Abilene Independent School District

District Improvement Plan

2023-2024

Board Approval Date: August 7, 2023
Public Presentation Date: July 10, 2023

Mission Statement

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

Vision

Equipped Learners. Brighter Futures.

Core Beliefs

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

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

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

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: April 26, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

On April 26, 2023, AISD's Secondary ELAR Coordinator facilitated an online meeting with the District-Wide Consultation Committee to rank the priorities identified by the sub-committees' work. AISD's priorities for the 2023-2024 school year are:

- Close achievement gaps for all demographics.
- Engage stakeholders through effective, streamlined communication platforms.
- Consistently implement social emotional learning curricula.
- Support efficient and effective teacher planning and family engagement practices.
- Establish and support consistent expectations for student behavior.

Subcommittees met on April 20, 2023 and April 24, 2023 to consider eight different data sets–four data sets on each date. Subcommittees discerned district strengths and needs from each data set, and identified up to three priorities for action from each of the eight data sets. A full roster of participants appears at the end of this document. The following charts capture the subcommittees' work:

Student Academic Achievement

Priorities
• Math intervention (Tier III).
• Close achievement gaps for all demographics.
• Support tools for all students.

Strengths	Needs
• Graduation rates • Access to interventions and support • Curriculum alignment • Tracking tools	• Close performance gaps in Math and Reading in all demographics. • Balance for tutoring/intervention for all gen. ed.

School Context and Organization

Priorities	
• Keeping support to teachers (behavior liaison) • Purposeful, intentional goal setting • Flexibility in master scheduling	
Strengths	**Needs**
• Supporting students through interventions • Elementary does a lot of collecting data • Supports available for teachers	• More options for tutoring especially in secondary • Secondary goal setting • Consistent intervention • Surveys? Are they enough? What is done with data? • Parents unaware of supports available to teachers/students

Culture and Climate

Priorities	
• Conduct a full-scale District-wide survey. • Improve communication with a consistent district model. • Intentional relationship building through explicitly teaching SEL with a district model.	
Strengths	**Needs**
• Progression/willingness to continue support & resources • Looking for ways to improve/change student behavior	• Conduct a full-scale district wide survey. • Transition plans implementation • Communication missing - district model on what that looks like. • Intentional relationship building • SRO on every campus • Diversity • Explicit teaching of a new fresh social/emotional teaching strategies • Community wrap-around

Curriculum, Instruction, and Assessment

Priorities	
• Teacher training for how to support special populations (B/E-ELPS, SPED, GT, MTSS (secondary reading intervention), etc.	
• Parent communication about services, instruction, and assessment–particularly when entering Kinder, 6th, 9th	
• Teacher coaching & training for Tier 1 instruction	

Strengths	**Needs**
• Scope and sequence w/DDCD; alignment w/TRS & HQIM	• More parent education w/ services and testing, curriculum
• Valuable data, MAP used for multiple years	• More ESL coaches & certified teachers
• Vetted materials	• ELPS training
• District Coordinators work closely with IC/IS	• Teacher support for all to work w/all students
• MTSS/RTI	• Teacher coaching & training: CFA, instructional materials.
• More ESL cert. & translators	• Too many responsibilities on IC/IS which prevents Tier 1 instruction
	• Reading assessment for EBs & secondary students
	• EB teachers

Demographics

Priorities	
• Enrollment • Attendance (transportation) • Teacher Retention	
Strengths	**Needs**

• Attendance - small growth
• Eco Dis - more accurate reporting
• SPED numbers - identifying more
• Diversity - Ethnic % is consistent
• GT students increase
	• Enrollment
	• Teacher Retention (would like more data)
	• Mobility Rate - higher than state
	• Attendance - how to get the numbers back
	• Frontline Reports - campus needs more access
	• Diversity in Staff
	    ○ Teachers
	    ○ Admin - Campus
	    ○ Admin - District
	    ○ Para's

Parent, Family, and Community Engagement

Priorities
- Support Parents in understanding the social & emotional needs of their kids in order to be successful in school.
- Continue to maintain and increase parent & community involvement.
- Get input or feedback from families & students. (This input needs to take place throughout the year.)

Strengths	Needs
- Teachers' efforts are valued. - Good website/communication efforts. - Parents want to be engaged with their kid's school. - Providing Interpreters of other languages. - Adaptability of Programs for families.	- Intentional communication with parents from the School District. - Strengthen the academics within the At- Risk programs.. - Review At-Risk programs to ensure the needs are met based on the increasing numbers.

Staff Quality, Recruitment, and Retention

Priorities
- Protected time for planning, grading, parent phone calls, collaborating with Peers, and brain break.
- In house training for Special Programs to complete all PD hours (SAP, PALS, TIP, ADAPT, etc.)
- Continued focus on support for teachers with 3+ years like frequent check ins, acknowledgement for good work being done in and out of classrooms, and not being asked to be on every committee or event.

Strengths	Needs
- Evaluation & Feedback being given more frequently. - PD process based on teacher/para request. - 3 universities for employee pool. - Paraprofessional to teacher path that is available.	- Community support/parent support throughout the year for school events. - More options for paras to get PD. - Special programs training (PALS, TIP, SPED, ADAPT, etc.) - Time

Technology

Priorities
• Dedicated technology budget to replace outdated & failed equipment
• Increased awareness of student activity, student safety online, etc
• Ongoing training for teachers & substitutes

Strengths	Needs
• What we have available • Training & Digital Coaches • Internet security • Every classroom has an interactive panel	• Increased awareness of student activity on devices • Ongoing training in Google apps • Track all tech assets • Additional devices • Technology training (Promethean Panel) for substitutes

Demographics

Demographics Summary

The Demographics Subcommittee met on April 24, 2023 to consider the data sets on Demographics in AISD. The subcommittee discerned district strengths and needs from the district data set, and identified up to three priorities for action.

The Demographics Q&A data set can be found at the following link: https://drive.google.com/file/d/1C4CtXTIHszHP4Sp0w_eerk2HoGonoC4y/view?usp=share_link

Demographics Strengths

- Attendance - small growth
- Eco Dis - more accurate reporting
- SPED numbers - identifying more
- Diversity - Ethnic % is consistent
- GT students increase

Problem Statements Identifying Demographics Needs

Problem Statement 1: Retain teachers with more than 10 years experience.

Problem Statement 2: Increase rates of attendance.

Problem Statement 3: Increase enrollment.

Student Achievement

Student Achievement Summary

The Student Academic Achievement Subcommittee met on April 20, 2023 to consider the data sets on Student Academic Achievement in AISD. The subcommittee discerned district strengths and needs from the district data set, and identified up to three priorities for action.

The Student Academic Achievement Q&A data set can be found at the following link: https://drive.google.com/file/d/1BOLlc-NdbaFmIt0fb2uOGeNDC73X341A/ view?usp=share_link

Student Achievement Strengths

- Graduation rates
- Access to interventions and support
- Curriculum alignment
- Tracking tools

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Close achievement gaps for all demographics.

Problem Statement 2: Provide systems that support the growth of all students.

Problem Statement 3: Identify effective Tier III mathematics intervention resources and practices.

District Culture and Climate

District Culture and Climate Summary

The District Culture and Climate Subcommittee met on April 20, 2023 to consider the data sets on District Culture and Climate in AISD. The subcommittee discerned district strengths and needs from the district data set, and identified up to three priorities for action.

The District Culture and Climate Q&A data set can be found at the following link: https://drive.google.com/file/d/1BN4l7RQqyG0qFZBmqVNfWFztJkA2KlwI/view?usp=share_link

District Culture and Climate Strengths

- Progression/willingness to continue support & resources
- Looking for ways to improve/change student behavior

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): Engage stakeholders through effective, streamlined communication platforms.

Problem Statement 2 (Prioritized): Consistently implement social emotional learning curricula.

Problem Statement 3: Invite all stakeholders opportunities to provide feedback.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Staff Quality, Recruitment, and Retention Subcommittee met on April 20, 2023 to consider the data sets on Staff Quality, Recruitment, and Retention in AISD. The subcommittee discerned district strengths and needs from the district data set, and identified up to three priorities for action.

The Staff Quality, Recruitment, and Retention Q&A data set can be found at the following link: https://drive.google.com/file/d/1BOz33L5cX2xvvv8hcB1L2RrRmUiz0Nkd/_view?usp=share_link

Staff Quality, Recruitment, and Retention Strengths

- Evaluation & Feedback being given more frequently.
- PD process based on teacher/para request.
- 3 universities for employee pool.
- Paraprofessional to teacher path that is available.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Support efficient and effective teacher planning and family engagement practices.

Problem Statement 2: Develop local sources of training for staff serving special populations.

Problem Statement 3: Sustain support for teachers transitioning from novice (0-2 years) to professional teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Curriculum, Instruction, and Assessment Subcommittee met on April 24, 2023 to consider the data sets on Curriculum, Instruction, and Assessment in AISD. The subcommittee discerned district strengths and needs from the district data set, and identified up to three priorities for action.

The Curriculum, Instruction, and Assessment Q&A data set can be found at the following link:
https://drive.google.com/file/d/1C1ifmyzFtzCq_LBezwJWyiqB2idNy9D-/view?usp=share_link

Additional investigation of professional learning community practices in December 2023 revealed four main trends were observed in the PLC qualitative data: assessments, instructional practices, TEKS, and T-TESS. Furthermore, observers noticed the following:

1. The discussion of assessments focused on MAP testing. Campuses worked on data walls, looked at individual student data, logistics for organizing MAP testing, and how to pull and use MAP reports. CFAs were also a common discussion. Many campuses used CFA data to determine lowest performing areas and worked to determine plans for remediation. Benchmark data and report cards were each mentioned once, but were not commonly discussed. One campus specifically used benchmark data to focus on skills to reteach to increase scores.
2. Many discussions focused on TEKS. These discussions were often linked directly to common assessment data. Teachers identified students' "weakness, misconceptions, vocabulary, and [needed] reteach[ing] of the skill." Few campuses had TEK-centered conversations focused on the upcoming curriculum. One campus had a conversation looking at the vertical alignment of the TEKS focusing on their current content emphasis. Overall, discussions about data look backwards and are focused on remediation.
3. There were few conversations about instructional practices. Many PLC facilitators used guided questions to get teachers to discuss their data, but actual instructional strategies were rarely discussed.
4. Teachers played some leadership roles in PLC meetings. Teachers regularly brought data, sometimes brought student work samples, and occasionally shared information they learned at recent training sessions.

PLC Campus Implementation Status				
None	**Beginning Stages**	**Partial Implementation**	**Functioning**	**Full Implementation**

PLC Campus Implementation Status

No Organized PLC Systems in Place	Currently establishing organized PLC work with norms, schedules, and agendas	PLC work organized on campus but with some inconsistencies (such as across subject areas, lacking some instructional components, and/or routine schedules)	Established and organized, scheduled PLCs routinely occuring using data to plan instruction	Ongoing PLCs that are fully organized, functional, teacher led, data driven, and have direct effect on instruction with follow-up (self-sustaining, don't need help)
Ward	Austin	Madison	Alcorta	Craig
Woodson	Clack	Dyess	Bassetti	Cooper High
	Mann	Thomas	Purcell*	ATEMS
	Abilene High	Bonham*	Bowie	Stafford
	Martinez*			Taylor
	Ortiz			

Curriculum, Instruction, and Assessment Strengths

- Scope and sequence w/DDCD; alignment w/TRS & HQIM
- Valuable data, MAP used for multiple years
- Vetted materials
- District Coordinators work closely with IC/IS
- MTSS/RTI
- More ESL cert. & translators

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Provide job-embedded coaching for Tier I instruction.

Problem Statement 2: Provide professional learning opportunities for best practices to serve students with learning needs such as emergent bilingual students, students with disabilities, students in need of multi-tiered support systems, students identified as gifted, and others.

Problem Statement 3: Strengthen communication to families at critical times of transition, including PK-K, Grades 5-6, and Grades 8-9.

Problem Statement 4: Create structures and protocols for effective instructional planning and collaborative professional learning communities. **Root Cause:** The district lacks common practice for disciplined conversations about teaching and learning. Pockets of effective procedures are limited to campuses that have made individual investments in professional learning.

Parent and Community Engagement

Parent and Community Engagement Summary

The Parent and Community Engagement Subcommittee met on April 20, 2023 to consider the data sets on Parent and Community Engagement in AISD. The subcommittee discerned district strengths and needs from the district data set, and identified up to three priorities for action.

The Parent and Community Engagement Q&A data set can be found at the following link: https://drive.google.com/file/d/1BLCOubl8g6jJS76J-DYUPBTkfpmH6hQA/ view?usp=share_link

Parent and Community Engagement Strengths

- Teachers' efforts are valued.
- Good website/communication efforts.
- Parents want to be engaged with their kid's school.
- Providing Interpreters of other languages.
- Adaptability of Programs for families.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Help parents understand the social and emotional skills students need to succeed in school.

Problem Statement 2: Increase parent and community involvement.

Problem Statement 3: Offer families the opportunity to provide feedback throughout the year.

District Context and Organization

District Context and Organization Summary

The District Context and Organization Subcommittee met on April 24, 2023 to consider the data sets on District Context and Organization in AISD. The subcommittee discerned district strengths and needs from the district data set, and identified up to three priorities for action.

The District Context and Organization Q&A data set can be found at the following link: https://drive.google.com/file/d/1BlFI3WqtZi20dBV6heIHAp5AvTJ_8rMO/view?usp=share_link

District Context and Organization Strengths

- Supporting students through interventions
- Elementary does a lot of collecting data
- Supports available for teachers

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1 (Prioritized): Establish and support consistent expectations for student behavior.

Problem Statement 2: Make purposeful, intentional goal setting the habit for staff and students.

Problem Statement 3: Maximize opportunities for flexibility in the master schedule.

Technology

Technology Summary

The Technology Subcommittee met on April 24, 2023 to consider the data sets on Technology in AISD. The subcommittee discerned district strengths and needs from the district data set, and identified up to three priorities for action.

