

Athens Independent School District

District Improvement Plan

2025-2026



Board Approval Date: September 22, 2025
Public Presentation Date: September 22, 2025

Mission Statement

Athens ISD will design an environment with opportunities that awaken each student's passion for learning and deliver the promise of a fulfilling future.

Vision

The Educational Heart of East Texas

Value Statement

In Athens ISD

- Our passion is to help students find purpose and confidence through high expectations and engaging learning opportunities, so all students reach their full potential.
- We believe in educating each child as a whole, according to their unique needs and strengths .
- We believe in creating an environment of safety, respect, and trust between staff, students, parents, and our community.
- We believe that all students should be taught in innovative and creative facilities that are safe, accessible, and inviting.
- We are committed to making purposeful decisions that prioritize students' success in all areas.
- We believe public schools have a responsibility to empower students to become productive citizens for their future.

Legal References

Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Commissioner’s Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Athens ISD engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment, and District/Campus Improvement plan.

The Comprehensive Needs Assessment stakeholder meeting for the 2025/26 school year was held on May 14, 2025.

Overview of Federal funding and processes. Consulted with all stakeholders to determine the needs of AISD moving into the next school year. The following committees met and evaluated strengths, weaknesses and needs of AISD

Student Learning
Bree Parnell
Freddie Paul
Julie Svehlak
Sandy Carter
School Processes
Brent Williams
Gina Hunter
Nicole Mason
Suzette Stringer
Demographics
David Willy
Maria Barron
Cristina Carranza
Harold Rash
Perceptions
Desmond Bowie
Jason Iglehart
Reagan Adair
Veronica Melendez

The stakeholder meeting was held on January 14, 2025

Goal: To engage our stakeholders in the continuous school improvement process to improve student academic achievement and building the capacity of staff and families.

Agenda:

- Overview of Federal Programs at Athens ISD and the continuous improvement process Title I, II, III, IV and V
- Data Review and Input
- Strategic Plan Review and Input
- Parent and Family Engagement Plan Review and Input

Stakeholder list

<u>Reagen Adair</u>	<u>Special Education Teacher</u>
<u>Nikki Mason</u>	<u>Elementary Principal</u>
<u>Maria Barron</u>	<u>Paraprofessional</u>
<u>Freddie Paul</u>	<u>Board member</u>
<u>Jennifer Gallaher</u>	<u>Staff secretary</u>
<u>Sandy Carter</u>	<u>General Education Teacher</u>
<u>Breona Parnell</u>	<u>Campus Administrator</u>
<u>Desmond Bowie</u>	<u>Special Education Teacher</u>
<u>Suzzette Stringer</u>	<u>Director of TVCC Education</u>
<u>David Willy</u>	<u>parent</u>
<u>Brent Williams</u>	<u>Head of School ACPA</u>
<u>Jason Iglehart</u>	<u>Campus Administration/Secondary</u>

<u>Reagen Adair</u>	<u>Special Education Teacher</u>
<u>Veronica Melendez</u>	<u>parent</u>
<u>Ginger Morrison</u>	<u>District Administration</u>
<u>Brooke Brock</u>	<u>District Admin/facilitator</u>

The committee was presented with data from the most current TAPR report. Each title program was described to the stakeholders and input was sought on spending. Needs were discussed as well.

Teachers, parents and community members were all selected to participate based on their commitment to improving Athens ISD.

The D/CIP is developed based upon the strengths and weaknesses identified in the needs assessment. In the spring, a draft D/CIP is written in order to complete the ESSA Consolidated grant application for the following year. After state assessment scores are provided, the D/CIP is refined accordingly. This group also came back together on May 14, 2025 to complete a CNA in 4 groups of demographics, perceptions, school learning, and school processes. Title funds were discussed and how they can help pay to each area of need.

The DIP is posted on the website and can be translated into any language <https://www.athensisd.net/documents/parents-%26-students/improvement-plans/456503>

Hard copies are also available at AISD district offices.

The PFE policy is posted in both English and Spanish on the website

<https://www.athensisd.net/documents/parents-%26-students/parent-and-family-engagement/456650>

Hard copies are also available at District offices.

School-Parent Compact: the campus School-Parent compacts can be find by going to Athensisd.net and clicking on any campus link.

Translations: These documents are posted in English and Spanish and the website has the ability to translate into any language.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics 24-25		
Gender		
Female	1,435	47.38%
Male	1,594	52.62%
Ethnicity		
Hispanic-Latino	1,562	51.57%
Race		
American Indian - Alaskan Native	5	0.17%
Asian	29	0.96%
Black - African American	399	13.17%
Native Hawaiian - Pacific Islander	0	0.00%
Two-or-More	141	4.66%
White	893	29.48%

Student Programs 24-25		
Other		
Dyslexia	239	7.89%
Gifted and Talented	103	3.40%
Regional Day School Program for the Deaf	0	0.00%
Section 504	219	7.23%
Special Education (SPED)	627	20.70%
Bilingual/ESL		
Emergent Bilingual (EB)	813	26.84%
Bilingual	51	1.68%
English as a Second Language (ESL)	413	13.63%
Alternative Methods for Bilingual Education	316	10.43%
Alternative Methods for ESL	16	0.53%
Title I Part A		
Schoolwide Program	3,024	99.83%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Each campus has been identified as a School-wide Title I campus and provides an array of programs and parent-involvement activities.

The district will continue efforts to address discipline incidents, staff professional development, and the utilization of MTSS both academically and behaviorally, across the district.

Demographics Strengths

On-going variety of programs to provide support to students and parents including:

- Credit recovery program
- Focus on Social-Emotional needs of students including the partnership with Next Step counseling.
- Backpack food program to combat the food insecurity that is present with many of our students.
- School supplies are provided to students pk3-8th grade.
- Bilingual Summer School pk/k

Demographics Needs

- To increase student enrollment (students withdrawing to be home schooled or in private schools)
- Cultural Diversity/Equity training
- More ESL & Bilingual teachers
- Increase support for the African American and Hispanic subgroups for meeting STAAR passing rate in Writing, Math and in Reading.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Low percentage of students achieving proficient on ECR and SCR written prompts.

Root Cause: A need for continued training on the new STAAR rubric.

