape St north of N 18th	Crossing Ambler	27	36				
121	Taylor	Pasadena Heights	Crossing Judge Ely Bl	Crossing EN 10th St		23	25	39			

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

Meeting Date: August 11, 2025

Meeting Type: Regular

Item Type: Action

Future Action Required: No

If Yes, Month: N/A

Subject: Extend Abilene ISD Depository Contract

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Background Information: In September of 2021 Abilene Independent School District entered a bank depository contract with First Financial Bank following a comprehensive RFP process where only two financial institutions responded. The current contract with First Financial Bank is set to expire on 08.31.2025 (This is the end of the first of three two-year extensions). The district will need to consider approving an extension for our current depository contract with First Financial Bank. The Texas Education Agency allows school districts to extend the current contract three additional two-year terms. A vote to approve this extension would result in the second extension of a possible three.

Attached Supporting Documents: Presentation

Fiscal Implications: None

Administrative Recommendation: Vote to approve the resolution directing the second of three possible extensions to the Abilene Independent School District's Bank Depository contract with First Financial Bank, thus extending the current depository contract to August 31, 2027.

Contact Person: Jennifer Hinds

**Board Resolution Extending Depository Contract for Funds  
Of Independent School Districts Under Texas Education Code,  
Chapter 45, Subchapter G, School District Depositories**

Resolved by the Abilene ISD Board of Trustees that:

First Financial Bank

*(Name of Depository Bank)*

*Board of Trustees*

located at

Taylor

*(Name of County)*

County, State of Texas, being a bank as defined in section 45.201 of the Texas Education Code, and Abilene ISD (CDN: 221901) agree to extend this depository

*(Name of District)*

contract pursuant to Texas Education Code Section 45.205, for an additional two-year term from 8/31/2025, through 8/31/2027. Under Texas Education Code Section 45.205(b), a school district and the district's depository bank may agree to extend a depository contract for three additional two-year terms. The extension constitutes the parties' Second two-year term.

*(first, second, third)*

Furthermore, under Texas Education Code Section 45.205(c), the contract term and any extension must coincide with the school district's fiscal year.

AGREED AND ACCEPTED on behalf of \_\_\_\_\_

*Name of District*

this the \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_  
*Signature of President of School Board*

AGREED AND ACCEPTED on behalf of Depository this the \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_  
*Typed Name of Depository*

\_\_\_\_\_  
*Signature of Authorized Bank Officer*

\_\_\_\_\_  
*Title of Authorized Bank Officer*

**Acknowledgement**

Acknowledged before me in \_\_\_\_\_ County, Texas, on \_\_\_\_\_, 20\_\_\_\_, by

\_\_\_\_\_, bank officer of the Depository named in the preceding document, for the Depository.

\_\_\_\_\_  
Signature of Notary

(SEAL)

Notary Public in and for \_\_\_\_\_  
County, Texas



# **Bank Depository Extension**

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Jennifer Hinds  
Chief Financial Officer



# Bank Depository

- September 2021
  - RFP to all Banks in Taylor County
  - Two responders
  - First Financial Bank selected
  - 2 year agreement with extensions
- August 31, 2023
  - First term in contract
  - Board voted to extend the agreement for 2 more years (1<sup>st</sup> of 3 possible extensions)



# Recommendation

- Vote to approve the resolution
- Second of three possible extensions
- Extends current depository contract to August 31, 2027



# **Bank Depository Extension**

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Jennifer Hinds  
Chief Financial Officer

**Abilene Independent School District Board Document – Item VI.I**

Meeting Date: August 11, 2025

Meeting Type: Regular

Item Type: Board Action      Future Action Required: No    If Yes, Month: NA

Meeting Subject: Policy EFB(Local)

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Background Information:

SB 13 passed in the 89th Legislative session. We are waiting for more information regarding the implementation of this bill. However, there are some parts of the bill that we need to address as soon as possible. The bill was signed into law June 20, 2025. There is a piece regarding policy that must be in place before the 2025-2026 year starts. EFB(Local) is that policy. TASB has presented two different versions. The difference in the version is whether the Board establishes a School Library Advisory Council (SLAC).