The Technology Q&A data set can be found at the following link: https://drive.google.com/file/d/1C23YqaEUQnFyDVQyFL4_KcFGgd_yG3kj/view?usp=share_link

Technology Strengths

- What we have available
- Training & Digital Coaches
- Internet security
- Every classroom has an interactive panel

Problem Statements Identifying Technology Needs

Problem Statement 1: Dedicate a budget to support a schedule for technology replacement.

Problem Statement 2: Increase awareness of student activity and online safety concerns.

Problem Statement 3: Support ongoing training for teachers and substitutes.

Priority Problem Statements

Problem Statement 1: Close achievement gaps for all demographics.
Root Cause 1:
Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Engage stakeholders through effective, streamlined communication platforms.
Root Cause 2:
Problem Statement 2 Areas: District Culture and Climate

Problem Statement 3: Consistently implement social emotional learning curricula.
Root Cause 3:
Problem Statement 3 Areas: District Culture and Climate

Problem Statement 4: Support efficient and effective teacher planning and family engagement practices.
Root Cause 4:
Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Establish and support consistent expectations for student behavior.
Root Cause 5:
Problem Statement 5 Areas: District Context and Organization

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals
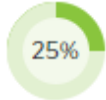
Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 1: T-TESS data collected throughout the year will demonstrate consistent improvement in Domain 2: Instruction results with a district average of 3.5 (improved from 3.42) and no campuses with an average score below 3.0 out of 5 possible points by May 2024.

Evaluation Data Sources: T-TESS walkthroughs, formal observations, and summative evaluations

Strategy 1 Details	Reviews			
Strategy 1: Implement a comprehensive coaching framework that enhances the teacher's ability to use district curriculum, access content support, and use assessments to monitor student progress in all subject areas.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Consistent increases in the percentage of students meeting growth targets on MAP Growth Reading and Math; Benchmark assessments will reflect increases of at least 5% in all tested areas. **Staff Responsible for Monitoring:** Executive Director for Elementary Curriculum and Instruction; Executive Director for Secondary Curriculum & Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Contracted Services with e2L - ESSER III (ends 7/31/2024), Middle School Instructional Specialists; ATEMS Instructional Coordinator - ESSER III (ends 7/31/2024)	55%	75%		

Strategy 2 Details	Reviews			
Strategy 2: Develop a system for districtwide commitment to classroom walkthroughs that provides quality feedback to all classroom teachers, measures progress on implementation of district initiatives, and evidences attention to the needs of specific student groups.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: By April 2023, each teacher will have at least five pieces of quality feedback from T-TESS Domains 1-3. **Staff Responsible for Monitoring:** Executive Director for Federal Programs and District Planning **Problem Statements:** Student Achievement 1 - District Culture and Climate 1	30%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Provide professional learning, guidance, and/or collaboration opportunities for Instructional Coordinators, Instructional Facilitators, and Deans to include campus data analysis, timely curriculum updates, orientation to effective use of current resources, and techniques to support teacher professional development.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Executive Director for Elementary Curriculum and Instruction; Executive Director for Secondary Curriculum & Instruction **Equity Plan** **Problem Statements:** Student Achievement 1 **Funding Sources:** Payroll burden for MS Instructional Specialists - Title II, Part A, Contracted services for professional learning - Title II, Part A - $450	50%	75%		

Strategy 4 Details	Reviews			
Strategy 4: In grades K-5, monitor walkthrough and evaluation results each grading period to assess T-TESS Dimension 2.4: Differentiation for implementation of small group and leveled instruction and respond with targeted professional learning to produce growth by campus. (Strategic Plan 1.4, 2.2)	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased evidence of differentiated instruction, student collaboration, and teacher efficacy. **Staff Responsible for Monitoring:** Executive Director for Elementary Curriculum and Instruction **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1	30%	50%		

Strategy 5 Details	Reviews			
Strategy 5: In grades 6-12, monitor walkthrough and evaluation results each grading period to assess T-TESS Dimension 2.4: Differentiation for implementation of small group and leveled instruction and respond with targeted professional learning to produce growth by campus. (Strategic Plan 1.4, 2.2)	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased evidence of differentiated instruction, student collaboration, and teacher efficacy **Staff Responsible for Monitoring:** Executive Director for Secondary Curriculum and Instruction **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1	30%	60%		

Strategy 6 Details				**Reviews**			
Strategy 6: Monitor elementary campus walkthrough and evaluation results each grading period to assess T-TESS Dimension 2.1: teacher support of all learners, with a emphasis on student choice and student goal setting. (Strategic Plan 1.5)				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased evidence of student ownership, choice for learning, goal setting, and methods for showing mastery				25%	70%		
Staff Responsible for Monitoring: Executive Director for Elementary Curriculum and Instruction							
Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1							

Strategy 7 Details				**Reviews**			
Strategy 7: Monitor secondary campus walkthrough and evaluation results each grading period to assess T-TESS Dimension 2.1: teacher support of all learners, with a emphasis on student choice and student goal setting. (Strategic Plan 1.5)				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased evidence of student ownership, choice for learning, goal setting, and methods for showing mastery				30%	60%		
Staff Responsible for Monitoring: Executive Director for Secondary Curriculum and Instruction							
Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1							

Strategy 8 Details				**Reviews**			
Strategy 8: Each elementary campus will develop a Professional Learning Community with high-performing collaborative teams facilitated by teacher leaders and administrators with a target of weekly collaboration. (Strategic Plan 2.3)				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased collaboration between teachers and administrators to create engaging experiences for student learning.				40%	50%		
Staff Responsible for Monitoring: Executive Director for Elementary Curriculum and Instruction							
Problem Statements: District Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1							

Strategy 9 Details				**Reviews**			
Strategy 9: Each secondary campus will develop a Professional Learning Community with high-performing collaborative teams facilitated by teacher leaders and administrators with a target of weekly collaboration. (Strategic Plan 2.3)				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased collaboration between teachers and administrators to create engaging experiences for student learning.				40%	50%		
Staff Responsible for Monitoring: Executive Director for Secondary Curriculum and Instruction							
Problem Statements: District Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1							

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Close achievement gaps for all demographics.
District Culture and Climate
Problem Statement 1: Engage stakeholders through effective, streamlined communication platforms.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Support efficient and effective teacher planning and family engagement practices.

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 2: All Emergent Bilinguals will demonstrate growth by at least one performance level in at least one of the four domains of TELPAS (listening, speaking, reading, writing) within the 2023-2024 school year.

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Structure, monitor, and support instruction for Emergent Bilingual students to meet their needs for language acquisition in all subject areas with the support of teachers who have earned ESL certification and provision of English Learner Language Arts (ELLA, Grades 7-8) and English Language Development and Acquisition (ELDA, Grades 9-12) courses for newcomers and beginning speakers.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase by 3% the number of EBs scoring Approaches Grade Level or better on all tests taken. **Staff Responsible for Monitoring:** Executive Director for Elementary Curriculum and Instruction **Results Driven Accountability** **Problem Statements:** Student Achievement 1 **Funding Sources:** Professional development - Title III (LEP), ELLA and ELDA Teachers; Aide-Instructional - State Comp Ed	40%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Provide materials and resources to families in home language (if possible) as needed in order to communicate with parents.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Documents translated in at least Spanish to communicate to parents **Staff Responsible for Monitoring:** Executive Director for Federal Programs and District Planning **Problem Statements:** District Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 **Funding Sources:** - ESSER III (ends 7/31/2024)	30%	40%		

Strategy 3 Details		Reviews			
Strategy 3: Document improvement in family satisfaction with onboarding processes for newly-enrolled Emergent Bilingual students.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: District Bilingual/ESL office will collaborate more with individual campuses when new Emergent Bilinguals arrive and give guidance on course selection and interests. Brief satisfaction feedback will occur at the initial LPAC meeting. **Staff Responsible for Monitoring:** Executive Director for Elementary Curriculum and Instruction **Results Driven Accountability** **Problem Statements:** District Culture and Climate 1		30%	60%		
0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue		

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Close achievement gaps for all demographics.
District Culture and Climate
Problem Statement 1: Engage stakeholders through effective, streamlined communication platforms.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Support efficient and effective teacher planning and family engagement practices.

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 3: 80% of certified teachers and administrators will report satisfaction with professional learning completed between June 2023 and March 2024. (Strategic Plan 2.1)

    Evaluation Data Sources: Annual professional learning survey

Strategy 1 Details			Reviews			
Strategy 1: Develop, support, and evaluate extensive and authentic professional learning opportunities based on identified staff and student performance needs and allowing for collaborative practice of new learning. (Strategic Plan 2.1)			**Formative**			**Summative**
			Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Reduce first-year turnover by 10%.
    Staff Responsible for Monitoring: Director of Professional Learning and Digital Coaching
 	
    Equity Plan
    Problem Statements: Staff Quality, Recruitment, and Retention 1
    Funding Sources: Salary - Director for Professional Learning & Digital Coaching - Title II, Part A, ESC14 support - interlocal cooperation and PitStop registration fees - Title II, Part A - $30,450, - Title III (LEP)
			35%	75%		

Strategy 2 Details			Reviews			
Strategy 2: Provide opportunities for teachers, especially those with 0-2 years of experience, to observe other classrooms to witness exceptional instructional pedagogy.			**Formative**			**Summative**
			Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Beginning teachers will be able to describe how observing their colleagues has positively impacted the quality of their own instruction.
    Staff Responsible for Monitoring: Director of Professional Learning and Digital Coaching
 	
    Equity Plan
    Problem Statements: District Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1
    Funding Sources: Substitute teachers - Title II, Part A
			25%	75%		

Strategy 3 Details			Reviews			
Strategy 3: Evaluate and adjust systems as needed to identify aspiring District leaders and prepare them for future leadership roles.			**Formative**			**Summative**
			Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Earlier identification of potential leaders and preparation better aligned to career goals
    Staff Responsible for Monitoring: Associate Superintendent for Development of Human Resources
 	
    Funding Sources: Supplies and assessment licences - Title II, Part A
			50%	75%		

Strategy 4 Details	Reviews			
Strategy 4: Provide supplementary supervisory support and professional learning to campuses to implement well-rounded physical education, health, and wellness instruction for all students. **Strategy's Expected Result/Impact:** Fitnessgram results will improve by 5%. **Staff Responsible for Monitoring:** Executive Director for Federal Programs and District Planning **Problem Statements:** Student Achievement 1 **Funding Sources:** Salary and benefits: Lead Teachers - Physical, Health, and Wellness Education - Title IV, Part A - $5,000, Professional Learning: PE Lead Teachers - Title IV, Part A - $3,000	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
	20%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Close achievement gaps for all demographics.
District Culture and Climate
Problem Statement 1: Engage stakeholders through effective, streamlined communication platforms.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Support efficient and effective teacher planning and family engagement practices.

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 4: Title I families will report an increase of 5% or more in their satisfaction with their students' educational program between December 2023 and April 2024.

    Evaluation Data Sources: Title I Family Surveys and event attendance

Strategy 1 Details	Reviews			
Strategy 1: Utilize social media and targeted phone calls as well as campus- or classroom-based incentives to motivate family participation in annual survey events.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent participation in surveys and events. **Staff Responsible for Monitoring:** Director for Communications **Problem Statements:** District Culture and Climate 1	Oct	Jan	Apr	June
	❌	25%	N/A	

Strategy 2 Details	Reviews			
Strategy 2: Provide the staffing, resources, and materials needed to implement an effective Title I Parent Family Engagement program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of all required parent involvement activities will be appropriately documented on all Title 1 campuses. Annual parent surveys will document a 3% increase in favorable responses to questions about barriers to parent engagement. **Staff Responsible for Monitoring:** Executive Director for Federal Programs and District Planning **Problem Statements:** Staff Quality, Recruitment, and Retention 1 **Funding Sources:** Parent Family Engagement - reserved funds - Title I, Part A - $55,889	Oct	Jan	Apr	June
	25%	55%		

Strategy 3 Details	Reviews			
Strategy 3: All teachers will make at least one positive, personal contact with each student's guardian once a year. (Strategic Plan 4.1)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Families will feel more connected to and supportive of the campus. **Staff Responsible for Monitoring:** Associate Superintendent for Leadership & Student Services **Problem Statements:** District Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1	Oct	Jan	Apr	June
	15%	45%		

0% No Progress   100% Accomplished   → Continue/Modify   ❌ Discontinue

Performance Objective 4 Problem Statements:

District Culture and Climate
Problem Statement 1: Engage stakeholders through effective, streamlined communication platforms.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Support efficient and effective teacher planning and family engagement practices.

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 5: The number of students with three or more recorded discipline events will decrease by 10% from the total in 2022-2023.

    Evaluation Data Sources: Discipline Incident Summary

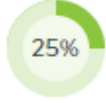| Strategy 1 Details		Reviews			
Strategy 1: Deploy staff and provide robust behavior intervention supports districtwide.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Decreased rates of DAEP placements, suspensions, and the number of students with three or more recorded discipline events.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Executive Director for Behavior & Student Supports **Problem Statements:** District Context and Organization 1 **Funding Sources:** - State Comp Ed, - General Fund		25%	45%		
	No Progress	Accomplished	Continue/Modify	Discontinue	

Performance Objective 5 Problem Statements:

District Context and Organization
Problem Statement 1: Establish and support consistent expectations for student behavior.

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 6: Program effectiveness surveys for social-emotional learning at all levels will indicate positive results for at least 75% of students.