Student Achievement

Student Achievement Summary

2025 District STAAR Results

CURRICULUM	% APP	% MEETS	% MASTERS
RLA GR3	26	26	24
RLA GR4	27	29	26
RLA GR5	21	32	24
RLA GR6	23	21	21
RLA GR7	26	19	23
RLA GR8	26	29	25
EOC - ENG1	17	31	12
EOC - ENG2	16	40	5
MATH GR3	32	18	12
MATH GR4	23	18	17
MATH GR5	22	22	17
MATH GR6	37	20	5
MATH GR7	18	19	4
MATH GR8	26	22	9
EOC - ALG	39	15	8
SCI GR5	34	17	10
SCI GR8	32	30	10
EOC - BIO	38	40	8
SOC STUDIES	26	10	5
EOC - USH	44	29	13

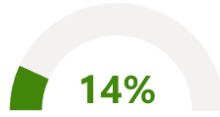
At Approaches GL Standard or Above



At Meets GL Standard or Above

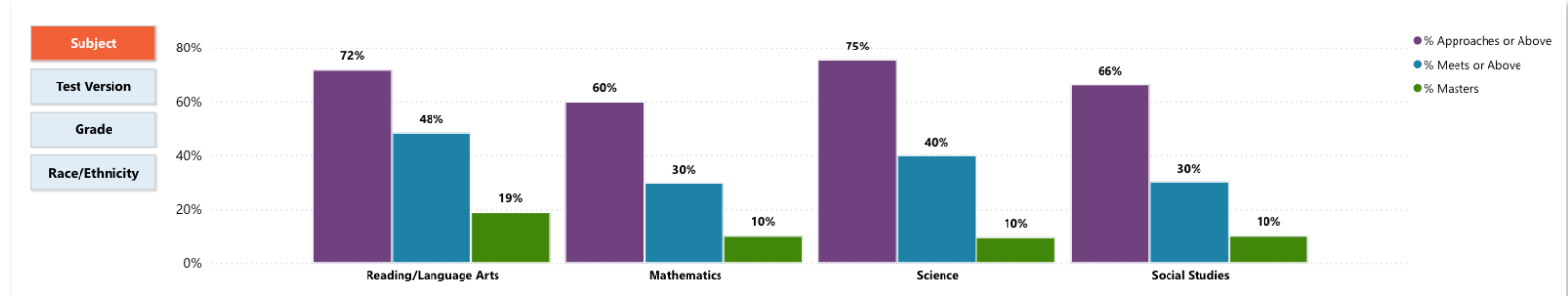
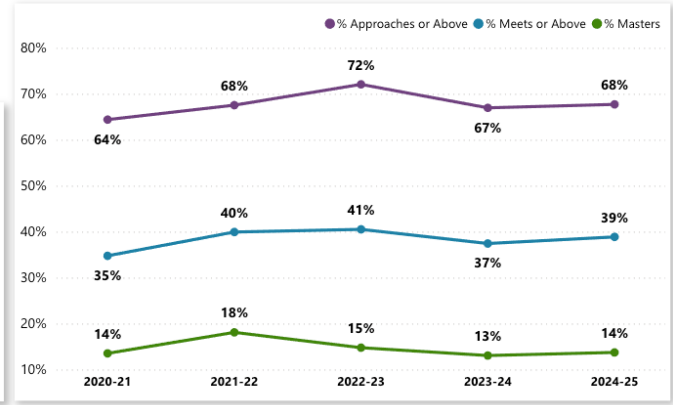


At Masters GL Standard



2020-21 2021-22 2022-23 2023-24 **2024-25**

Race/Ethnicity	Tests Taken	Approaches or Above	% Approaches or Above	Meets or Above	% Meets or Above	Masters	% Masters
African American	589	309	52%	111	19%	19	3%
Hispanic	2,318	1,512	65%	823	36%	260	11%
White	1,305	1,036	79%	710	54%	296	23%
American Indian	9	8	89%	5	56%	4	44%
Asian	30	27	90%	22	73%	11	37%
Pacific Islander	-	-	-	-	-	-	-
Two or More Races	201	122	61%	59	29%	21	10%
Unknown	-	-	-	-	-	-	-
Total	4,452	3,014	68%	1,730	39%	611	14%

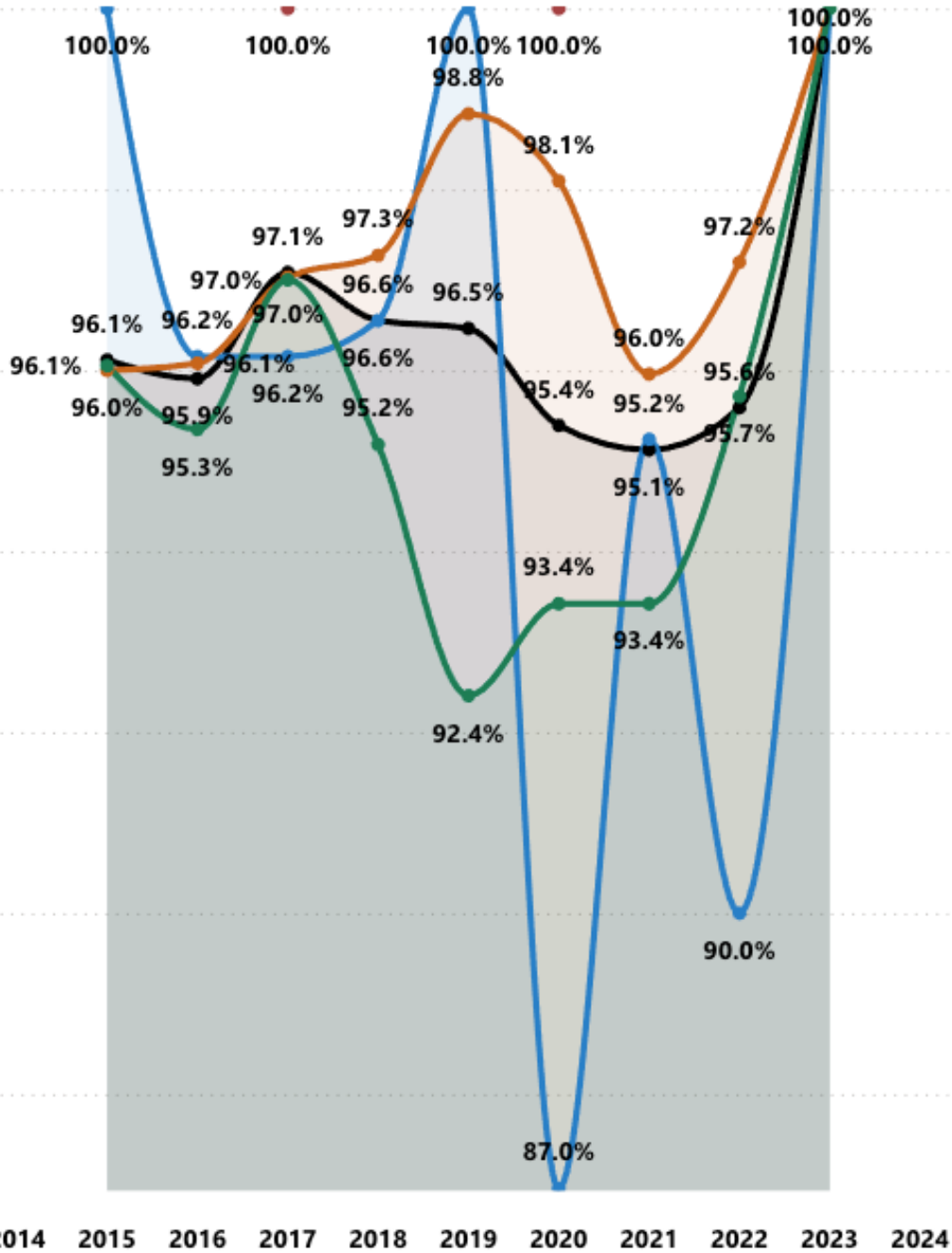


District CCMR

2025 CCMR	ATHENS ISD	STATE
TOTAL CCMR CREDIT	84%	82%
MET TSI FOR RLA	50%	70%
MET TSI FOR MATH	47%	63%
EARNED AN IBC	62%	35%
EARNED AN ASSOCIATE DEGREE	21%	3%
MET DUAL CREDIT CRITERIA	37%	25%