Attached Supporting Documents:

Proposed EFB(Local)



Fiscal Implications:

None

Administrative Recommendation:

Approve the version of EFB(Local) that does not establish a SLAC.

Contact Person:

Patti Blue

## PROPOSED POLICY

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**Note:** For information related to the selection of instructional materials, see EFA.

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### Collection Development Policy

The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

In this policy, "library materials" is defined by law and may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library. [See EFB(LEGAL)]

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications used in the District, and any other library catalog a student may access.

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

### Responsibility

The District shall ensure librarians, professional library staff, and other designated professional staff are trained or receive information on the proper collection development standards.

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law, library standards, and the District's collection development purpose and goals.

### Collection Development Goals

In addition to the requirements in state law and rules, the District's library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.
3. Include accurate and authentic factual content from authoritative sources.
4. Have a high degree of potential user appeal and interest.

5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.
6. Represent diverse viewpoints and cultural groups of the state and their contributions to the state, the nation, and the world, to ensure the collection embodies the background of all students.

Recommendation  
and Procurement of  
Materials

Library materials shall be recommended and procured in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

Librarians and other professional staff shall develop recommendations to be presented to the Board. The librarians and other professional staff shall ensure that the materials:

1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the development of recommendations of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District residents.
2. Consultation with District teachers and library staff.
3. Consultation with library staff from other districts.
4. Extensive review of the library material.
5. Context of the library material, including overall fit within the existing collection and support of District curriculum.
6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and

state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.

7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

The Board shall consider the list of library materials that have been donated or proposed by the administration for procurement. Each Board member may propose changes before the Board takes action on the list of donated or proposed library materials.

The Board shall either approve or reject the library materials that have been donated or proposed for procurement.

Donated and  
Proposed  
Procurement List

At least 30 days prior to the Board's vote to accept donated library materials or approve procurement of library materials, the Superintendent shall make accessible to the public the list of library materials in accordance with law.

Access Plan

The District shall allow efficient parental access to the District's library and any available online catalogs.

Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental  
Involvement

Parents and guardians are the primary decision-makers regarding their child's access to library material. In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent or guardian. Parents and guardians are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their child.

In accordance with state law and administrative procedures, parents or guardians may submit to the principal or a staff member

designated by the principal a list of library materials that the parent's or guardian's child shall not be allowed to check out or access for use outside of the school library. The Superintendent shall develop procedures that permit a parent or guardian to submit the request in at least one of the methods permitted by law.

The parent or guardian may select alternative library materials for their child. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

The District shall focus on maximizing transparency with parents while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

*Access  
Procedures*

School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

Library Catalog

A parent or guardian who wishes to access the catalog of library materials for any school in the District shall submit a written request to the school's principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.

Protection from  
Inappropriate  
Material

In accordance with law and guidance from the Texas State Library and Archives Commission, library materials shall not include "harmful material"; any library material that is pervasively vulgar or educationally unsuitable; any library material containing indecent or profane content; any library material that refers a person to a website, including by use of a link or QR code, containing content legally prohibited under law; or any other material legally prohibited from inclusion in a public school library. [See EFB(LEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

**Challenge of Library  
Material**

A District employee, a parent or guardian of a District student, or District resident may challenge library material maintained in the District's library program.

Guiding Principles      The following principles shall guide the review of a challenge of library material:

1. An individual may challenge library material used in the District's library program, despite the fact that the professional staff and the Board followed the proper procedure and adhered to the objectives and criteria for recommending and procuring library materials set out in this policy.
2. Access to challenged material shall be restricted during the challenge process.

In addition to compliance with state law and this policy, a criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed in the library material or the personal background of the library material's author or the personal background of the characters in the material.

Informal Challenge      When the District or a campus receives an objection to the appropriateness of a library material, the appropriate librarian or administrator shall try to resolve the matter informally. The librarian or administrator shall explain the selection process and discuss the intended purpose for the library material.

The librarian or administrator shall offer a concerned parent or guardian an alternative library material to be used by the child in place of the material and, if requested, shall restrict the child's access to the material objected to by the parent or guardian.