    Evaluation Data Sources: Leader in Me MRA and comparable surveys from Character Strong and Second Step

Strategy 1 Details		Reviews			
Strategy 1: Implement Leader in Me, Character Strong, and Second Step with fidelity to district guidelines.		**Formative**			**Summative**
Strategy's Expected Result/Impact: One new lighthouse schools and improved MRA survey results by May 2023. Baseline data for secondary programs.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Director of Professional Learning and Digital Coaching		5%	75%		
Problem Statements: District Culture and Climate 2					

Strategy 2 Details		Reviews			
Strategy 2: Provide a mental health service program focusing on social emotional learning.		**Formative**			**Summative**
Strategy's Expected Result/Impact: All students participating in the program will receive support services to learn strong foundational skills so they can focus on education and intellectual development in order to be academically successful and graduate from high school, college and/or be career ready.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Executive Director for Behavior & Student Supports		25%	40%		
Problem Statements: District Culture and Climate 2 **Funding Sources:** Boys to Gentlemen mentoring program - ESSER III (ends 7/31/2024)					

Strategy 3 Details		Reviews			
Strategy 3: Provide counseling support at high school campuses to meet the mental health needs of students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Counselors' daily support of students will result in improved attendance, behavior, and academic performance. The additional layer of support provided by SAS counselors will produce a greater positive effect for at-risk students.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Director of Counseling		30%	50%		
Problem Statements: Student Achievement 1 - District Culture and Climate 2 - District Context and Organization 1 **Funding Sources:** SAS Counselors - ESSER III (ends 7/31/2024), Counselors - ESSER II (expired)					

Strategy 4 Details	Reviews			
Strategy 4: Teachers will greet students individually at the beginning of each class. (Strategic Plan 1.2)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved rapport between faculty and students. Positive campus culture. Positive relational tone in classrooms. Improved student performance. **Staff Responsible for Monitoring:** Executive Director for Behavior & Student Supports	**Oct**	**Jan**	**Apr**	**June**
	25%	50%		

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 1: Close achievement gaps for all demographics.
District Culture and Climate
Problem Statement 2: Consistently implement social emotional learning curricula.
District Context and Organization
Problem Statement 1: Establish and support consistent expectations for student behavior.

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 7: Students referred for support with physical and/or emotional needs will report a positive outcome 80% of the time. (Strategic Plan 1.1)

    Evaluation Data Sources: Counseling intake & exit surveys, grade reports, teacher feedback

Strategy 1 Details			Reviews		
Strategy 1: Develop a referral process for any staff to recommend a student for physical and/or emotional support. (Strategic Plan 1.1)			**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will get the attention they need and will be free to focus on academic growth. **Staff Responsible for Monitoring:** Executive Director for Behavior & Student Supports **Problem Statements:** Student Achievement 1	**Oct**	**Jan**	**Apr**	**June**
	N/A	N/A		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Performance Objective 7 Problem Statements:
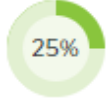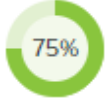
Student Achievement
Problem Statement 1: Close achievement gaps for all demographics.

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 1: By June 2024, 42% or more of all STAAR/EOC assessments will score Meets or Masters.

    Evaluation Data Sources: STAAR/EOC

Strategy 1 Details	Reviews			
Strategy 1: Provide a reliable wireless environment for students, staff and guests to access the intranet and Internet as needed.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be able to access the internet for academic purposes.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Chief Technology Officer **Problem Statements:** Student Achievement 1 **Funding Sources:** Jamf for iPad management - ESSER III (ends 7/31/2024)	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Build the capacity of K-8 teachers and campus principals to identify students with significant performance gaps in mathematics and monitor their performance over time for expected improvement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Close performance gaps between Emergent Bilinguals and students with disabilities and all other students.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Associate Superintendent for Academics and Student Supports **Problem Statements:** Student Achievement 1	40%	65%		

Strategy 3 Details	Reviews			
Strategy 3: Provide technology for instructional spaces to provide a collaborative learning environment for student groups and intervention.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Address K-12 learning loss by providing technology and storage for technology that supports student learning	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Chief Technology Officer **Problem Statements:** Student Achievement 1 **Funding Sources:** Panels for Elementary Campuses - ESSER III (ends 7/31/2024), Desktop computers for Elem & Secondary - ESSER II (expired), Panels and technology accessories for DAEP - ESSER II (expired), Technicians to install devices - ESSER III (ends 7/31/2024)	60%	80%		

Strategy 4 Details	Reviews			
Strategy 4: Implement high-quality instructional resources to support student engagement in meaningful, relevant and well-rounded learning opportunities. **Strategy's Expected Result/Impact:** All students will have access to digital resources needed to support academic learning and mastery of the curriculum. **Staff Responsible for Monitoring:** Director of Professional Learning and Digital Coaching **Problem Statements:** Student Achievement 1 **Funding Sources:** Discovery Streaming subscription - Title IV, Part A - $31,573.68, Mystery Science subscription - Title IV, Part A - $16,833.68, TxVSN Online Learning - Title IV, Part A - $800	Formative			Summative
	Oct	Jan	Apr	June
	25%	75%		

Strategy 5 Details	Reviews			
Strategy 5: Provide all Title 1 campuses with supplementary staff, instructional materials, technology and online resources across all English, math, science, and social studies. **Strategy's Expected Result/Impact:** Increase by 3% of all tests taken the number of students scoring at least Approaches Grade Level Standard or meets MAP Growth. **Staff Responsible for Monitoring:** Executive Director for Federal Programs and District Planning **Problem Statements:** Student Achievement 1 **Funding Sources:** Supplementary instructional materials, technology and supplies - Title I, Part A - $4,032,580.50	Formative			Summative
	Oct	Jan	Apr	June
	50%	50%		

Strategy 6 Details	Reviews			
Strategy 6: Distribute hotspots and chromebooks to support student learning beyond the school day. **Strategy's Expected Result/Impact:** Students who secure devices will have improved grades over prior year. **Staff Responsible for Monitoring:** Chief Technology Officer **Problem Statements:** Student Achievement 1 **Funding Sources:** Emergency connectivity - hotspots and chromebooks - Other Grant Funds	Formative			Summative
	Oct	Jan	Apr	June
	100%	100%	100%	

Strategy 7 Details	Reviews			
Strategy 7: Promote professional learning to increase effective use of interactive classroom technology. **Strategy's Expected Result/Impact:** Classroom walkthroughs and student feedback will increasingly show evidence of engagement. **Staff Responsible for Monitoring:** Director of Professional Learning and Digital Coaching **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 **Funding Sources:** Professional Learning - Tech accessories and peripheral products - Title IV, Part A - $1,350, Professional Learning - Tech summer trainers/speakers - Title IV, Part A - $9,500	Formative			Summative
	Oct	Jan	Apr	June
	25%	75%		

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Close achievement gaps for all demographics.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Support efficient and effective teacher planning and family engagement practices.
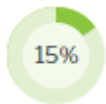
Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 2: By May 2024, 95% of all students will meet promotion criteria and/or earn the credits required to rank up in class.

Evaluation Data Sources: Grade distribution reports, MAP Growth, failure reports, dropout data

Strategy 1 Details	Reviews			
Strategy 1: Sustain an alternative secondary school campus with access to accelerated learning options and flexible school hours.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Overage students with many credits to recover will successfully return to their cohort for on-time graduation. **Staff Responsible for Monitoring:** Director of Instructional Planning **Problem Statements:** Student Achievement 1 **Funding Sources:** - State Comp Ed, Core Content Teachers - ESSER II (expired)	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Offer opportunities within and beyond the school day for intervention, grade repair, acceleration, and credit recovery.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Reduce the number of students retained in grade level annually with the goal of eliminating the practice altogether. A lesser percentage of students in Grade 1-8 will be retained in grade annually. **Staff Responsible for Monitoring:** Director of Instructional Planning **Problem Statements:** Student Achievement 1 **Funding Sources:** Extra duty pay, supplies, field trips, and transportation for tutorials/summer learning - ESSER III (ends 7/31/2024), Snacks to meet personal needs and remove barriers to learning - ESSER III (ends 7/31/2024), Salary - Interventionists, support class teachers, instructional aides, and tutors - ESSER III (ends 7/31/2024), Core Content Enrichment Camps - after school and summer opportunities - Title IV, Part A - $48,000, Edgenuity grade repair and credit recovery platform - State Comp Ed - $42,311, Salary - Tutors - State Comp Ed - $143,600	25%	70%		

Strategy 3 Details	Reviews			
Strategy 3: Engage all general education teachers in professional learning regarding strategies to implement accommodations and supplemental aids to support differentiated learning for students with disabilities.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: By April 2022, 70% of teachers will indicate confidence in finding resources to work with students who have unique learning needs. **Staff Responsible for Monitoring:** Executive Director for Special Education **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1	40%	55%		

Strategy 4 Details		Reviews		
Strategy 4: Provide resources to support timely identification of and response to needs of students with learning disabilities.		**Formative**		**Summative**
Strategy's Expected Result/Impact: 100% of referrals will meet processing timelines and students will consistently have access to the services they need.		Oct	Jan	Apr	June
Staff Responsible for Monitoring: Executive Director for Special Education		40%	70%		
Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 **Funding Sources:** Desktops and laptops for meeting timelines with increased referrals. - ESSER III (ends 7/31/2024)					

Strategy 5 Details		Reviews		
Strategy 5: Explore and expand school-day enrichment opportunities for all students.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Improved attendance, higher ratings of student satisfaction with school experience, and more students meeting promotion criteria.		Oct	Jan	Apr	June
Staff Responsible for Monitoring: Executive Director for Secondary Curriculum and Instruction		15%	30%		
Problem Statements: Student Achievement 1 **Funding Sources:** Leadworthy - Professional Development and Curriculum Material - Title IV, Part A - $7,570, MS Robotics -VEX competition kits - Title IV, Part A - $2,925					

Strategy 6 Details		Reviews		
Strategy 6: Provide IXL as an instructional resource for AISD students in grades 1-8.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Improved student performance in core subjects.		Oct	Jan	Apr	June
Staff Responsible for Monitoring: Director of Instructional Planning		85%	100%	100%	
Funding Sources: IXL Site Licenses, Grades 6-7, 150 Students - State Comp Ed - $2,326.50, IXL Site Licenses, Grades 1-7, 5,725 Students - General Fund - $86,764.25					

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Close achievement gaps for all demographics.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Support efficient and effective teacher planning and family engagement practices.

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 3: Consistently employ the Multi-Tiered System of Supports (MTSS) to develop and implement interventions in such a way that improvement in student behavior and/or academic performance results for 75% of students with a Tier II plan.

Evaluation Data Sources: MTSS system report

Strategy 1 Details	Reviews			
Strategy 1: Implement NWEA's MAP Growth assessment and follow instructional recommendations based on student score to plan for Tier II interventions as part of the MTSS system.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Students will meet growth targets on subsequent assessments. **Staff Responsible for Monitoring:** Executive Director for Elementary Curriculum and Instruction **Problem Statements:** Student Achievement 1	30%	70%		

Strategy 2 Details	Reviews			
Strategy 2: Provide supplemental instructional resources to support learning for students striving to meet standards in core content areas. In addition to all students, ensure at-risk students have appropriate interventions in place and evaluate the effectiveness of those interventions to close performance gaps between at-risk and educationally disadvantaged students.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: The number of students scoring Approaches or better on STAAR/EOC reading, math and science will increase by 10% over 2023 in Grades 3-10. The percentage of students meeting or exceeding projected growth on MAP Growth will steadily increase. The number of students in Grade 7-10 at risk for failing 2+ core classes will decrease steadily compared to the number identified in 2022-2023. Students meeting multiple at-risk criteria students will have intervention plans in place and the district will be able to establish baselines for systemwide effectiveness of interventions. **Staff Responsible for Monitoring:** Executive Director for Elementary Curriculum and Instruction; Executive Director for Secondary Curriculum & Instruction **Results Driven Accountability** **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 **Funding Sources:** Certified teachers, support staff, instructional resources - State Comp Ed, Interventionist, support staff - ESSER II (expired), Frontline MTSS - State Comp Ed, Salary Supplement ($3,000) for effective reading and math teachers - ESSER III (ends 7/31/2024), Content Area Teachers - ESSER III (ends 7/31/2024)	40%	70%		

Strategy 3 Details	Reviews			

Strategy 3: Provide resources and ongoing training for staff in procedures, policies and specific behavioral techniques to improve student behavior and assist campuses in reducing discipline referrals.
    Strategy's Expected Result/Impact: Special Education discipline referrals will be reduced by 5%.
    Staff Responsible for Monitoring: Executive Director for Special Education
 	
    Problem Statements: District Context and Organization 1
    Funding Sources: Behavior Consultant for SAP Classrooms, Sensory Room Resources
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**
	40%	55%		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Close achievement gaps for all demographics.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Support efficient and effective teacher planning and family engagement practices.
District Context and Organization
Problem Statement 1: Establish and support consistent expectations for student behavior.

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 4: Increase from 53% to 60% the number of students in grades K-3 demonstrating annual growth in reading.

    Evaluation Data Sources: mCLASS, MAP Growth, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Provide high quality training for teachers and campus leaders in research based strategies through the Reading Academies.	**Formative**			**Summative**
	Oct	Jan	Apr	June

Strategy's Expected Result/Impact: All K-3 general and special education teachers and principals will be enrolled and on pace to complete the Reading Academy within 11 months of enrollment.
     Staff Responsible for Monitoring: Executive Director for Elementary Curriculum and Instruction
 	
     Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1
     Funding Sources: - ESSER III (ends 7/31/2024)
	20%	60%		

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Close achievement gaps for all demographics.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Support efficient and effective teacher planning and family engagement practices.

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 5: Targeted walkthroughs of classrooms offering service to Emergent Bilinguals based on identified best practices will demonstrate 10% improvement in alignment to program expectations between September 2023 and April 2024.

    Evaluation Data Sources: Emergent Bilingual program walkthrough

Strategy 1 Details		Reviews			
Strategy 1: Provide supplemental services and materials for students in the Bilingual/ESL programs, including immigrants and refugee students.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase by 3% the number of EBs scoring Approaches Grade Level or better on all tests taken.
    Staff Responsible for Monitoring: Executive Director for Elementary Curriculum and Instruction
 	
    Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1
    Funding Sources: Supplementary services, supplies and materials - Title III (LEP)
		30%	50%		

Strategy 2 Details		Reviews			
Strategy 2: Provide campuses with teachers and instructional support staff to meet the needs of Emergent Bilinguals.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Performance of Emergent Bilinguals on STAAR and MAP Growth will increase.
    Staff Responsible for Monitoring: Executive Director for Elementary Curriculum and Instruction
 	
    Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1
    Funding Sources: - State Comp Ed
		25%	50%		

Strategy 3 Details		Reviews			
Strategy 3: Adjust the ESL teachers' and interpreters' assignments within the master schedule at both high schools to allow ESL teachers and interpreters to inclusively support the implementation of the ELPS for Emergent Bilinguals in US History, algebra, and biology classrooms.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase in ESL students successfully passing the EOC courses of US History, Algebra, and Biology.
    Staff Responsible for Monitoring: Executive Director for Elementary Curriculum and Instruction
 	
    Results Driven Accountability
    Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1
		35%	50%		

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: Close achievement gaps for all demographics.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Support efficient and effective teacher planning and family engagement practices.