District Graduation Rate

5-Year Extended Graduation Rate



MAP Performance for 2024-25 School Year:

AISD AVERAGE MAP GROWTH EXAM PERCENTILE 2024-25													
	READING			MATH			SCIENCE			TOTAL			TOTAL GROWTH IN PERCENTILE POINTS BEYOND THE NORM
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	
AMS	42.9	37.6	43.0	45.5	35.6	39.9	46.5	50.4	58.5	44.9	41.2	47.1	2.2
6	43.0	37.6	42.5	51.6	37.1	41.2				47.3	37.4	41.8	-5.5
7	41.4	37.4	42.2	43.1	34.2	40.3				42.3	35.8	41.3	-1.0
8	44.2	37.8	44.1	42.3	35.5	38.1	46.5	50.4	58.5	44.3	41.2	46.9	2.6
BAE	48.1	48.7	54.9	50.8	46.5	49.3	54.4	57.6	66.3	51.1	50.9	56.8	5.7
1				38.7	37.7	39.5				38.7	37.7	39.5	0.8
2	45.4	47.2	60.8	51.9	49.7	56.2				48.7	48.5	58.5	9.8
3	51.5	47.4	52.0	58.3	48.8	52.3				54.9	48.1	52.2	-2.7
4	48.7	54.0	52.5	56.6	53.5	49.0				52.7	53.8	50.8	-1.9
5	47.7	47.5	52.9	50.8	45.0	48.9	54.4	57.6	66.3	51.0	50.0	56.0	5.0
CAE	48.8	44.9	52.0	50.4	42.3	46.9	59.7	57.9	61.7	53.0	48.4	53.5	0.5
1				40.7	31.9	37.9				40.7	31.9	37.9	-2.7
2	44.3	38.3	49.8	45.3	43.4	52.9				44.8	40.9	51.4	6.6
3	47.3	43.3	53.5	56.7	42.8	49.1				52.0	43.1	51.3	-0.7
4	56.9	55.8	60.1	59.5	52.6	50.7				58.2	54.2	55.4	-2.8
5	48.2	44.5	46.5	52.0	42.0	43.3	59.7	57.9	61.7	53.3	48.1	50.5	-2.9
SAE	48.4	45.7	52.3	47.0	39.0	44.3	56.0	56.1	59.8	50.4	46.9	52.2	1.7
1				40.2	30.9	36.4				40.2	30.9	36.4	-3.8
2	38.3	36.2	50.2	37.2	33.2	43.2				37.7	34.7	46.7	9.0
3	47.2	52.1	60.7	50.4	43.6	49.3				48.8	47.9	55.0	6.2
4	47.3	45.2	47.7	50.3	41.0	39.8				48.8	43.1	43.7	-5.0
5	56.3	49.9	51.8	57.2	46.6	53.5	56.0	56.1	59.8	56.5	50.9	55.0	-1.5
TOTALS	48.2	42.5	48.6	48.9	39.9	44.2	54.1	53.8	60.5	50.4	45.4	51.1	0.7

*50th percentile considered on pace with peers nationwide

Student Achievement Strengths

Well above State performance in CCMR - Industry Based Certificates, Earned Associate Degrees, and Meets Dual Credit Criteria

100% 5 - Year Graduation Rate

Increase in all 3 STAAR Performance levels from 2024 school year.

Growth in overall MAP percentile from BOY to EOY for the 2024-25 school year.

Student Achievement Needs

- Research and implement effective instructional practices
- Systemic process for utilizing instructional programs that support student achievement.
- Support student goal setting and attainment for a positive outlook of their future.
- Offer programs that align to student interest for increased student participation

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Low percentage of students performing at Meets and Masters level on STAAR

Root Cause: Needed improvement on feedback provided to teachers regarding rigorous, grade level appropriate standards.

District Culture and Climate

District Culture and Climate Summary

Culture of Innovation Data

AHS utilizes Canvas 2020-21, 2021-22, 2021-22, 2023-24, 2024- 25, 2025-26

Summit K12 Intervention for TELPAS and Science 2021-2022, 2022-2023, 2023-24, 2024-25, 2025-26

Chromebook distribution: AHS/AMS one to one; set in each classroom at elementary campuses; Ipads in KG

TTAP Pilot 2022

100% Online tests 2021, 2022, 2023, 2024, 2025

Safety

- ALL AISD campuses passed the TEA safety evaluations during the 24/25 school year.

District Culture and Climate Strengths

Continue to look for innovative ways to support campuses, students, and the community

TCLAS grant

- support high school juniors and seniors,
- literature for elementary campuses,
- paraprofessionals to become certified teachers, Bilingual paras to become Bilingual certified teachers

Enhance protocols and systems to strengthen security for students and staff (raptor, badges, dress code)

School Culture and Climate

- Coordinated School Health activities implemented at each campus
- Procedures for anti-bullying
- Safety protocols for drills
- Anonymous form located on website to report any concerning activity or behavior.
- Preparedness drills
- Staff is welcoming and attentive on each campus
- Caring, dedicated teachers

District Culture and Climate Needs

- Continued Safety Precautions on each campus
- More community partnerships
- "Real" social interaction between our diverse population; Racial tension
- Additional teacher support and appreciation
- Build positive relationships with disgruntled parents
- Focus on positive public relation (PR) - district/schools
- Increase student attendance
- Student safety procedures reviewed annually

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): Athens ISD has a decline in certified applicants over the past several years.

Root Cause: Lack of individuals entering the field of education.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

	From SY 18-19 to 19-20	From SY 19-20 to 20-21	From SY 20-21 to 21-22	From SY 21-22 to 22-23	From SY 22-23 to 23-24	From SY 23-24 to 24-25
Professional Resignations	61 (4 retirements)	39	49	59 (4 retirements)	65 (7 Retirees)	38 (6 retirees)
Paraprofessional Resignations	12 (2 retirements)	7	12	22 (8 now teachers) (3 Retirements)	14 (0 Retirees and 3 Are Now Teachers)	18

The following information is taken from the most recent published TAPR report.