If the individual wishes to make a formal challenge, the administrator shall make available to the individual a copy of this policy and the form to request a formal challenge of the library material.

Formal Challenge      The District shall make the Texas Education Agency form to challenge library material available on the District's website.

If a District employee, a parent or guardian of a District student, or a District resident wishes to challenge library material, they shall follow the procedures to complete and submit the challenge form.

After a challenge form is submitted, the form shall be provided to the Superintendent. Copies of the form shall be provided to the school librarian, the Board, and any other staff designated in administrative procedures.

*Challenge Committee*      The **[insert pos appointing committee]** shall appoint a challenge committee and notify committee members in accordance with administrative procedures.

The challenge committee shall include the librarian and at least one member of the instructional staff who is familiar with the material's content. Other members of the committee may include District-level staff, secondary-level students, parents or guardians, and any other appropriate individuals.

The District shall provide members of the committee the relevant materials to review in accordance with the deadlines established in administrative procedures and in accordance with law.

Any meeting of the committee must comply with the meeting requirements under Education Code 33.024(g) and (h), including required notices, meeting minutes, audio or video recordings, and submission of minutes and audio or video recordings of the meeting to the District.

All members of the committee shall review the challenged library material in its entirety and determine whether the material conforms to this policy and whether the material will continue to be available in the library. The committee shall prepare a written report of its findings.

The Superintendent, the school librarian, the individual submitting the challenge, and any other appropriate staff shall receive a copy of the committee's report.

Appeal

An individual who submitted a challenge may appeal the decision to the Board. The individual must provide the notice of appeal in accordance with administrative procedures.

The Board shall hear the appeal and render a decision in accordance with the timelines established in law.

When considering the appeal, the Board shall consider the factors in Education Code 33.027(f). The Board shall consider appeals in accordance with timelines set out in law.

*Frequency of  
Review*

After a library material has been challenged and the Board determines not to remove the library material from a school library catalog, it may not be challenged again before the second anniversary of the Board's final decision not to remove the material.

Removal of Library  
Materials

If a challenge to a library material results in the removal of the library material from the school library catalog, each teacher assigned as the classroom teacher at the grade level for which the library material was removed shall be notified and instructed to remove any copy of the library material from the teacher's classroom library, if applicable.

**Maintenance of  
Library Materials**

In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

**Gifts and Donations**

The Board shall accept gifts and donations of library materials with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]

**Policy Review**

This policy shall be reviewed at least every three years and revised as necessary.



# **Board of Trustees Meeting**

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*Workshop - August 7, 2025*



## **SB 13 and Policy EFB(Local)**

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*Patti Blue*

*Associate Superintendent for Curriculum and Instruction*



# Overview of SB 13

“Senate Bill 13 primarily focuses on the regulation of school district library materials and catalogs, parental rights regarding these materials, and the establishment of local school library advisory councils.”

Borrowed from Bookmarked



# General Information regarding SB 13

- Signed into law on June 20, 2025
- Continues library standards work that started with HB 900 from the 88th Legislative Session
- Many of AISD's current practices already meet or are a good start to meeting the SB 13 standards.
- Formal guidance has not been issued.
- School boards must adopt a policy for acquiring library materials before the start of the 2025-2026 school year. This is EFB (Local).



# Changes to Library Material Acquisition

- The Board will be much more involved going forward in regards to library material purchases.
- The Board now has to approve all library materials being purchased.
- Donated materials will require Board approval.
- All materials must be posted prior to purchase.



# Parent Involvement

- Parents are granted access to their students library check out history.
- Parents are granted access to library catalogues. This includes
  - School Libraries
  - Classroom Libraries
  - Online Libraries
  - Library Mobile Applications
- Parents have the right to restrict their student's access to certain library materials
- School Library Advisory Council (SLAC)
  - Board Can Establish or
  - Parent Petition Can Establish



# School Library Advisory Council (SLAC)

“The board of trustees of each school district may establish a local school library advisory council to assist the district in ensuring that local community values are reflected in each school library catalog in the district. A school district that does not establish a local school library advisory council must ensure that the district’s procedures for adding or removing library materials to or from a school library catalog comply with:

- The library standards approved under Section 33.021; and
- The meeting requirements under Subsections (g) and (h).”