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 6: Student performance in Honors and AP courses will demonstrate 10% increase in the number of students earning a grade of A or B each semester and a 10% increase in the number of students scoring Meets/Masters on state assessments or an AP exam score of 3+ over 2022-2023.

    Evaluation Data Sources: Grade Distribution by Course report, STAAR/EOC results, AP exam results

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted instruction to identified gifted and talented students in Grades 1-5.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 5% increase in gifted and talented students scoring Meets, Masters, and/or exceeding MAP growth expectations.	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Executive Director for Elementary Curriculum and Instruction **Problem Statements:** Student Achievement 1	35%	60%		

Strategy 2 Details	Reviews			
Strategy 2: Ensure all teachers providing instruction to identified gifted and talented students complete initial training no later than the first day of instruction. If the teacher is a new hire or receives an identified student after the year begins, training will be complete by the end of the semester assigned.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increased STAAR/EOC and/or AP assessment performance of gifted and talented students compared to Spring 2022. **Staff Responsible for Monitoring:** Director of Professional Learning and Digital Coaching **Problem Statements:** Student Achievement 1	25%	75%		

Strategy 3 Details	Reviews			
Strategy 3: Require targeted professional learning for any AP instructor who has not received College Board training within the last three years and conduct classroom visits with quality feedback on the implementation of instructional strategies consistent with College Board expectations.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: By July 2023, the percentage of students scoring a 3 or better on AP exams will increase by 5% of all exams taken. **Staff Responsible for Monitoring:** Executive Director for Secondary Curriculum and Instruction **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1	35%	50%		

Strategy 4 Details	Reviews			
Strategy 4: Conduct classroom visits in Honors core content classrooms following vertical professional learning opportunities to support instruction consistent with expectations for advanced academics.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: By June 2024, the number of students scoring Meets Grade Level Standard or better in Honors core content courses will increase to 60%. **Staff Responsible for Monitoring:** Executive Director for Secondary Curriculum and Instruction **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 **Funding Sources:** Deans of Instruction - ESSER II (expired), Instructional Specialists - ESSER III (ends 7/31/2024)	35%	60%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 1: Close achievement gaps for all demographics.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Support efficient and effective teacher planning and family engagement practices.

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 7: By May 2024, 92% of students transitioning from Long Early Learning Center to kindergarten will meet targets for school readiness.

    Evaluation Data Sources: CLI Engage

Strategy 1 Details	Reviews			
Strategy 1: Provide supplementary staffing at Long Early Learning Center to support implementation of a high-quality full-day academic and child/family development and support program.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: All students will leave Pre-K demonstrating the appropriate school readiness skills as measured by Children's Learning Institute (CLI) Engage assessments.
    Staff Responsible for Monitoring: Executive Director for Federal Programs and District Planning
 	
    Problem Statements: Student Achievement 1
    Funding Sources: Supplementary staffing - Title I, Part A - $812,133, CLASS observations and Professional Development - Title I, Part A
	25%	50%		

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				
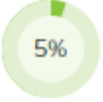
Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 1: Close achievement gaps for all demographics.

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 8: By May 2024, the percentage of competing individuals and groups placing or medaling in UIL Fine Arts, TMEA, VASE, and local competitions will increase by 5% over 2022-2023.

Evaluation Data Sources: Competition results

Strategy 1 Details		Reviews			
Strategy 1: Engage clinicians to provide hands-on support for teachers and students to improve fine arts competition results.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Clinician notes and participant feedback, competition results **Staff Responsible for Monitoring:** Executive Director of Fine Arts **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1		**Oct**	**Jan**	**Apr**	**June**
		N/A	50%		

Strategy 2 Details		Reviews			
Strategy 2: Establish district-designated curriculum documents for all fine arts courses and orient all course instructors to the documents.		**Formative**			**Summative**
Strategy's Expected Result/Impact: By June 2024, complete a cycle for development and review of District pacing guides for fine arts courses that aligns with state agency timelines for TEKS revision. **Staff Responsible for Monitoring:** Executive Director of Fine Arts **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1		**Oct**	**Jan**	**Apr**	**June**
		25%	5%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 8 Problem Statements:

Student Achievement
Problem Statement 1: Close achievement gaps for all demographics.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Support efficient and effective teacher planning and family engagement practices.

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 9: By May 2024, the overall cardio, flex, and muscular fitness measures for AISD students will improve 5% in each event area over 2022-2023.

Evaluation Data Sources: Fitnessgram summary reports

Strategy 1 Details			Reviews		
Strategy 1: Employ innovative resources to support health and wellness.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Student fitness and academic performance will increase.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Director of Instructional Planning **Funding Sources:** Supplies - Physical Education - Title IV, Part A - $4,800		15%	35%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: By May 2024, 93% of students who qualify as homeless will meet promotion criteria and/or earn the credits required to rank up in class.

Evaluation Data Sources: End-of-year report cards

Strategy 1 Details			Reviews		
Strategy 1: Provide staff and resources to serve the needs of identified homeless students, unaccompanied youth, and students transitioning between detention programs and the district's regular campuses.			**Formative**		**Summative**
			Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Service records will document that all students identified as homeless, foster care, unaccompanied youth, or neglected/delinquent have received the support services needed to be academically successful. **Staff Responsible for Monitoring:** Executive Director for Federal Programs and District Planning **Results Driven Accountability** **Problem Statements:** Student Achievement 1 - District Culture and Climate 2 **Funding Sources:** Staff and resources for serving homeless children & youth - Title I, Part A - $176,000, Supplemental services to students in facilities for neglected or delinquent youth - Title I, Part A - $10,200, Amazon clothing for homeless children & youth - Shared Services Agreement- ESC14 - $3,342.53, City Link Bus Passes for homeless students and families - Shared Services Agreement- ESC14 - $4,750			25%	50%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue						

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Close achievement gaps for all demographics.
District Culture and Climate
Problem Statement 2: Consistently implement social emotional learning curricula.

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 2: 100% of Title I staff will meet highly qualified status.

    Evaluation Data Sources: Professional learning records, Region 14 training documentation

Strategy 1 Details	Reviews			
Strategy 1: Ensure all instructional paraprofessionals assigned to Title 1 campuses meet the requirements to be Highly Qualified.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: 100% of the paraprofessionals utilized in instructional roles at Title 1 campuses will be highly qualified.
    Staff Responsible for Monitoring: Executive Director for Federal Programs and District Planning
 	
    Problem Statements: Staff Quality, Recruitment, and Retention 1
    Funding Sources: Paraprofessional Academy - Title I, Part A - $5,000
	50%	70%		

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Support efficient and effective teacher planning and family engagement practices.

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 3: Increase student completer status by 5%. (Completion of three or more courses for four or more credits, including a level three or four course within a program of study.)

    Evaluation Data Sources: MOUs

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Expand opportunities for students to earn industry-based certification.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student completer status will increase by 5%. (Completion of three or more courses for four or more credits, including a level three or four course within a program of study.)	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Director of Career and Technical Education **Problem Statements:** Student Achievement 1 - District Culture and Climate 1	20%	55%		
Strategy 2 Details	Reviews			
Strategy 2: Offer enrichment opportunities such as summer camps and special event series that showcase district career technical education programs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student interest to select a CTE program of study for high school endorsement.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Director of Career and Technical Education **Problem Statements:** Student Achievement 1 - District Culture and Climate 1 **Funding Sources:** CTE Enrichment-clubs/camps (extra duty pay, supplies, transportation) - Title IV, Part A - $32,000	45%	55%		

    0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Close achievement gaps for all demographics.
District Culture and Climate
Problem Statement 1: Engage stakeholders through effective, streamlined communication platforms.

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 4: 60% of students who complete placement in DAEP, JDC, and or JJAEP will successfully integrate to a traditional campus without committing infractions that require repeat assignment to an alternative disciplinary campus.

Evaluation Data Sources: Discipline records, transition documents

Strategy 1 Details	Reviews			
Strategy 1: Monitor students who have been in DAEP, JDC or JJAEP settings who are re-entering public school, work or other settings, and provide transition services as needed for students to be successful.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students leaving DAEP, JDC and JJAEP settings will transition successfully to their next setting. **Staff Responsible for Monitoring:** Executive Director for Federal Programs and District Planning **Problem Statements:** Student Achievement 1 - District Context and Organization 1 **Funding Sources:** - Title I, Part D.2 (Delinquent/Correctional)	25%	50%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Close achievement gaps for all demographics.
District Context and Organization
Problem Statement 1: Establish and support consistent expectations for student behavior.

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 5: 100% of funds calculated for support participating private non-profit schools will be spent by July 2024.

    Evaluation Data Sources: purchase orders, professional learning requests, consultation notes

Strategy 1 Details	Reviews			
Strategy 1: Provide equitable Title II services for participating private-non profit schools as determined by their Comprehensive Needs Assessments and school-specific requests to meet those identified needs.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Staff at Abilene Christian School, Kenley School and St. John's Episcopal School will complete training to address their school's identified academic needs. Effectiveness will be determined by each entity.
    Staff Responsible for Monitoring: Executive Director for Federal Programs and District Planning
 	
    Problem Statements: District Culture and Climate 1
    Funding Sources: PNP equitable services allocation for professional learning - Title II, Part A - $22,581
	35%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Provide equitable Title IV services for participating private-non profit (PNP) schools as determined by their Comprehensive Needs Assessments and school-specific requests to meet those identified needs.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Improved perception and achievement data at the campus
    Staff Responsible for Monitoring: Executive Director for Federal Programs and District Planning
 	
    Funding Sources: PNP equitable services allocation for student support and academic enrichment - Title IV, Part A - $8,606
	25%	30%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue
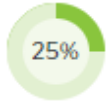
Performance Objective 5 Problem Statements:

District Culture and Climate
Problem Statement 1: Engage stakeholders through effective, streamlined communication platforms.

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 6: Ensure each campus establishes one new community partnership annually. (Strategic Plan 3.1)

    Evaluation Data Sources: Campus Action Team minutes and committee rosters; principal self-report to Google form

Strategy 1 Details	Reviews			
Strategy 1: Each campus will form a campus action team with the required staff, parent, business, and community representatives. (Strategic Plan 3.1)	**Formative**			**Summative**

Strategy's Expected Result/Impact: The team will represent the diversity of the campus
    Staff Responsible for Monitoring: Director of Instructional Planning
 	
    Problem Statements: District Culture and Climate 1
	Oct	Jan	Apr	June

	25%	50%		
Strategy 2 Details	Reviews			
Strategy 2: Each campus will annually report business and community partnerships. (Strategic Plan 3.1)	**Formative**			**Summative**

Strategy's Expected Result/Impact: Communication with partners will improve
    Staff Responsible for Monitoring: Director of Instructional Planning
 	
    Problem Statements: District Culture and Climate 1
	Oct	Jan	Apr	June

	N/A	N/A		
Strategy 3 Details	Reviews			
Strategy 3: Each campus will invite community partners to collaborate and participate in campus-specific events. (Strategic Plan 3.2, 3.3)	**Formative**			**Summative**

Strategy's Expected Result/Impact: Collaboration with community partners will improve.
    Staff Responsible for Monitoring: Director of Instructional Planning
 	
    Problem Statements: District Culture and Climate 1
	Oct	Jan	Apr	June

	10%	60%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue
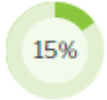
Performance Objective 6 Problem Statements:

District Culture and Climate
Problem Statement 1: Engage stakeholders through effective, streamlined communication platforms.

Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

Performance Objective 1: Expand storytelling touchpoints with an emphasis on campus stories and stakeholder testimonials with every district campus offering weekly information about campus opportunities and successes to external audiences. (Strategic Plan 4.3, 4.5)

    Evaluation Data Sources: Website and social media posting data and/or review of print material.

Strategy 1 Details			Reviews		
Strategy 1: Ensure each campus engages stakeholders weekly through social media, campus website, and/or print media. (Strategic Plan 4.7)		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of campuses will communicate with stakeholders weekly.		Oct	Jan	Apr	June
Staff Responsible for Monitoring: Director for Communications		10%	25%		
Problem Statements: District Culture and Climate 1					

Strategy 2 Details			Reviews		
Strategy 2: Increase and continuously improve webmaster training to showcase student and staff success stories on the campus websites and approved social media accounts. (Strategic Plan 4.2, 4.4, 4.8)		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of new posts and announcements that are shareable in order to promote followers, shares, likes, and re-tweets		Oct	Jan	Apr	June
Staff Responsible for Monitoring: Director for Communications		15%	15%		
Problem Statements: District Culture and Climate 1					

Strategy 3 Details			Reviews		
Strategy 3: Principals will select students to lead the storytelling process in showcasing campus events, activities, awards, and celebrations at least once per grading period. (Strategic Plan 4.6)		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased community connection and celebration of student achievements.		Oct	Jan	Apr	June
Staff Responsible for Monitoring: Director for Communications		10%	10%		
Problem Statements: District Culture and Climate 1					
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue					

Performance Objective 1 Problem Statements:
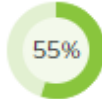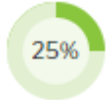
District Culture and Climate
Problem Statement 1: Engage stakeholders through effective, streamlined communication platforms.

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 1: Recruit and retain employees so that staff vacancies at the start of each semester decrease by 5% over the prior year at the same time.