Texas Education Agency
2023-24 Staff Information (TAPR)
 ATHENS ISD (107901) - HENDERSON COUNTY

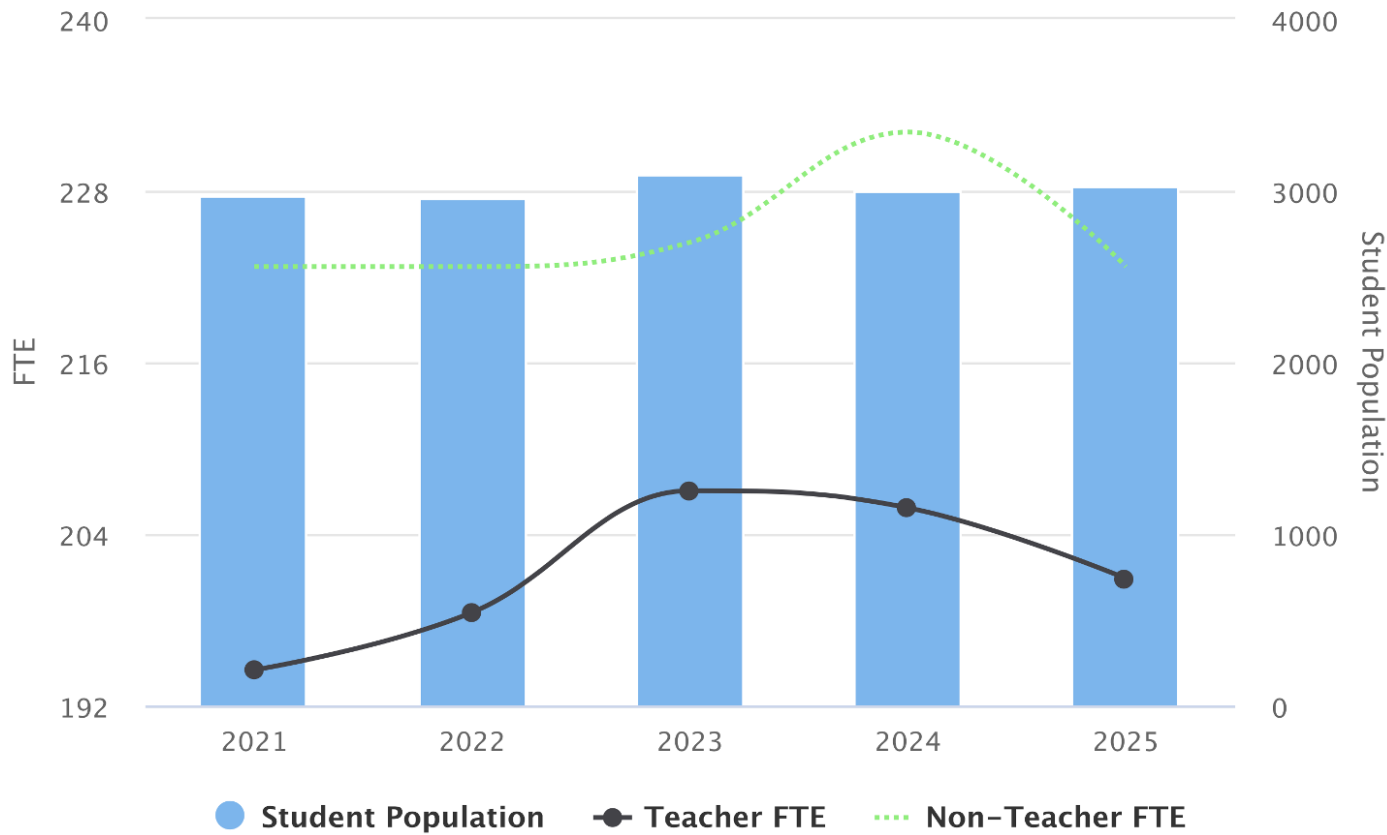
Staff Information	District		State	
	Count	Percent	Count	Percent

Teachers by Years of Experience				
Beginning Teachers	12.6	6.1%	32,507.6	8.7%
1-5 Years Experience	45.3	22.1%	102,619.4	27.4%
6-10 Years Experience	51.0	24.8%	75,585.4	20.2%
11-20 Years Experience	64.3	31.3%	101,415.3	27.1%
21-30 Years Experience	24.0	11.7%	51,471.9	13.7%
Over 30 Years Experience	8.1	3.9%	11,200.2	3.0%
Number of Students per Teacher	14.6	n/a	14.7	n/a

Student/Teacher/Staff Full Time Employee Ratio

(107901) - Athens ISD							
School Year	Student / Staff FTE Ratio	Student / Teacher FTE Ratio	Student / Non Teacher FTE Ratio	Membership	All Staff FTE	Teachers FTE	Non Teachers FTE
2024 - 2025	7.14	15.06	13.58	3,025	423.59	200.89	222.70
2023 - 2024	6.84	14.56	12.91	2,997	437.92	205.82	232.10
2022 - 2023	7.16	14.93	13.77	3,091	431.42	207.02	224.40
2021 - 2022	7.02	14.89	13.27	2,955	421.22	198.52	222.70
2020 - 2021	7.13	15.29	13.35	2,974	417.19	194.49	222.70

Student/Teacher FTE Ratio – Potential Indicators of Financial Problems District Summary for 2021, 2022, 2023, 2024, 2025



Average Years Professional Experience by Campus - Teacher for 2024-2025		
Campus	Avg Yr Prof Exp	Staff Count
(107901001) - Athens H S	12	80
(107901041) - Athens Middle	9	48
(107901102) - South Athens EL	8	32
(107901103) - Central Athens	12	40
(107901104) - Bel Air EL	10	34
Total	11	227

OVERALL STAFF RETENTION RATES					
District / Campus	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
(107901) - Athens ISD	78.3%	74.0%	70.0%	73.4%	79.6%
(107901001) - Athens H S	75.4%	63.2%	62.2%	60.3%	79.2%
(107901041) - Athens Middle	76.0%	80.0%	68.9%	78.7%	78.0%
(107901102) - South Athens EL	67.6%	78.1%	66.7%	82.9%	68.4%
(107901103) - Central Athens	86.5%	82.9%	78.4%	77.5%	75.6%
(107901104) - Bel Air EL	74.3%	67.6%	74.3%	79.5%	76.3%

Staff Quality, Recruitment, and Retention Strengths

Athens ISD is designated as a District of Innovation. The benefits of being a DOI:

Local control and flexibility for local needs

Customization for schools, grade levels, of a single campus

Autonomy

Flexibility to implement practices similar to charter schools, including exemptions from mandates

We have added a new teacher mentor program that is overseen by an administrator. She meets with these new teachers on a monthly basis.