## School Library Advisory Council (SLAC)

“The board of trustees of a school district shall establish a local school library advisory council if the parents of at least 10 percent of the students enrolled in the district or 50 or more parents of students enrolled in the district, whichever is fewer, present to the board a petition to establish a local school advisory council. A council established under this subsection may not be abolished until the third anniversary of the date on which the council was established.”



# School Library Advisory Council (SLAC)

(If a SLAC is established...)

## Purpose of the SLAC -

- District must consider the SLAC recommendations before:
  - Adding library materials to a school library catalog;
  - Removing library materials from a school library catalog following a challenge under Section 33.027
  - Making changes to policies or guidelines related to a school library catalog.



# School Library Advisory Council (SLAC)

(If a SLAC is established...)

Duties of SLAC include recommending:

- Policies and procedures for the acquisition of library materials consistent with local community values;
- To the board of trustees whether library materials proposed for acquisition are appropriate for each grade level of the school or campus for which the library materials are proposed to be acquired;
- If feasible, joint use agreements or strategies for collaboration between the school district and local public libraries and community organizations;



# School Library Advisory Council (SLAC)

(If a SLAC is established...)

Duties of SLAC include recommending: (continued)

- The removal of any library materials that the council determines to be harmful material or material containing indecent content or progan content that is inconsistent with local community values or age appropriateness
- The policies and procedures for processing challenges received
- The action to be taken by the district in response to a challenge received



# School Library Advisory Council (SLAC)

(If a SLAC is established...)

## Who is on the SLAC

- Must consist of at least five members, with each member appointed by the board of trustees, and with each trustee appointing an equal number of members. A majority of the voting members of the council must be persons who are parents or students enrolled in the district and who are not employed by the district. One of those members shall serve as chair of the council. The board of trustees may also appoint one or more persons to serve as nonvoting members of the council from any of the following groups:
  - Classroom teachers employed by the district
  - Librarians employed by the district
  - School counselors
  - School administrators employed by the district
  - The business community
  - The clergy



# School Library Advisory Council (SLAC)

(If a SLAC is established...)

- Must meet at least two times a year
- Meeting post meeting 72 hours in advance
- Prepare and maintain minutes of meetings
- Make an audio or video recording of the meetings
- District must post the minutes and recording to the district website



# Proposed Policy EFB(Local)

This is what is required to be passed before the start of the 2025-2026 school year.

There are two versions of the policy:

- EFB(L) - SLAC
- EFB(L) - Alt

What you want to do regarding SLAC will decide which version of EFB(Local) we will ask you to vote on Monday, August 11, 2025.

What else is in EFB(Local)?



# Proposed Policy EFB(Local)

## Collection Development Policy

“The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications used in the District, and any other library catalog a student may access.”

## Donated and Proposed Procurement List

“At least 30 days prior to the Board’s vote to accept donated library materials or approve procurement of library materials, the Superintendent shall make accessible to the public the list of library materials in accordance with law.”



# Proposed Policy EFB(Local)- continued

## Parental Involvement

- Access Procedures
- Other items already discussed from SB 13

## Challenge of Library Material

- Informal Challenge
- Formal Challenge
  - Challenge Committee
  - “If a challenge to a library material results in the removal of the library material from the school library catalog, each teacher assigned as the classroom teacher at the grade level for which the library material was removed shall be notified and instructed to remove any copy of the library material from the teacher’s classroom library, if applicable.”



- Implementation of SB 13 will be evolving for a while.
- As we receive guidance we will make adjustments to our current practices.
- We are trying to get pieces in place as quickly as possible to meet some minimum standards and short timelines.
- We feel like many AISD's prior practices already meet the SB 13 standards. We are waiting for more guidance to verify if that is true.
- Lyndsey Williamson is overseeing AISD Library Services. She is working with our Certified Librarians to closely monitor SB 13 implementation.



# AISD Administrator Recommendation

Approve EFB(Local) without the formation of the School Library Advisory Council.