    Evaluation Data Sources: HR vacancy lists

Strategy 1 Details	Reviews			
Strategy 1: Retain #1 rank among Region 14 districts for starting teacher salaries.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By June 2024, increase the percentage of vacancies filled compared to June 2023.	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Associate Superintendent for Development of Human Resources	100%	100%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Provide a $6,000 salary supplement to hire and retain effective teachers with Bilingual certification who are assigned to or provide instructional support for the dual language program at Long ELC and Ortiz Elementary.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase by 3% or more the reading and math performance of students enrolled in the Gomez & Gomez classrooms as measured by STAAR, MAP Growth, and Children's Learning Institute assessments.	Oct	Jan	Apr	June

Staff Responsible for Monitoring: Executive Director for Elementary Curriculum and Instruction
 	
  Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1
  Funding Sources: Salary supplements - Bilingual Allotment
	40%	70%		

Strategy 3 Details	Reviews			
Strategy 3: Provide health and wellness supports above and beyond benefits required by the state, including mental health resources and employee assistance programs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increasingly higher percentages of staff will return to the district annually.	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Associate Superintendent for Development of Human Resources	55%	25%		

Strategy 4 Details	Reviews			
Strategy 4: Expand the opportunity for teachers to participate in the Teacher Incentive Allotment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More teachers will have the opportunity to qualify for allotments, and designated teachers will seek to join Abilene ISD to improve their designation status.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Executive Director for Federal Programs and District Planning **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1	25%	40%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Close achievement gaps for all demographics.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Support efficient and effective teacher planning and family engagement practices.

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 2: Gather and analyze stakeholder input and feedback data continually.

Evaluation Data Sources: Calendar and/or action plan for perception data collection

Strategy 1 Details	Reviews			
Strategy 1: Develop practices that demonstrate commitment to inclusive language and graphics on all internal and public communications.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: District-produced publications and media will more accurately reflect the diversity present in the student body and greater community. **Staff Responsible for Monitoring:** Director for Communications **Problem Statements:** District Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1	N/A	10%		
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

District Culture and Climate
Problem Statement 1: Engage stakeholders through effective, streamlined communication platforms.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Support efficient and effective teacher planning and family engagement practices.

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 3: 85% of special program funds allocated will be encumbered by May 1 annually.
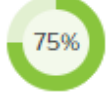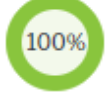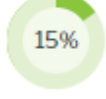
    Evaluation Data Sources: TEAMS finance reports, purchase orders

Strategy 1 Details	Reviews			
Strategy 1: Provide the administrative staffing and financial resources to apply for, implement, support, monitor and maintain compliance with the requirements of all federal programs in which the District participates.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: The District/Title 1 campuses will receive all funding for which we are eligible, will be in 100% compliance with applicable regulations and will maintain appropriate documentation for audit purposes. **Staff Responsible for Monitoring:** Executive Director for Federal Programs and District Planning **Funding Sources:** Title 1 Crate for the district and all Title 1 campus records - Title I, Part A - $8,000, Administrative staffing and substitute payroll - Title I, Part A - $200,000	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Provide and coordinate implementation of an organizational software to maintain district inventory records for technology, CTE, and others as needed.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Provided organizational structure for technology and CTE resources to meet the technology and learning needs of students **Staff Responsible for Monitoring:** Chief Technology Officer **Funding Sources:** Inventory System - ESSER III (ends 7/31/2024)	100%	100%	100%	

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue	

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 4: 100% of campuses will meet required health and safety expectations.

Evaluation Data Sources: School safety audit reports, on-site inspections, incident reports. Program participation and perception data.

Strategy 1 Details	Reviews			
Strategy 1: Employ a full time Director of School Safety & Security to support safe and healthy schools across the District.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of campuses will meet required safety expectations.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Executive Director for Federal Programs and District Planning **Funding Sources:** School Safety Personnel - Title IV, Part A - $116,000	100%	100%	100%	→

Strategy 2 Details	Reviews			
Strategy 2: Enhance each campus webpage with a tab containing safety and security procedures, including reunification sites. (Strategic Plan 4.9)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Families will know what procedures to follow in the event of an emergency during the school day.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Director of School Safety & Security	75%	100%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Secure highly-qualified instructors to deliver Grade 7 human sexuality and wellness instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive participant and family feedback. Reduced incidence of teen pregnancies among completers.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Executive Director for Federal Programs and District Planning **Funding Sources:** Personnel - Facilitator payroll & benefits - Title IV, Part A - $10,700	15%	25%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

RDA Strategies

Goal	Objective	Strategy	Description
1	2	1	Structure, monitor, and support instruction for Emergent Bilingual students to meet their needs for language acquisition in all subject areas with the support of teachers who have earned ESL certification and provision of English Learner Language Arts (ELLA, Grades 7-8) and English Language Development and Acquisition (ELDA, Grades 9-12) courses for newcomers and beginning speakers.
1	2	3	Document improvement in family satisfaction with onboarding processes for newly-enrolled Emergent Bilingual students.
2	3	2	Provide supplemental instructional resources to support learning for students striving to meet standards in core content areas. In addition to all students, ensure at-risk students have appropriate interventions in place and evaluate the effectiveness of those interventions to close performance gaps between at-risk and educationally disadvantaged students.
2	5	3	Adjust the ESL teachers' and interpreters' assignments within the master schedule at both high schools to allow ESL teachers and interpreters to inclusively support the implementation of the ELPS for Emergent Bilinguals in US History, algebra, and biology classrooms.
3	1	1	Provide staff and resources to serve the needs of identified homeless students, unaccompanied youth, and students transitioning between detention programs and the district's regular campuses.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $9,558,877.35
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

55% of Abilene ISD's State Compensatory Education funds ($9,558,877.35) must be directly expended on programs and services that supplement the regular education program for students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course (EOC) assessment. Abilene ISD's SCE-funded programs and services include, but are not limited to, the following: • EOC Preparation • Alternative Education Program (Woodson Center for Excellence/STEPS/RISE) • Attendance Officers • Campus-based Supplemental Content Tutoring & Intervention • Campus Behavior Liaisons & District Behavior Coordinators • Credit Recovery (Edgenuity) • District At-Risk Coordinator (Drop-out Recovery) • District Social Workers • Extended Year and Summer School Programs • Pregnancy-Related Services/School-Aged Parents – (CEHI) • Saturday School (MS, HS) • Student Assistance Counselors AISD SCE-Funded Activities Summary: https://drive.google.com/file/d/1istkTTQEx_IPhFriLfvMuffOicN1BcI4/view?usp=drive_link

Title I

1.1: Comprehensive Needs Assessment

Documentation is in Plan4Learning's **Needs Assessment** section.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Documentation is in Plan4Learning's **Formative and Summative Year-End Reviews** section.

2.3: Available to parents and community in an understandable format and language

Please see Title1Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

District Wide Consultation Committee

Committee Role	Name	Position
Place 1-SpEd Classroom Teacher	Shannon Ochoa	Teacher - Special Education PALS - Bowie ES
Place 2-Classroom Teacher	Shea Roberson	Teacher - CTE HS Family & Consumer Science - Abilene HS
Place 3-Classroom Teacher	Coleen Tsakopulos	Teacher - HS Credit Recovery (Edgenuity) - Abilene HS
Place 4-Classroom Teacher	Billie Walker	Teacher - MS Reading Intervention - Madison MS
Place 5-Classroom Teacher	Sara Garza	Teacher - HS English as a Second Language, Emergent Bilingual - Abilene HS
Place 6-Classroom Teacher	Jennifer Langston	Teacher - Social Studies, 6th Grade - Madison MS
Place 7-Classroom Teacher	David Chavez	Teacher - MS Special Education/Inclusion - Madison MS
Place 8-Certified District Level	Elizabeth Pruitt	Library Supervisor - Elementary
Place 9-Certified Non-Teaching	Joshua Parker	Assistant Principal - MS - Clack MS
Parent	Timothy Kennedy	Parent - Taylor ES
Parent	Antonio Perez	Parent - Clack MS, Bassetti ES
Community Representative	Renee Collins	Professor of Education/ Associate Dean - Hardin Simmons University
Community Representative	Stacy Bryan	Counter Sales Supervisor - Elliott Electric
Business Representative	Larry Bobby	Director Dining Services - Pioneer College Caterers - McMurry University
Business Representative	Cynthia Seward	Human Resources Director - AbiMar Foods
Superintendent	David Young	Superintendent
Administrator	Ketta Garduno	Associate Superintendent
Administrator	Kimberly Brumley	Executive Director
Administrator	Jeff Brokovich	Director
Paraprofessional	Lori Yeakle	Secretary
Interim Superintendent	James Largent	Interim Superintendent

2023 CCNA Subcommittees - AA, CC, PFCE, SQRR

Committee Role	Name	Position
Parent	Eddie & Lourdes Carter	Student Academic Achievement
Community Representative	Cheryl Cunningham	Student Academic Achievement; DWCC Member
Administrator	Chad Drake	Student Academic Achievement
Administrator	Lucille Fullen	Student Academic Achievement
Other School Leader	Katie Gloyna	Student Academic Achievement
Parent	Kristeda Guthrie	Student Academic Achievement
Parent	Abbi Harmon	Student Academic Achievement
Administrator	Justin Rosenquist	Culture and Climate
Other School Leader	Shanda Bourn	Culture and Climate
Other School Leader	Teri Corbett	Culture and Climate
Support Staff	Darrin Cox	Culture and Climate
Parent	Nicole Dizes	Culture and Climate
Community Representative	Angela Goodloe-Ewing	Culture and Climate; DWCC Member
Parent	Brittany Hickerson-Buirl	Culture and Climate
Administrator	Stevanie Jackson	Culture and Climate
Other School Leader	Brittny Lomax	Culture and Climate
Administrator	Crystal Meneses	Culture and Climate
Administrator	Tracy Parker	Culture and Climate
Business Representative	Amy Spiker	Culture and Climate
Community Representative	Debra Young	Culture and Climate
Parent	Jennifer Eller	Parent, Family and Community Engagement; DWCC Member
Business Representative	Sammy Garcia	Parent, Family and Community Engagement
Parent	Isaac Jackson	Parent, Family and Community Engagement
Parent	Paul Kugle	Parent, Family and Community Engagement
Community Representative	Jenny Putnam	Parent, Family and Community Engagement
Administrator	Erika Soto	Parent, Family and Community Engagement
Administrator	Casey Stone	Parent, Family and Community Engagement

Committee Role	Name	Position
Administrator	Chris Bailey	Staff Quality, Recruitment, and Retention
Parent	Leah Bennett	Staff Quality, Recruitment, and Retention
Place 6-Classroom Teacher	Teri Graham	Staff Quality, Recruitment, and Retention; DWCC Member
Other School Leader	Laurie Harris	Staff Quality, Recruitment, and Retention
Administrator	Jeffrey Howle	Staff Quality, Recruitment, and Retention
Other School Leader	Yolanda Morales	Staff Quality, Recruitment, and Retention
Other School Leader	Amy Packer	Staff Quality, Recruitment, and Retention
Support Staff	Susan Piersall	Staff Quality, Recruitment, and Retention
Place 1-SpEd Classroom Teacher	Lindie Roberts	Staff Quality, Recruitment, and Retention

2023 CCNA Subcommittees - CIA, D, SCO, T

Committee Role	Name	Position
Business Representative	Rebekah Blakeman	Curriculum, Instruction, and Assessment
Other School Leader	Tyler Burton	Curriculum, Instruction, and Assessment
Parent	Sarah Campbell	Curriculum, Instruction, and Assessment
Other School Leader	Brandi Einkauf	Curriculum, Instruction, and Assessment
Place 5-Classroom Teacher	Sara Garza	Curriculum, Instruction, and Assessment; DWCC Member
Other School Leader	Kelli Grigsby	Curriculum, Instruction, and Assessment
Other School Leader	Margaret Hope	Curriculum, Instruction, and Assessment
Administrator	Mandi Joiner	Curriculum, Instruction, and Assessment
Administrator	Michele Josselet	Curriculum, Instruction, and Assessment
Teacher	Madison McKillip	Curriculum, Instruction, and Assessment
Community Representative	Kathryn Mitchell	Curriculum, Instruction, and Assessment
Parent	Christina Pedroza	Curriculum, Instruction, and Assessment
Administrator	Leslye Roberts	Curriculum, Instruction, and Assessment
Support Staff	Tali Barbarick	Demographics
Administrator	Shannon Marshall	Demographics
Support Staff	Heather Melchor	Demographics
Administrator	Gina Odom	Demographics
Place 9-Certified Non-Teaching	Joshua Parker	Demographics; DWCC Member
Administrator	Mildred Petty	Demographics
Parent	Tara Phillips	Demographics
Other School Leader	Kassidi Seaton	Demographics
Administrator	Kevin Wellborn	Demographics
Administrator	Alison Camp	School Context and Organization
Parent	Francesca Mae Carino-Macariola	School Context and Organization
Parent	Aimee Colley	School Context and Organization
Community Representative	Becky Cox	School Context and Organization
Administrator	Stephanie Hammer	School Context and Organization

Committee Role	Name	Position
Parent	Jill Jones	School Context and Organization
Parent	Mandy Kennedy	School Context and Organization
Paraprofessional	Uluwehi Laurita-Urata	School Context and Organization
Other School Leader	Lisa Lester	School Context and Organization
Business Representative	David Sprott	School Context and Organization; DWCC Member
Parent	Oneida Chavana	Technology
Community Representative	Olga Chavana	Technology
Parent	Katie Maxwell	Technology
Administrator	Cary Owens	Technology
Administrator	Dawn Ripple	Technology
Place 4-Classroom Teacher	Billie Walker	Technology; DWCC Member
Business Representative	Jennifer Welch	Technology
Administrator	Janaye Wideman	Technology

2022-2023 District Wide Consultation Committee

Committee Role	Name	Position
Place 1-SpEd Classroom Teacher	Lindie Roberts	Teacher, Special Education - Mann MS
Place 2-Classroom Teacher	Shea Roberson	Teacher - CTE - Abilene HS
Place 3-Classroom Teacher	Jon Kraemer	Teacher - Band Director - Abilene HS
Place 4-Classroom Teacher	Billie Walker	Teacher - Reading Intervention - Madison MS
Place 5-Classroom Teacher	Sara Garza	Teacher - English Emergent Bilinguals - Abilene HS
Place 6-Classroom Teacher	Teresa "Terri" Graham	Teacher - Music - Taylor ES
Place 7-Classroom Teacher	David Chavez	Teacher - Social Studies - Madison MS
Place 8-Other District Personnel	Crystal Meneses	ARD Facilitator
Place 9-Certified Non-Teaching	Joshua Parker	Assistant Principal - Clack MS
Parent	Jennifer Eller	Parent - Abilene HS
Parent	Angela Goodloe-Ewing	Parent - Cooper HS
Business Representative	Marissa Flores	Business - Hendrick Medical Center
Business Representative	David Sprott	Business - McMahon, Surovik, Suttle, PC
Community Representative	Cheryl Cunningham	Retired Educator
Community Representative	Richard Green, Sr.	Retired Educator
Superintendent	David Young	Superintendent
Administrator	Ketta Garduno	Associate Superintendent
Administrator	Kimberly Brumley	Executive Director
Administrator	Jeff Brokovich	Director
Paraprofessional	Lori Yeakle	Secretary