Staff Recruitment and Retention

- Continuation of four day work week to recruit and retain staff
- Continue to seek high-quality staff, promote high expectations and provide meaningful and purposeful staff development
- District hiring procedures include: posting of positions on the district website, Region 10 job site and an online application process which includes a screening profile, review of certification credentials for assignment, campus interviews, reference/background checks and fingerprinting
- New teacher mentor program

Staff Recruitment and Retention

- Various staff development opportunities are provided for staff
- New teacher mentor program
- Leadership trained on Humanex to align hiring practice
- End-of-year teacher recognition program
- Stipends for bilingual, math, Science and Social Studies Staff
- Stipends for Special education resource math and english in the secondary grades.

****Staff Retention at a 5-year high****

Staff Quality, Recruitment, and Retention Needs

- Incentives to retain high quality staff: i.e. Child care for employees, Fitness Facility for staff
- Leadership Training
- Qualified minority staff that compliments our student demographics
- Morale and professional culture

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Athens ISD has a decline in certified applicants over the past several years.

Root Cause: Lack of individuals entering the field of education.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Map Testing - AISD uses Map as its universal screener. See Map data in addendums.

TEKS Resource System a requirement to use in all areas across the district.

Use of DMAC for walkthrough/feedback on instructional practices

Athens ISD is using Bluebonnet Math as its Math curriculum for the 25/26 school year. Region 10 and TEA are supporting this program with the LASO grant.

An array of contracted services are utilized by campuses which provide learning opportunities and resources

Use of common assessments in order to systematically gather and analyze data to monitor academic progress

Use of Common Instructional Framework Professional Learning Communities Embedded staff development throughout the year

Use of social-emotional strategies in order to teach coping mechanisms, decrease stress, and strengthen relationships

Curriculum, Instruction and Assessment

- TEKS Resource System a requirement to use in all areas across the district.
- Use of DMAC for walkthrough/feedback on instructional practices
- An array of contracted services are utilized by campuses which provide learning opportunities and resources
- Use of common assessments in order to systematically gather and analyze data to monitor academic progress
- Use of Common Instructional Framework
- Professional Learning Communities
- Embedded staff development throughout the year
- Use of social-emotional strategies in order to teach coping mechanisms, decrease stress, and strengthen relationships

Curriculum, Instruction, and Assessment Strengths

Curriculum, Instruction and Assessment

- TEKS Resource System is now a district-wide implemented curriculum management system for K-12 in all content areas.
- A variety of intervention programs at all campuses
- PINNACLE Early College High School
- Utilizing the Lead4ward,DMAC and Branching Minds to analyze data to address the needs of students
- Additional CTE programs
- Dual Credit course offerings
- Utilization of Branching Minds software to organize the MTSS for the district

Curriculum, Instruction, and Assessment Needs

- Improve academic performance, especially in writing, reading and math
- Administer/monitor TEKS Resource System unit assessments
- Analysis of the effectiveness of intervention programs

Family and Community Engagement

Family and Community Engagement Summary

All campuses had Title I meetings. Committees reviewed and received input for the 25-26 Parent and Family Engagement Policy.

Stakeholder meetings were held during the 2024/25 school year . A meeting was held in May of 2025 to complete a Comprehensive Needs Assessment. Title programs I-V were explained and discussed. During the meeting stakeholders were asked for input regarding spending for Title I and Title II programs. All stakeholders were present and many gave valuable input.

Family and Community Engagement Strengths

AISD has a very strong parent support and includes parents in many committees and decisions.

Family and Community Engagement

Athens ISD is committed to improving our culture through a growth mindset and social-emotional learning. Positive relationships are built with our stakeholders in the community. Our goal is to provide opportunities, training, and information for parents that will be meaningful, improve student achievement, and increase effectiveness.

School Culture and Climate

Each campus uses a variety of activities to improve the educational climate which promotes parent and family engagement.

Safety protocols are an emphasis as well as a focus on student health.

Administrators are available for stakeholders when needed.

Family and Community Engagement

- English/Spanish signs, information, communication
- Volunteer opportunities provided
- Lunch Buddies
- Community support and participation
- Partnerships with TVCC
- Athens Public Education Foundation
- Multiple campus offerings for parent and family engagement

Family and Community Engagement Needs

- Tutoring program with adults from community
- Encourage more parent involvement
- More community involvement
- Involve local businesses with specific programs, (not just money, but people and time)
- More help with backpack program and Watch DOG programs
- Use public relations personnel to promote exposure of district to local businesses
- Volunteer opportunities more publicized
- Ways to help parents at home with school work
- Offer off-campus educational activities
- Parent involvement and community involvement (including churches)
- Campus liaison to involve parents
- An array of methods/opportunities specifically to increase parental involvement of our minority population
- Church announcements
- Have kids attend Kiwanis, Rotary and United Way
- What can AISD give back to community
- Printed list of monthly activities in English and Spanish
- Need translator for PTO meetings
- More community partnerships
- Parent info resources in lobby
- Incentives for parent involvement
- Students need to “see” community involvement
- Campus Parent liaison
- More community volunteer opportunities
- Community outreach programs
- Event to connect parents with teachers
- Need translators in all parent meetings
- Include parents in selection of core classes

District Organization

District Organization Summary

The data for the District Context and Organization Summary is based on the most recent published TAPR

Professional Staff: 283.7

Educational Aides: 77.6

Auxiliary Staff: 76

Librarians: 2

Counselors: 8 full time

Texas Financial Integrity Rating System from TXSchools.gov : Overall Rating: A

District Organization Strengths

AISD values and implements small class sizes.

Athens ISD consistently receives a grade of A for the Texas Financial Integrity Rating System.

Stipends for Masters Degree

The district utilizes Athens PD for School Resource Officers. The duties of these officers are found in SKEC Board Policy

A school resource officer shall perform duties as described in the MOU and as included in the District improvement plan and the Student Code of Conduct. Pursuant to the MOU, a school resource officer shall:

1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.
2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, school resource officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.
3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.
4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.

School Organization

- DIP and CIP goals are aligned with the Strategic Plan.
- The objectives are clearly stated and monitored multiple times a year
- Processes are in place to achieve these goals
- Shared leadership on campuses
- Teacher quality is a focus
- PLC focus on all campuses

1. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.
2. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.
3. Carry a firearm in accordance with the MOU and the directives with the commissioning entity.
4. Carry out all other duties in accordance with the MOU.

A school resource officer shall not be assigned routine classroom discipline or administrative tasks. Each school resource officer shall receive at least the minimum amount of education and training required by law.

School Organization

- Athens ISD is a District of Innovation which has allowed for earlier start date as well as staff development days embedded throughout the year for teacher growth and support. DOI has also afforded the district the opportunity to locally certify CTE teachers if they possess the appropriate credentials.
- Athens ISD completed a new Strategic Plan in the fall of 2025. All goals are guided by that process of needs assessment.
- Student progress reports are reviewed every three weeks and interventions are utilized based on student needs. Intervention teachers help provide support to teachers and address students' needs.