District Funding Summary

		General Fund			
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1			$0.00
2	2	6	IXL Site Licenses, Grades 1-7, 5,725 Students		$86,764.25
				Sub-Total	$86,764.25

		State Comp Ed			
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	ELLA and ELDA Teachers; Aide-Instructional		$0.00
1	5	1			$0.00
2	2	1			$0.00
2	2	2	Salary - Tutors		$143,600.00
2	2	2	Edgenuity grade repair and credit recovery platform		$42,311.00
2	2	6	IXL Site Licenses, Grades 6-7, 150 Students		$2,326.50
2	3	2	Frontline MTSS		$0.00
2	3	2	Certified teachers, support staff, instructional resources		$0.00
2	5	2			$0.00
				Sub-Total	$188,237.50

		Title I, Part A			
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	2	Parent Family Engagement - reserved funds		$55,889.00
2	1	5	Supplementary instructional materials, technology and supplies		$4,032,580.50
2	7	1	Supplementary staffing		$812,133.00
2	7	1	CLASS observations and Professional Development		$0.00
3	1	1	Staff and resources for serving homeless children & youth		$176,000.00
3	1	1	Supplemental services to students in facilities for neglected or delinquent youth		$10,200.00
3	2	1	Paraprofessional Academy		$5,000.00
5	3	1	Administrative staffing and substitute payroll		$200,000.00
5	3	1	Title 1 Crate for the district and all Title 1 campus records		$8,000.00

Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$5,299,802.50

Title I, Part D.2 (Delinquent/Correctional)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	4	1			$0.00
				Sub-Total	$0.00

Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Payroll burden for MS Instructional Specialists		$0.00
1	1	3	Contracted services for professional learning		$450.00
1	3	1	ESC14 support - interlocal cooperation and PitStop registration fees		$30,450.00
1	3	1	Salary - Director for Professional Learning & Digital Coaching		$0.00
1	3	2	Substitute teachers		$0.00
1	3	3	Supplies and assessment licences		$0.00
3	5	1	PNP equitable services allocation for professional learning		$22,581.00
				Sub-Total	$53,481.00

Title III (LEP)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Professional development		$0.00
1	3	1			$0.00
2	5	1	Supplementary services, supplies and materials		$0.00
				Sub-Total	$0.00

Title IV, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	4	Professional Learning: PE Lead Teachers		$3,000.00
1	3	4	Salary and benefits: Lead Teachers - Physical, Health, and Wellness Education		$5,000.00
2	1	4	TxVSN Online Learning		$800.00
2	1	4	Discovery Streaming subscription		$31,573.68
2	1	4	Mystery Science subscription		$16,833.68
2	1	7	Professional Learning - Tech summer trainers/speakers		$9,500.00
2	1	7	Professional Learning - Tech accessories and peripheral products		$1,350.00

Title IV, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Core Content Enrichment Camps - after school and summer opportunities		$48,000.00
2	2	5	Leadworthy - Professional Development and Curriculum Material		$7,570.00
2	2	5	MS Robotics -VEX competition kits		$2,925.00
2	9	1	Supplies - Physical Education		$4,800.00
3	3	2	CTE Enrichment-clubs/camps (extra duty pay, supplies, transportation)		$32,000.00
3	5	2	PNP equitable services allocation for student support and academic enrichment		$8,606.00
5	4	1	School Safety Personnel		$116,000.00
5	4	3	Personnel - Facilitator payroll & benefits		$10,700.00
				Sub-Total	$298,658.36

Bilingual Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	Salary supplements		$0.00
				Sub-Total	$0.00

Shared Services Agreement- ESC14

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Amazon clothing for homeless children & youth		$3,342.53
3	1	1	City Link Bus Passes for homeless students and families		$4,750.00
				Sub-Total	$8,092.53

Other Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	Emergency connectivity - hotspots and chromebooks		$0.00
				Sub-Total	$0.00

ESSER II (expired)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3	Counselors		$0.00
2	1	3	Desktop computers for Elem & Secondary		$0.00
2	1	3	Panels and technology accessories for DAEP		$0.00
2	2	1	Core Content Teachers		$0.00
2	3	2	Interventionist, support staff		$0.00
2	6	4	Deans of Instruction		$0.00

ESSER II (expired)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00

ESSER III (ends 7/31/2024)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Contracted Services with e2L		$0.00
1	1	1	Middle School Instructional Specialists; ATEMS Instructional Coordinator		$0.00
1	2	2			$0.00
1	6	2	Boys to Gentlemen mentoring program		$0.00
1	6	3	SAS Counselors		$0.00
2	1	1	Jamf for iPad management		$0.00
2	1	3	Panels for Elementary Campuses		$0.00
2	1	3	Technicians to install devices		$0.00
2	2	2	Extra duty pay, supplies, field trips, and transportation for tutorials/summer learning		$0.00
2	2	2	Salary - Interventionists, support class teachers, instructional aides, and tutors		$0.00
2	2	2	Snacks to meet personal needs and remove barriers to learning		$0.00
2	2	4	Desktops and laptops for meeting timelines with increased referrals.		$0.00
2	3	2	Salary Supplement ($3,000) for effective reading and math teachers		$0.00
2	3	2	Content Area Teachers		$0.00
2	4	1			$0.00
2	6	4	Instructional Specialists		$0.00
5	3	2	Inventory System		$0.00
				Sub-Total	$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director for Student Services	2/5/2024	Kimberly Brumley	2/5/2024
Student Welfare: Crisis Intervention Programs and Training			Kimberly Brumley	2/5/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director for Student Services	2/5/2024	Kimberly Brumley	2/5/2024

Addendums

Bullying Prevention, Policy, and Plan

FFB (LEGAL) & FFB (LOCAL)

BULLYING PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying may occur when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and a school district's board of trustees or the board's designee determines that the behavior:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

For additional information, please see Board Policy FFI (Legal) and FFI (Local)

Dating Violence

TEC 37.0831

AISD strives to ensure that all of its students and employees are free from bullying, sexual harassment, dating violence, and sexual violence. The District has adopted policies to ensure every effort will be made to protect the due process rights of all victims and all alleged perpetrators.

Definition: Dating violence is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship. Dating violence is a pattern of coercive behavior that one partner exerts over the other person for the purpose of establishing and maintaining power and control.

A Notice of Parent and Students Rights: Bullying, Sexual Harassment, Dating Violence and Sexual Violence is included in the Student Code of Conduct. Complaint Forms are available in the school main office.

Complaints are documented and investigated in accordance with AISD policy and guidelines. Any staff member who observes an incident that involves physical or sexual assault or threats will report the incident immediately to the principal. Any staff member who learns of an incident or threat may submit a Complaint Form on behalf of the victim.

Administrators and faculty members receive annual awareness training during in-service days in August.

Students grades 7-12 also receive age-appropriate dating and sexual violence education in Health classes and online training. Special presentations may be offered by community organizations listed below:

*   Serenity House- IMPACT
*   United Way- AIM for Success

- Regional Crime Victim Crisis Center - STAR

Dyslexia

TEC 11.252(a)(3)(b)(iv)

Dyslexia is a neurological disorder manifested by a difficulty in learning to read, write, or spell despite conventional instruction, adequate intelligence, and socio-cultural opportunity. It varies in the degree of severity and its primary characteristic is difficulty with phonological processing.

Abilene ISD follows Texas Education Agency (TEA) guidelines for identifying dyslexia students. These guidelines are mandated by the Texas Education Code (TEC) and require testing students for dyslexia and providing instruction for students with dyslexia. In addition, AISD provides ongoing training for educators regarding dyslexia.

AISD in compliance with TEC has developed procedures for:

- Data Gathering
- Formal Assessment
- Identification of students
- Providing instruction

Dyslexia students are provided a multisensory reading approach that includes the instructional components mandated in Texas Administrative Code (TAC). These services are provided on the student's home campus by a trained teacher.

Teacher — Recruitment and Retention Plan

GOAL: Maintain the percentage of certified core academic subject area teachers in the district at 100%.

Objective 1	Maintain the percentage of core academic subject area classes taught by certified teachers on each campus to meet 100%	
Objective 2	Maintain the percentage of core academic subject area classes taught by certified teachers on high poverty campuses to meet 100%	
Strategies/Activities	Person(s) Responsible	Benchmark/Evaluation
Ensure that teachers are hired and assigned to teach in areas in which they are certified.	Executive Director of Human Resources, Campus Principals	100% of teachers will be assigned to teach in areas in which they are certified as evidenced by state SBEC records.
Reassign teachers who are not certified to teach in areas in which they are fully certified.	Executive Director of Human Resources, Campus Principals	100% of teachers will be assigned to teach in areas in which they are certified as evidenced by state SBEC records.
Replace unexpected teacher vacancies with certified staff.	Executive Director of Human Resources, Campus Principals	100% of teachers will be assigned to teach in areas in which they are certified as evidenced by state SBEC records.
Objective 3	Increase the percentage of teachers receiving high-quality professional development on each campus.	
Strategies/Activities	Person(s) Responsible	Benchmark/Evaluation
Each campus works with the District to provide on-going professional development based on performance data and teacher input.	Assoc. Superintendent for Curriculum & Instruction, Campus Principals	The District has a plan in place that 100% of campuses ensure that all teachers will receive at least 18 clock hours of professional development annually.
As applicable, Title I campuses will continue annual training of teachers in Literacy Success, Balanced Literacy, Reasoning Mind, the Importance of Parental Involvement and other areas supportive of increased academic achievement for all students.	Exec. Dir. Of Federal Programs, Title I, Campus Principals	Sign-in sheets and Professional development records will be kept on file.
Objective 4	Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non- certified teachers	
Strategies/Activities	Person(s) Responsible	Benchmark/Evaluation
Analyze certified teacher data between high-poverty and low-poverty campuses.	Exec. Director of Federal Programs, Director of Personnel	Data analysis documentation on file showing certified teacher gap between high-poverty and low-poverty campuses.
Assign certified teachers in equal proportions to all campuses, including low-income and minority areas.	Exec. Dir. Of Federal Programs, Title I, Campus Principals	Documentation on file showing certified teacher assignments on high-poverty and low-poverty campuses.
If there is gap between high-poverty and low-poverty schools, review staffing patterns and make staff changes or develop strategies to reduce gap.	Assoc. Superintendent for Personnel, Exec. Director of Federal Programs	(If needed) The implementation of a staffing plan that reduces gap between high-poverty and low-poverty campuses.
Objective 5	Attract and retain certified teachers	
Strategies/Activities	Person(s) Responsible	Benchmark/Evaluation
Participate in job fairs at ESC and local universities.	Executive Director of Human Resources, Director of Personnel	Increased number of certified applicants for positions.
Continue above base/differential pay to attract certified personnel and to retain those already on staff.	Superintendent, Assoc. Superintendent for Personnel	Review of personnel files and teacher turn-over rate.
Objective 6	Assist teachers not currently certified to meet the certified requirements in a timely manner	
Strategies/Activities	Person(s) Responsible	Benchmark/Evaluation
Encourage teachers to take the required certification test(s) in order to become certified in their teaching assignment or reassign to areas in which they are fully certified.	Executive Director of Human Resources, Campus Principals	SBEC teaching certificate or service record indicating reassignment.
Objective 7	Ensure Title I certified paraprofessional requirements are met	
Strategies/Activities	Person(s) Responsible	Benchmark/Evaluation
Analyze data from paraprofessionals' files to ensure all instructional aides are certified.	Executive Director of Human Resources, Personnel Specialist	Documentation on file showing certification status
Require any instructional aides not considered certified to complete a local training and assessment prior to being hired to a Title I campus.	Executive Director of Human Resources, Personnel Specialist, Exec. Director of Federal Programs	Documentation on file indicating paraprofessionals who have successfully passed the local training and assessment.

Pregnancy Related Services

The Abilene ISD provides several services under this program:

- Counseling services
- School health services
- Transportation for the student and/or the student's children
- Child care

Instruction related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training. The district also provides Compensatory Education Home Instruction (CEHI) during any required confinement during the prenatal period and during the postpartum period. All documentation required under the law (7-1 through 7-9) is on file.

Suicide Prevention   TEC 11.252 (3)(B)(i)/FFB (LEGAL) & FFB (LOCAL)

1. The following updated intervention plan is to be implemented on each campus in the Abilene Independent School District:
   a. When a student threatens or attempts suicide, the teacher/educator, counselor, nurse, principal, or associate principal who first learns of the threat or attempt will talk with the student immediately. At this time, the staff member involved will obtain a "Student Safety Plan" agreement from the student.
   b. With the student's knowledge, the school official will telephone a parent or guardian and request that he or she come to school at once. When the parent or guardian arrives, he or she is to be informed that the student is in crisis and needs to receive counseling services from a qualified mental health practitioner. At this time, the parent should be given the names of qualified professionals in the community who can provide these services.
   c. In the event that the parent cannot afford these services, he or she should be informed that the Abilene ISD has a contractual relationship with a number of mental health service providers who can provide these services. The district will pay for as many as five counseling sessions with one of these professionals to assist the student through the current crisis. In order to receive counseling at district expense, the parent or guardian must give written permission for the counseling program coordinator office to arrange for the student to be seen immediately by one of the professionals under contract with Abilene ISD. At this time the parent is to be given information about the relationship between the Abilene ISD and the mental health service providers that are under contract as part of this intervention plan. In addition, the parent must be given the names of other professionals in the community who can provide the same service. (Form 04.0449 should be used to obtain written consent. Send one copy to the Counseling Program Coordinator and keep one form for your files.)
   d. With the written permission of the parent or guardian, a school staff member will call the Counseling Program Coordinator, who will immediately schedule a counseling session with a professional counselor that will include the student and parent or guardian.
   e. If school personnel have difficulty contacting a parent or guardian, the school staff member that is working with the student will arrange to have someone remain with the student until a parent or guardian can be contacted.
   f. If a parent or guardian is reached and does not give his or her permission for counseling, a school staff member will have the parent or guardian sign the Abilene Independent School District Notification of Emergency Conference.
   g. The school staff member that is working with the student will notify other personnel such as the student's counselor, grade level associate principal, nurse, and principal of the action taken.
   h. If the student is seen by one of the contracted professionals, the professional will complete the Suicidal Intervention Follow-Up Form and will return it to the Counseling Program Coordinator. Upon receipt, the testing office will send a copy to the student's school counselor.
   i. If a parent or guardian refuses to seek help, law enforcement or Child Protective Services will be contacted.
2. It is the principal's responsibility to see that all staff members who are responsible for implementing this plan are thoroughly familiar with it.

Violence Prevention and Conflict Management
TEC 11.252 (3)(B)(ii)(iii)/FFB (LEGAL & LOCAL)

- AISD has the goal of providing every student a safe environment conducive to learning.
- Priorities include prevention, intervention, and enforcement.
- Ways these goals are reached include:
  o A good relationship with Juvenile Police Department and the Juvenile Officers. AISD keeps open communication with law enforcement. School officials are notified when students are arrested off school property for felony, drug or weapon related offenses and in turn, campus administrators and appropriate personnel are notified.
  o A good relationship with Taylor County Juvenile Department staff of Probation Officers.
  o A good relationship with Child Protective Services, MHMR (Mental Health Mental Retardation), Harmony Family Services, Abilene Behavioral Health, etc.
    ▪ Providing 7 School Resource Officers. They assist law enforcement, especially at the secondary schools. They teach students how to avoid criminal activity, how to deal with conflict, how to resolve problems, and how to face peer pressures.
  o The process of prevention, intervention, and enforcement begins with the teacher: The teacher, possibly in coordination with the counselor, has a variety of classroom management techniques available for use (including: special curriculum, warnings, counseling, contracts, isolation, detention, work detail, etc). They also use outside agencies when appropriate that might include: MHMR, Harmony Family Services, Juvenile Probation, YMCA ISP (Intensive Supervision Program), etc. After the teacher exhausts all options available at the classroom level, the teacher might use the following:
  o Office referrals are official documents that could result in anything from a warning to expulsion from school. Some possible dispositions include:
    ▪ In School Suspension (short term (ISS) up to 5 days) where a student is isolated on the campus but out of the classroom
    ▪ Reassignment Center-long term Disciplinary Alternative Education Program) (DAEP)
    ▪ Suspension (short term up to 3 days) where the student stays at home under parent supervision

- Jefferson Opportunity Center (TOC) for secondary students (long term Disciplinary Alternative Education Program) (DAEP). This is a program for severe persistent misbehavior and felony offenses on or off campus
- Expulsion to Taylor County Learning Center (long term loss of school attendance privileges)
  - Some instrumental personnel involved in these programs include:
    - Executive Director of Student Services, Principal of RAC, Director of Opportunity Center
  - A student is not allowed on any AISD campus or at any school activity while in DAEP placement or while expelled.
  - If a student is out of control and is beyond ordinary measures, as a last resort, school personnel might use physical restraint if the student is a threat to himself or others or refuses a lawful directive.
  - If an illegal weapon is involved, the police are called immediately and charges are filed. According to the Gun-Free Schools Act and the Texas Education Code, the possession of a firearm on or within 300 feet of school property is a felony and is grounds for a one-year expulsion.

Technology Integration TEC 11.252(a)(3)(D)/CQ (LEGAL & LOCAL)

The Abilene ISD provides access to technology resources, including the internet. This is available to all students and employees primarily for instructional and administrative purposes.

Limited personal use of the District's technology resources are permitted if the use:
1. Imposes no tangible cost on the District
2. Does not unduly burden the District's technology resources; and
3. Has no adverse effect on an employee's job performance or on a student's academic performance.

Each District computer with internet access and the District's network system shall have a filtering device or software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors.

Electronic mail transmissions and other use of the District's technology resources by students, employees, and members of the public shall not be considered private. Designated District staff shall be authorized to monitor the District's technology resources at any time to ensure appropriate use.

Mobile cart units are provided on campuses for use instructionally by staff.

Staff Development TEC 11.252(3)(F)/DMA (LEGAL)

Staff Development for Abilene ISD's staff will be conducted in accordance with standards developed by the district and designed to improve education in the district.

Staff Development shall be predominately campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee.

District Level staff development that has been developed and approved through the district-level decision process will also be conducted to Abilene ISD staff.

Staff development may include training in:
- Technology
- Positive behavior intervention and support strategies, including classroom management, district discipline policies, and the Student Code of Conduct; and
- Digital learning

Required staff development must include training on:
1. Suicide prevention;
2. Recognizing signs of mental health conditions and substance abuse;
3. Strategies for establishing and maintaining positive relationships among students, including conflict resolution;
4. How grief and trauma affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma; and
5. Preventing, identifying, responding to, and reporting incidents of bullying.
6. Preventing and recognizing sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities.

Sexual Abuse/Trafficking TEC 11.38.0041(a); TEC 11.252(c)(9)/FFG (LEGAL & LOCAL)

The District shall provide training to employees as required by law. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities.

Programs to address child sexual abuse, trafficking, and maltreatment shall include:
1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age appropriate, research-based anti-victimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Any person who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to the appropriate authority.

Additionally, the following have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:
1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect
2. A professional who has cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child.

Abilene ISD employees will make any reports to the following:
1. A state or local law enforcement agency; and
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services

Notification of Continuous Nondiscrimination

Abilene ISD does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in its programs or activities and provides equal access.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to admission and employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education or both.

The district designates and authorizes the following employees to address concerns or inquiries regarding Title IX:

- Title IX Coordinator for Employees – Alison Sims, Executive Director for Human Resources
- Title IX Coordinator for Students – Stevanie Jackson, Executive Director for Student Services & Behavior Supports

The following district representative have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, 504 Coordinator, Stephanie Holloway
- For all other concerns regarding discrimination: Superintendent, Dr. David Young

CRISIS INTERVENTION
TRAUMA-INFORMED CARE

Trauma-Informed Care Program

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law. The District improvement plan shall specify required training for any other District Employees as applicable.

Annual Report

The District shall provide an annual report to the Texas Education Agency on the number of employees who have participated in trauma-informed care training.
Trauma-Informed Care Policy

A district shall adopt and implement a policy requiring the integration of trauma-informed practices in each school environment. A district must include the policy in the district improvement plan required under Education Code 11.252 [see BQ].

The policy must address:
1. Using resources developed by the Texas Education Agency (TEA), methods for:
   a. Increasing staff and parent awareness of trauma-informed care; and
   b. Implementation of trauma-informed practices and care by district and campus staff; and

2. Available counseling options for students affected by trauma or grief.

Education Code 38.036(a)-(b)

Training

The methods for increasing awareness and implementation of trauma-informed care must include training as provided below. The training must be provided:

1. Through a program selected from the list of recommended best practice-based programs and research-based practices established under Health and Safety Code 161.325 [redesignated as Education Code 38.351];

2. As part of any new employee orientation for all new district educators; and

3. To existing district educators on a schedule adopted by TEA that requires educators to be trained at intervals necessary to keep educators informed of developments in the field.

For any training under this provision, a district shall maintain records that include the name of each district staff member who participated in the training.

If a district determines that the district does not have sufficient resources to provide the training required under this provision, the district may partner with a community mental health organization to provide training that meets the requirements at no cost to the district.

Education Code 38.036(c)-(d), (f)

Reporting to TEA

A district shall report annually to TEA the following information for the district as a whole and for each school campus:

1. The number of teachers, principals, and counselors employed by the district who have completed training under the provision; and

2. The total number of teachers, principals, and counselors employed by the district.

Education Code 38.036(e)

Trauma-Informed Care Program

Purpose

Abilene Independent School District (AISD) is committed to becoming a trauma-informed district that integrates systemic support to students and individuals impacted by trauma and adverse life events. The commitment to approach individuals from a trauma-informed perspective ensures that educators and support staff are fulfilling the mission of providing a safe and inclusive environment to promote healing and resilience in children. The trauma-informed care approach aligns with AISD's mission and belief that children can reach their full potential by building resilience through awareness and responsive interventions addressing the impact of trauma and grief in their lives. Trauma-informed practices are essential to understanding the variables impacting students' educational experience and ultimately, their ability to thrive in school and home life.

Description

This policy requires the implementation and coordination of trauma-informed training and practices in accordance with the Texas Education Code 38.036(a)-(f). The policy does not apply to specific district program policies or procedures or service delivery. This policy identifies resources developed by the Texas Education Agency (TEA) for increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices, and care by district and campus staff. This policy will provide information on campus or community resources for counseling options for students affected by trauma or grief. The framework for trauma-informed care is based on the realization about trauma and how it affects individuals, groups, and communities, recognizing the signs of trauma, a systems approach to the response to trauma, and resisting re-traumatization (https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf).

Applicability

This policy applies to all district administration, campus administrators, teachers, paraprofessionals, and other support staff.

Policy

1. Trauma-informed care is the framework for systemic change in the health and safety of students that promote resilience in the educational setting.

2. AISD will utilize Texas Education Agency (TEA) evidence-based interventions for grief-informed or trauma-informed interventions and strategies.

   a. https://tea.texas.gov/about-tea/other-services/mental-health/grief-informed-trauma-informed-practices

3. School counselors and school social workers will provide guidance, support. and training to increase trauma-informed awareness among educators and support staff on each campus.

TEA Information

1. Multi-hazard Emergency Operations Plan; Safety and Security Audit | TEC 37.108 » S.B. 11, Sec. 10. A school district shall now include in its multi-hazard emergency operations plan provisions for supporting the psychological safety of students, district personnel, and the community during the response and recovery phase following a disaster or emergency situation that (1) include strategies for ensuring any required professional development training for suicide prevention and *grief-informed and trauma-informed care is provided to appropriate school personnel*, and (2) include training on integrating psychological safety and suicide prevention strategies into the district's plan.

2. Mental Health Promotion and Intervention, Substance Abuse Prevention and Intervention, and Suicide Prevention | TEC 38.351 » H.B. 18, Sec. 1.21 , Sec. 1.21
   II. The best practice-based programs and research-based practices, provided and annually updated by the agency, must now include programs and practices regarding *grief-informed and trauma-informed practices..*

Priority for Service (PFS) Action Plan
for Migrant Students-Shared Service Arrangement District

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394][d]].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; AND • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated LEP in the Student Designation section of the Texas New Generation System (TX-NGS) Supplemental Program Component; or • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: Abilene, ISD	Priority for Service (PFS) Action Plan	Filled Out By: Jo Ann Gonzales
Region:14	School Year: 2022 - 2023	Date: September 7, 2022

Note: *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).*

Goal(s): To ensure that identified Priority for Service (PFS) migrant students in Region 14 Migrant Shared Service Arrangement districts receive interventions in order to succeed in school.	**Objective(s):** Region 14 MEP and the Shared Service Arrangement districts will identify Migrant students and youth who require priority access to MEP services and develop a plan for serving those PFS students.

Required Strategies

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	July 2022-June 2023	ESC 14 MEP Staff, Laura Sandoval, Jo Ann Gonzales	NGS Reports
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August-September 2022	ESC 14 MEP Staff Jo Ann Gonzales LEA Staff	PFS Action Plan
Additional Activities			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	August 2022-July 2023	LEA Staff	NGS Reports, Email Communications, PFS Criteria

Activity	Timeline	Responsible	Documentation
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.	August 2022-July 2023	LEA Staff	Home Visit Logs, Phone Logs, PFS Student Progress Forms
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	August 2022-July 2023	LEA Staff	Home Visit Logs, Phone Logs, PFS Student Progress Forms
Additional Activities			
▪			
Provide services to PFS migrant students.			
▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	August 2022-July 2023	LEA Staff	NGS Reports, Email Communications, PFS Criteria, PFS Student Progress Forms
▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	August 2022-July 2023	LEA Staff	NGS Reports, Email Communications, PFS Criteria, PFS Student Progress Forms, Supplemental Services Form
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	August 2022-July 2023	LEA Staff	NGS Reports, Email Communications, PFS Criteria, PFS Student Progress Forms, Supplemental Services Form
Additional Activities			
▪			

Dr. Karen Muñoz   9/9/22
LEA Signature   Date Completed

JoAnn Gonzales   9/7/22
ESC Signature   Date Received

Abilene Independent School District
Title 1 Parent and Family Engagement Policy
2022-2023

STATEMENT OF PURPOSE

Abilene ISD is dedicated to providing quality education for every student in our district. To accomplish this objective, we must develop and maintain active partnerships with parents, families and community members. Each student will benefit from supportive, active involvement of all members of the community. A positive link between home and school will create the most conducive learning condition for every child. These partnerships and open lines of communication will expand and enhance learning opportunities for everyone involved.

All students will be expected to work toward mastering the curriculum objectives outlined in the Texas Essential Knowledge and Skills (TEKS). Our district recognizes the fact that some students will need extra assistance to achieve their full potential. The extra assistance is available to all students at the Title 1 Schools through Title I supplemental programs and various other educational services offered through the district.

Abilene ISD intends to include parents and families in all aspects of the Title 1 program. Students will be given every opportunity to succeed through the development and enhancement of the home/school partnership. This plan's development has involved parents in the joint development of the Title I plan and the process of school review and improvement.

PARENT INVOLVEMENT IN DEVELOPING THE POLICY

Annually, all Title I schools will convene a meeting to which all parents and family members of participating students are invited. Parents and members of the community will be informed of the school's participation in the Title I program and of the right of the parents and families to be involved in school activities and program planning for Title I.

Abilene ISD will actively recruit a diverse parent population that is representative of the student body to participate in parent and family engagement activities.

Abilene ISD will attempt to plan meetings that will be at convenient times and locations to help increase parent and family participation.