District Organization Needs

- Leadership capacity; Communication/collaboration between administrative and teaching staff
- Structure and processes that support being proactive, not reactive to issues as they arise.
- Vertical alignment that supports collaboration among staff
- Coordination of campus alignment
- CTE funds and facilities
- More meaningful instruction; Curriculum defined, communicated, implemented and reviewed
- Transition and support - tracking students after high school, outreach to daycares
- Deter outside influences on students (Prevention measures)

Technology

Technology Summary

Athens ISD Technology devices consist of a number of Desktops, Laptops, iPads, Chromebooks, Projectors, Phones, Printers, Networking such as switches and Access Points, Servers (physical and virtual), Digital signage Tv's, Large multi tv displays, Security cameras, UPS Backups, etc.. Each teacher has been issued a Laptop as requested. Each classroom has a desktop computer, projector and phone for use. The Technology Dept. manages and maintains all endpoint devices and peripherals involving technology. Technology manages endpoint protection such as antivirus and EDR protection. Vulnerability patching, software upgrades, virus remediation, etc..

Technology Strengths

We have a strong and knowledgeable technology team that keeps up with work orders and takes care of issues that may arise. We have a very secure network to keep our staff and students safe. We strive for a 2 hour turnaround on helpdesk issues. We were able to get laptops for every teacher and install a new projector in every classroom that required one. We are one to one with chromebooks for students at all campuses.

Technology

- Technology plan for Athens ISD seeks to make technology an integral part of the educational process for all the students from their first steps into pre-kindergarten to their last steps across the stage at graduation. To accomplish our mission, we believe our technology plan must meet the needs of the students, the staff, and members of the Athens community. We address these needs in a plan that provides a comprehensive foundation on which to build into the next decade.
- District faculty and staff will raise the standard of student performance with the expansion of learning through technological advancements.
- The staff will also develop new instructional strategies for assessing, and communicating with students electronically.
- Within the classroom, teachers will model the use of effective, innovative technological applications for students and share newfound skills with colleagues.
- Community members will have greater access to information through the school district's communication system. The new link of electronic communication between parents and teachers will be beneficial to all involved.
- Web sites, collaborations with institutes of higher learning, will have a dramatic effect on the Athens community as a whole **Technology**
 - School website is user friendly
 - Website is updated regularly
 - Use of Facebook and Twitter
 - Use of the Remind 101 system as a district
 - Career Technology Education offerings
 - Branching Minds Software
 - Use of Canvas to provide curriculum access to students and parents.

Technology Needs

- What documents can be digitally signed?
- PTO links on Facebook and Website
- Do we know what % of students have web/email access?
- Campus specific information on website
- PTO info on website
- Additional Parent Involvement information on website
- Listing of all organizations and groups with emails and phone numbers listed on the website
- Training of Skyward access on phones
- Better communication system for parents in case of emergency
- Awareness of trends in technology
- Adequate training on tech tools
- Social media challenges
- Infrastructure appropriately supports technology

Priority Problem Statements

Problem Statement 1: Athens ISD has a decline in certified applicants over the past several years.

Root Cause 1: Lack of individuals entering the field of education.

Problem Statement 1 Areas: District Culture and Climate - Staff Quality, Recruitment, and Retention

Problem Statement 2: Low percentage of students achieving proficient on ECR and SCR written prompts.

Root Cause 2: A need for continued training on the new STAAR rubric.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Low percentage of students performing at Meets and Masters level on STAAR

Root Cause 3: Needed improvement on feedback provided to teachers regarding rigorous, grade level appropriate standards.

Problem Statement 3 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

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
- Special education/non-special education population including discipline, progress and participation 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
- 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
- Annual dropout rate data
- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: AISD will create a plan of personalized professional learning, teacher collaboration, and curricular implementation that provides instructional coherence to ensure student growth.

Performance Objective 1: 1.1 AISD will equip teachers for rigorous and engaging instruction as evidenced by observed improvement of Tier I instruction.


High Priority

Evaluation Data Sources: Walkthroughs, observations, artifacts,

Strategy 1 Details	Reviews			
Strategy 1: Implement a professional learning plan that provides teachers with choice. Strategy's Expected Result/Impact: Improved teaching and instruction Staff Responsible for Monitoring: District/Campus admin	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Implement a district-wide procedure for instructional rounds and Engage in vertical and horizontal planning regularly Strategy's Expected Result/Impact: Improve teaching and instruction Staff Responsible for Monitoring: District/Campus Admin	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3 Details	Reviews			
Strategy 3: -Expand the current teacher mentoring program to provide support for new to the district teachers Strategy's Expected Result/Impact: Improve teaching and instruction Staff Responsible for Monitoring: District admin	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4 Details	Reviews			
Strategy 4: -Create a robust curriculum department and strengthen principal and assistant principal capacity to serve as instructional leaders in order to support instructional planning, quality instructional strategies in Tier 1 instruction, data analysis and data infrastructure and improve observation and feedback systems Strategy's Expected Result/Impact: Improve teaching and instruction Staff Responsible for Monitoring: District Admin	Formative			Summative
	Sept	Nov	Feb	May

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 1: AISD will create a plan of personalized professional learning, teacher collaboration, and curricular implementation that provides instructional coherence to ensure student growth.

Performance Objective 2: 1.2 All students will graduate ready for their post-graduate goals as evidenced by an increase in the number of student who enroll in a 4-year institution along with an increase in students who obtain immediate work in their pathway field.

High Priority

Evaluation Data Sources: Anual review of THECB report, exit survey for seniors





Strategy 1 Details	Reviews			
Strategy 1: -Develop programs to connect Athens alumni with current students to help students explore post-graduate opportunities Strategy's Expected Result/Impact: Prepare students to graduate ready for post-graduate goals Staff Responsible for Monitoring: Campus admin	Formative			Summative
	Sept	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: AISD will create a plan of personalized professional learning, teacher collaboration, and curricular implementation that provides instructional coherence to ensure student growth.

Performance Objective 3: 1.3 All students will make progress every year as seen in Map scores, reduced Tier 2 MTSS referrals, and consistent academic/social and emotional growth each year.

High Priority

Evaluation Data Sources: MAP, Circle, TXKea, STAAR, TELPAS, DESSA, RDA





Strategy 1 Details	Reviews			
Strategy 1: -Develop and implement district/campus MTSS protocols Strategy's Expected Result/Impact: Improve student progress Staff Responsible for Monitoring: District/Campus Admin	Formative			Summative
	Sept	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: AISD will create a plan of personalized professional learning, teacher collaboration, and curricular implementation that provides instructional coherence to ensure student growth.

Performance Objective 4: 1.4 All students and teachers will work toward high expectations as seen in reduced discipline referrals and teacher survey data.