MEETINGS FOR TITLE 1 PARENTS AND FAMILIES

All parents and families will be provided with opportunities for regular meetings to formulate suggestions, share experiences with other parents, and to participate in decisions relating to the education of their children. The AISD Title 1 campuses will hold several meetings for parents/families during each school year. Parents will be informed of Title 1 and its purpose. Parents/families will also be provided with a copy of the Parent and Family Engagement Policy and the School-Parent Compact. Parents will have the opportunity to meet with the school at least twice a year at the Parent Advisory Committee (PAC) Meetings. Additionally, parents will have the opportunity to attend campus-designed, Parent and Family Engagement Activities at least twice a year. The Parent and Family Engagement Activities are educational in nature and facilitate activities designed for parents to work with their children. (Past events have included family literacy nights, make-it-take-it workshops, educational games, etc.)

The meetings will be held at times and locations to ensure the most parental/family participation possible. Language translation and childcare may be provided to ensure parent participation and attendance. Written notices will be provided to inform and attract as many parents as possible.

SCHOOL-PARENT COMPACTS

According to Title 1 guidelines, each Title 1 campus must develop a School-Parent Compact with the parents of students participating in the program. This compact will enable the school and parents to share responsibility for their children's education. The compact must explain how students, parents, and staff will share responsibility for student performance and success. Members of each campus' Campus–Wide Consultation Committee (including parents) will be consulted in the design and implementation of the compact.

Elementary teachers will, to the best of their ability, meet with all parents in order to discuss the compact. Parents will be provided with a copy of the compact detailing the responsibilities that teachers, parents, and students have in helping students succeed academically. The signatures of parents, students, teachers and administrators will help ensure the commitment to educational excellence. Parents are encouraged to discuss the contents of the compact with their children.

TYPES OF PARENT/FAMILY INVOLVEMENT AND ENGAGEMENT

Abilene ISD will support a variety of Title 1 parental and family engagement activities as it strives to develop and maintain the optimum learning environment for all students. Parents may contribute their time and commitment through volunteer programs at the schools as well as create a supportive and educationally-rich home atmosphere. In addition, the community may participate through an array of activities that promote student success. Each school and family will develop and maintain parental involvement activities best suited to meet the individual needs of everyone involved.

MATCHING PROGRAMS TO THE NEEDS OF OUR COMMUNITY

An adequate number of parents will work collaboratively with staff at the school in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program. Opportunities for participation will be provided to parents with limited English proficiency, disabilities, and who are migratory.

The community will be consulted in the design, development and implementation of the Title 1 program. Parent and student needs will be assessed through questionnaires and parental suggestions as well as a variety of other measures targeted at creating a successful school environment.

Workshops and programs will be tailored to meet the unique student, parental and family needs of the school community. Parents will be informed of involvement activities through the school and district offices.

Abilene ISD will welcome and promote suggestions to improve parental and family engagement.

STAFF/PARENT COMMUNICATION

All parents will be provided with the campus academic performance information annually. Additionally, parents will receive timely academic performance reports for their child. Each campus will provide assistance in interpreting the assessment results if requested. They will also be provided a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the levels of proficiency that students are expected to meet.

Parents will receive timely information regarding Supplemental Educational Services and School Choice as required by ESSA (formerly NCLB) if a campus is placed into School Improvement by TEA and/or is identified as being persistently dangerous.

All parents will be provided timely information about available programs through newsletters and flyers. Information will be provided in a language and format that parents can understand whenever possible.

Parents will be kept informed about their children's academic progress on a regular basis. Parents and family members will also be informed of opportunities to participate and volunteer throughout the school year.

All parents will receive materials and training opportunities to help parents and other family members work with their children to improve student achievement.

Newsletters, conferences, personal contacts, Remind messaging, District and campus websites and written notices will be utilized to establish and maintain an open line of communication.

Teachers and school personnel will receive training in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners. All staff members will be trained in positive communication activities and in ways to effectively work with parent, family and community members.

EVALUATION

During the last six weeks, parents at the Title 1 campuses will be provided a Title 1 Parent Survey that will question the parental understanding and participation in the Title 1 program. The survey will also provide an opportunity for parents to offer their comments and suggestions for program improvement—including increasing parental and family engagement.

The evaluation procedure will include a review of the parent-survey results at the annual District Parent Advisory Committee (DPAC) meeting. The district will revise its Parent and Family Engagement Policy based on the results of this annual review and information obtained during District Parent Advisory Committee (DPAC) meeting.

Additionally, each campus will conduct an annual review of their campus Title 1 program. Parents will work with staff in order to review the campus' Parent and Family Engagement policy. The review will focus on increasing the academic quality of the school through parental and family engagement.

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This policy, with recommended changes, was adopted by the **DPAC** on **May 11, 2022.** The school will distribute this policy to all parents on or before **September 30, 2022**.

Dr. Karen Munoz

_____
(Signature of Authorized Official)

_____May 11, 2022_____
(Date)

Distrito Escolar Independiente de Abilene
Política de Participación de Padres en Escuelas Titulo I
2022-2023

DECLARACION DE OBJETIVOS

Abilene ISD está dedicado a proporcionar educación de calidad para todos los estudiantes en nuestro distrito escolar. Para lograr este objetivo, debemos desarrollar y mantener relaciones activas entre padres de familia y miembros de la comunidad. Cada estudiante se beneficiará del apoyo y de la participación activa de todos los miembros de la población. Un enlace positivo entre el hogar y la escuela creará las condiciones más favorables de aprendizaje para cada niño. Estas asociaciones y las líneas abiertas de comunicación ampliarán y mejorarán las oportunidades de aprendizaje para todos los involucrados.

Todos los estudiantes deberán trabajar en el dominio de los objetivos señalados en el plan de Estudios de Conocimientos y Destrezas Esenciales de Texas (TEKS). Nuestro distrito reconoce el hecho de que algunos estudiantes necesitarán ayuda adicional para alcanzar su pleno potencial. La ayuda adicional está disponible para todos los estudiantes de las escuelas de Titulo I a través de programas y otros servicios educativos ofrecidos por el distrito.

Abilene ISD tiene la intención de incluir a los padres de familia en todos los aspectos del programa Titulo I. Se les darán a los estudiantes todas las oportunidades para lograr el éxito a través del desarrollo y profundización de la relación hogar/escuela. Este plan de desarrollo ha involucrado a los padres en el desarrollo conjunto del plan de Titulo I y en el proceso de revisión y mejoramiento de la escuela.

LA PARTICIPACION DE LOS PADRES EN EL DESARROLLO DE LA POLITICA

Anualmente la escuela convocará a una reunión a la que todos los padres de los estudiantes participantes estarán invitados. Padres, miembros de la comunidad y el personal de la escuela examinarán, discutirán e informarán a los Padres de Familia sobre la participación de la escuela en el programa Titulo I y del derecho de los padres a participar.

Abilene ISD seleccionará en forma activa un grupo diverso de padres que sea representativo de los estudiantes para que participen en las actividades de padres de familia.

Abilene ISD tratará de planificar las reuniones en horarios y lugares convenientes para ayudar a incrementar la participación de padres de familia.

REUNIONES PARA PADRES DE FAMILIA EN ESCUELAS TITULO I

A todos los padres se les ofrecerán oportunidades de reunirse con frecuencia para formular sugerencias, para compartir experiencias con otros padres y para participar en las decisiones relativas a la educación de sus hijos. Durante el año escolar, las escuelas Titulo I del AISD llevarán a cabo varias reuniones para padres. Los padres de familia serán informados sobre el propósito del programa Titulo I. También se les proporcionará una copia de la Política de Participación de Padres de Familia y del Convenio entre los Padres y la Escuela. Los padres tendrán la oportunidad de reunirse con la escuela y el Comité Asesor de Padres (PAC) por lo menos dos veces al año. Además, los padres tendrán la oportunidad de asistir en las escuelas designadas a los Centros de Participación de Padres por lo menos dos veces al año. Los Centros de Participación de Padres son de naturaleza educativa y facilitan las actividades diseñadas para que los padres trabajen con sus hijos.

(Algunas de las actividades anteriores incluyen noches de lectura familiar, elaboración de trabajos manuales, juegos educativos, etc.)

Las reuniones se llevarán a cabo en lugares y horarios convenientes para asegurar la mayor participación posible de padres. Traducción y cuidados infantiles pueden ser proporcionados para asegurar la asistencia y participación de padres. Se enviarán avisos por escrito para informar e invitar al mayor número posible de padres de familia.

CONVENIO ENTRE ESCUELA-PADRES

Spanish

De acuerdo a los lineamientos del programa Titulo I, cada escuela Titulo I deberá desarrollar un Convenio Escuela-Padres con los padres de familia de los estudiantes que participan en el programa. Este convenio permitirá a la escuela y a los padres compartir la responsabilidad en la educación de sus hijos. El convenio tiene que explicar como los estudiantes, los padres y el personal de la escuela compartirán la responsabilidad por el desempeño y éxito del estudiante. Los miembros del Comité Asesor de cada Escuela (incluyendo padres) participarán en el diseño y aplicación de este convenio.

Los maestros de la escuela primaria, lo mejor que puedan, se reunirán con todos los padres con el propósito de discutir el convenio. Los padres de familia recibirán una copia del convenio que detalla las responsabilidades que maestros, padres y estudiantes tienen para ayudar a la lograr el éxito académico. Las firmas de los padres, estudiantes, maestros y administradores ayudarán a asegurar el compromiso a la excelencia educativa. Se les invita a los padres de familia a discutir el contenido del convenio con sus hijos.

COMO PUEDEN PARTICIPAR LOS PADRES DE FAMILIA

Abilene ISD apoyará una variedad de actividades de participación de los padres de familia en el Titulo I en su esfuerzo por desarrollar y mantener un ambiente óptimo de aprendizaje para todos los estudiantes. Los padres de familia pueden contribuir con su tiempo y compromiso a través de programas para voluntarios en las escuelas, así como crear un ambiente de apoyo y una atmósfera enriquecida educacionalmente en el hogar. Además, la comunidad puede participar a través de una serie de actividades que promuevan el éxito de los estudiantes. Cada escuela y familia desarrollará y mantendrá actividades adecuadas de participación de padres de familia para satisfacer las necesidades individuales de todos los involucrados.

ASOCIANDO PROGRAMAS A LAS NECESIDADES DE NUESTRA COMUNIDAD

Un número suficiente de padres de familia trabajarán en colaboración con el personal de la escuela de una manera organizada, continua y oportuna, en la planificación, revisión y mejoramiento del Programa Titulo I. Se proporcionarán oportunidades de participación a los padres con dominio limitado del inglés, con incapacidades y a quienes son migratorios.

La comunidad será consultada en el diseño, desarrollo y aplicación del Programa Titulo I. Las necesidades del padre y del estudiante serán evaluadas a través de cuestionarios y sugerencias de los padres, así como una variedad de otras medidas para crear un ambiente escolar de éxito.

Programas y talleres de capacitación se adaptarán para cumplir con las necesidades únicas de los estudiantes y padres de familia de la comunidad escolar.

Los padres serán informados de las actividades de participación través de la escuela y las oficinas del distrito.

Abilene ISD dará la bienvenida y promoverá propuestas para mejorar la participación de los padres de familia.

COMUNICACION ENTRE PADRES DE FAMILIA Y EL PERSONAL DE LA ESCUELA

A todos los padres se les proporcionará anualmente la información sobre el rendimiento de la escuela. Además, los padres recibirán oportunamente los informes sobre el rendimiento académico de su hijo. Cada escuela proporcionará ayuda en la interpretación de los resultados si así se solicita. También se proporcionará una descripción y explicación del plan de estudios que se utiliza en la escuela, las formas de evaluación para medir el progreso del estudiante y los niveles académicos que los estudiantes deben cumplir.

Los padres recibirán información oportuna relacionada con los Servicios Educativos Suplementarios y sobre el programa Elección de Escuela requeridos por ESSA (antes NCLB) si una escuela se ubica dentro del plan de Mejoramiento Escolar y/o se identifica como persistentemente peligrosa.

Todos los padres recibirán información en forma oportuna sobre los programas disponibles a través de boletines informativos y volantes. La información se proporcionará en un lenguaje y formato que los padres puedan entender.

Los padres serán informados sobre el progreso académico de sus hijos con regularidad. Los padres también serán informados de las oportunidades de participar y servir como voluntarios a través del año escolar.

Spanish

Todos los padres recibirán materiales y oportunidades de capacitación para que ayuden a sus hijos a mejorar su rendimiento escolar.

Se utilizarán boletines, conferencias, contactos personales, mensajes por medio de la aplicación Remind, sitios web del distrito y la escuela, y notificaciones por escrito para establecer una línea abierta de comunicación.

Los maestros y el personal de la escuela recibirán capacitación sobre la importancia y utilidad de la contribución de los padres, así como la manera de establecer la comunicación y trabajar con los padres en forma conjunta. Todo el personal será capacitado en actividades de comunicación positiva y en la manera de trabajar en una forma efectiva con los padres de familia y miembros de la comunidad.

EVALUACION

Durante las últimas seis semanas, los padres de familia de las escuelas Titulo I, recibirán una encuesta donde se cuestionará sobre el conocimiento y participación del Programa Titulo I. La encuesta también será una oportunidad para que los padres den a conocer sus comentarios y sugerencias para mejorar el programa- incluyendo una mayor participación de padres de familia.

El procedimiento de evaluación incluirá una revisión de los resultados de la encuesta de padres en la Reunión anual del Comité Asesor del Distrito (DPAC). El distrito revisará su Política de Participación de Padres de Familia basado en los resultados de esta revisión anual y en a la información obtenida durante la reunión del Comité Asesor del Distrito (DPAC).

Además, cada escuela llevará a cabo una revisión anual de su programa Titulo I. Los padres y el personal trabajarán con el propósito de revisar la Política de Participación de Padres de Familia en su escuela. La revisión se enfocará en incrementar la calidad académica de la escuela a través de la participación de los padres de familia.

Esta norma, con los cambios recomendados, fue adoptada por el **DPAC** el **11 de mayo de 2022**. La escuela distribuirá esta norma a todos los padres a más tardar el **30 de septiembre del 2022**.

Dr. Karen Munoz

_____
(Directora)

_____**11 de mayo de 2022**_____
(Fecha)

Spanish