High Priority

Evaluation Data Sources: student behavior data, behavior specialist reports





Strategy 1 Details	Reviews			
Strategy 1: -Annually review the district grading policy and consider implementation of a midterm and final exam policy. Strategy's Expected Result/Impact: Work toward higher expectations. Staff Responsible for Monitoring: District admin	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: -Develop common school-wide behavior expectations, core values, and explicit instruction around procedures and expectations and Develop and annually review an Athens ISD learner and educator profile Strategy's Expected Result/Impact: Work toward higher expectations Staff Responsible for Monitoring: District/Campus Admin	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3 Details	Reviews			
Strategy 3: -Develop a district-wide, vertically aligned, scope and sequence to address student success skills Strategy's Expected Result/Impact: Work toward higher expectations for all students. Staff Responsible for Monitoring: District admin	Formative			Summative
	Sept	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: AISD will create a plan of personalized professional learning, teacher collaboration, and curricular implementation that provides instructional coherence to ensure student growth.

Performance Objective 5: 1.5 All students will attend school as evidenced by a minimum of 95% attendance rate.

High Priority

Evaluation Data Sources: daily/quarterly attendance reports





Strategy 1 Details	Reviews			
Strategy 1: -Adopt a comprehensive communication plan to educate the community about the importance of attendance and the relevant laws and district policies Strategy's Expected Result/Impact: Improved student attendance Staff Responsible for Monitoring: District admin	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: -Implement community outreach activities such as curriculum nights, etc. Strategy's Expected Result/Impact: Improve student and parent attendance Staff Responsible for Monitoring: District/Campus Admin	Formative			Summative
	Sept	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: AISD will create an innovative plan to attract and retain highly qualified staff that are ready to implement our core beliefs. Create a robust staff development program to improve the professional abilities of all educators.

Performance Objective 1: 2.1 AISD will evaluate its compensation plan by reviewing yearly needs assessments, site visits , annual survey for staff

High Priority

Evaluation Data Sources: data gathered on compensation plans, increase in insurance participants, stay interview data





Strategy 1 Details	Reviews			
Strategy 1: Research and compare compensation plans, longevity, local day buyback and local days awarded between neighboring districts. Strategy's Expected Result/Impact: Attract and retain employees Staff Responsible for Monitoring: District Admin	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Research successful employee daycare programs to evaluate possible implementation. Strategy's Expected Result/Impact: attract and retain employees Staff Responsible for Monitoring: District admin	Formative			Summative
	Sept	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: AISD will create an innovative plan to attract and retain highly qualified staff that are ready to implement our core beliefs. Create a robust staff development program to improve the professional abilities of all educators.

Performance Objective 2: 2.2 AISD will create a Grow-Your-Own Apprenticeship program which will be evaluated by levels of participation and interest.

High Priority

Evaluation Data Sources: interviews, surveys, participation





Strategy 1 Details	Reviews			
<p>Strategy 1: Investigate all facets of Grow Your Own programs including partnerships with Institutes of Higher Education with an emphasis in the area of bilingual educators.</p> <p>Strategy's Expected Result/Impact: Increase AISD capacity to hire teachers from their own community.</p> <p>Staff Responsible for Monitoring: District Admin</p>	Formative			Summative
	Sept	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: AISD will create an innovative plan to attract and retain highly qualified staff that are ready to implement our core beliefs. Create a robust staff development program to improve the professional abilities of all educators.

Performance Objective 3: 2.3 AISD will implement initiatives to provide more daily support for district staff as seen in mentoring data, decrease in behavior referrals and walkthroughs.

High Priority

Evaluation Data Sources: surveys, DMAC, Number of behavior support personnel.


Strategy 1 Details	Reviews			
<p>Strategy 1: -Evaluate the current mentor program and implement any changes needed to ensure more structures/supports can be provided for staff Strategy's Expected Result/Impact: Improve support for staff Staff Responsible for Monitoring: District admin</p>	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2 Details	Reviews			
<p>Strategy 2: -Evaluate expanding behavior classrooms to all elementary campuses and support across the district to determine needs and Research ways to support and train teachers and paraprofessionals in the management of students with disruptive behavior issues Strategy's Expected Result/Impact: Improve support for staff Staff Responsible for Monitoring: District Admin</p>	Formative			Summative
	Sept	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: AISD will create a plan that encourages teachers and students to become more involved in extracurricular activities and that utilizes community resources to support school programs.

Performance Objective 1: 3.1 AISD will encourage teacher and staff involvement in extracurricular activities as seen in the number of participants in programs and an increase in the number of sponsors,

High Priority

Evaluation Data Sources: surveys, assessment of program, needs assessment





Strategy 1 Details	Reviews			
Strategy 1: Conduct an annual assessment to identify staffing needs and establish a comprehensive mentorship among staff. Strategy's Expected Result/Impact: Encourage staff involvement in extracurricular programs Staff Responsible for Monitoring: District /campus admin	Formative			Summative
	Sept	Nov	Feb	May
				

Goal 3: AISD will create a plan that encourages teachers and students to become more involved in extracurricular activities and that utilizes community resources to support school programs.

Performance Objective 2: 3.2 AISD will encourage student involvement in extracurricular activities corroborated by growth of the student participation by at least 10%

High Priority

Evaluation Data Sources: annual numbers, exploration of new programs





Strategy 1 Details	Reviews			
Strategy 1: -Expand and explore feeder opportunities at the middle school level to strengthen the pipeline for future talent Strategy's Expected Result/Impact: Encourage student involvement in extracurricular programs Staff Responsible for Monitoring: District admin	Formative			Summative
	Sept	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 3: AISD will create a plan that encourages teachers and students to become more involved in extracurricular activities and that utilizes community resources to support school programs.

Performance Objective 3: 3.3 AISD will utilize community resources to support the expansion of extracurricular programs with the creation of a Senior Hornet Program and an annual CTE Job Fair Exchange Program

High Priority

Evaluation Data Sources: evaluation of program





Strategy 1 Details	Reviews			
<p>Strategy 1: -Offer meaningful community engagement opportunities that encourage collaboration between students, staff, and local organizations</p> <p>Strategy's Expected Result/Impact: Utilize community resources to build participation in extracurricular activities</p> <p>Staff Responsible for Monitoring: District/Campus admin</p>	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2 Details	Reviews			
<p>Strategy 2: -Strengthen communication by leveraging diverse channels to foster transparency, improve accessibility, and boost engagement across all stakeholders</p> <p>Strategy's Expected Result/Impact: Utilize community resources to build participation in extracurricular activities</p> <p>Staff Responsible for Monitoring: District/Campus admin</p>	Formative			Summative
	Sept	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: AISD will create a plan to design and fund innovative facilities that are adaptable, accommodate growth, and provide a safe environment.

Performance Objective 1: 4.1 AISD will update current facilities for function and aesthetics, identify and prioritize any need for new construction and enhance safety and security across the district.

High Priority

Evaluation Data Sources: safety surveys, security assessment, annual check ins with campus and district leaders to gather feedback, evaluation of drill performance.

Strategy 1 Details	Reviews			
<p>Strategy 1: AISD will review safety and security protocols by conducting a comprehensive safety audit, revising safety training and drill procedures, and evaluating communications related to emergency and crisis response.</p> <p>Strategy's Expected Result/Impact: Enhance and strengthen security and safety across the district</p> <p>Staff Responsible for Monitoring: District admin</p>	Formative			Summative
	Sept	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 19

Brief Description of SCE Services and/or Programs

For Athens ISD, State Comp Ed funding is used in a few key areas to support students in need: Academic Support: Athens ISD might use the funds to hire additional teachers or instructional aides to work with at-risk students or to provide specialized tutoring and interventions. Counseling and Social Services: The district can use the money to fund counselors, social workers, or other staff who can help students with personal challenges that might be impacting their education. After-School Programs: The district may offer after-school programs or summer school to help students catch up or stay on track academically. Professional Development: Teachers and staff may receive additional training on how to best support at-risk students, ensuring that educators are equipped with the right tools and strategies. In summary, Athens ISD uses State Comp Ed funding to create a more supportive learning environment for students who face additional barriers to academic success, helping to ensure they have the same opportunities to thrive as other students.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alejandro Guzman	TEACHER	1
Alma Cleto	PARA	1
Brittani Gannon	TEACHER	1
Carla Adkins	TEACHER	1
Elizabeth Cardenas	PARA	1
Jasmine Vargas	PARA	1
Katie Iglehart	TEACHER	1
LaMia Hornbuckle	PARA	1
Maria Barron	PARA	1
Megan Walker	TEACHER	1
Melinda Fiensod	PARA	1
Melissa Baldwin	PARA	1
Neyeli Silva-Cleto	PARA	1
Nikki Enoch	TEACHER	1
Rachel Wimberly	TEACHER	1
Reyna Zavala	PARA	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Sandra Ariciaga	PARA	1
Sandy Carter	TEACHER	1
Vanessa Galvan	PARA	1

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

AISD utilizes the Common Instructional Framework and Universal Design for Learning in order to present a well-rounded program of instructions to meet the academic needs of all students..

1.2: Identifying students who may be at risk for academic failure;

A Universal screener and monitoring system are put into place along with Hornet Time intervention, Early Warning Indicators monitoring in order to identify students who may be at risk for academic failure.

1.3: Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Intervention time is embedded in all schedules in order to provide educational assistance to students who are determined to need help in meeting the challenging State academic standards. This along with summer school grades 9-12 and summer enrichment program continue to support these students as well.

1.4: Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Our multi-tiered system of support assists us in identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Descriptor 2: Teacher Quality

In order to prevent and address any disparities, Athens ISD administrators use a Tiered walkthrough system to evaluate teachers for effectiveness. If there are issues found, instructional coaches develop action steps to support improvement. New teachers are in a mentor program in which they are monitored throughout the year. Training is provided monthly.

Descriptor 3: School Improvement and Support Activities

Athens ISD identified a District Coordinator for School Improvement. The campus identified for school improvement created a target improvement plan. The TIL (Texas Instructional Leadership) grant was utilized to work Region 10 as the Vetted Improvement Partner. This work follows a two year process that aims to improve instruction and achievement for all students.

Descriptor 4: Measure of Poverty

Based on the current year comparability survey, our three elementary schools are equally supported with Title I funds. Athens ISD meets Schoolwide Title I for all campuses. The district utilizes free and reduced lunch to determine low socioeconomic status.

Descriptor 5: Nature of Programs

Nature of our Title I program

Athens ISD as a schoolwide title I district focuses on a comprehensive approach to provide quality instruction along with high quality instructional materials for all students.

Descriptor 6: Services to Homeless Children and Youth

Homeless students and youth are identified at the school level, by guidance counselors, administrators, and staff and reported to the Liaison. Coordination is made with local social service agencies to provide support. In the event that a student(s) is identified, the District will pay for any necessary transportation and will register the student for free breakfast and lunch. Space will immediately be made available in the program, regardless of grade level. Miscellaneous supplies and materials such as jackets, socks, shoes, notebooks, backpacks, etc. as needed for students in order to provide comparable education in grades K-12 may be purchased. Funds are also set aside for necessary services such as tutoring or counseling.

Descriptor 7: Parent and Family Engagement Strategy

Each year, parents are involved in the policy planning. Surveys are sent out to families for input. Each campus has parent and family engagement opportunities throughout the school year. Click [here](#) for our LEA PFE policy.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Athens ISD does not set aside Title I funds for preschool programs

Athens ISD has Pk 3 classrooms that provide half day schooling for a limited number of 3 year olds. Pk 4 is a whole day program for all who qualify. Athens has opportunities for pk/k round up in the spring of each year.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

NA

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1: Coordination with institutions of higher education, employers, and other local partners;

Athens Middle School incorporates career training through a dedicated career exploration class. 8th grade students visit Athens High School to explore CTE programs and extracurricular opportunities. Athens Middle School and Athens High School partner to host a parent night to explain course selection and endorsement opportunities. The two schools also host a parent night focused on advanced academics.

The Athens High School CTE department hosts a variety of career exploration opportunities with industry partners. For example, they partner with Christus Trinity Mother Francis Hospital to learn about health career options. All Athens High School students take a course dedicated to post-graduate goals. While in this class, students hear from universities, businesses, and military representatives.

10.2: Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Athens Independent School District and Trinity Valley Community College meet regularly through a collaborative council to discuss the needs of students. Athens ISD has provided an early college high school to students since 2008. Athens ISD provides access to dual credit through students not enrolled in the ECHS by paying all tuition and fees for all dual credit students.

Descriptor 11: Discipline Disproportionality

Athens ISD has provided training for teachers that gives them tools for classroom management strategies to use in the classroom. The teachers are given a process that must be followed prior to formal discipline.

Descriptor 12: Coordination and Integration

12.1: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Athens ISD provides multiple program of study opportunities and all programs of study include a Level 4 practicum class.

12.2: Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Athens ISD provides a work based learning program

Descriptor 13: Other Proposed Uses of Funds

13.1: Assist schools in identifying and serving gifted and talented students;

NA

13.2: Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

NA

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Antoinette Moore	Para	AHS	1
Audrey Thompson	Teacher	DTC	1
Donyelle Perry-Young	Teacher	Insruction	1
Erica Rodriguez	Teacher	DYS	1
Filadelfo Hernandez	PARA	BIL	1
Gisselle Benitez	Teacher	Instruction	1
Jennifer Nicholson	Admin	ECHS Liaison	1
Julie Boothe	Teacher	Dyslexia	1
Kimberly Haresnape	Testing	AHs	1
Kristi Routen	Teacher	Instruction	1
Lezlie Wiederhold	Instructional Coach	Instruction	1
Mackenzie Fowler	Para	Library	
Maegan Williams	Teacher	SAE	1
Robert Morton	Para	AHS	1
Shagayla Bowie	Teacher	Instruction	1
Stefani Dalton	Teacher	CAE	1
Tobie Herrington	Instructional Coach/Testing	AMS	1

District of Innovation Committee

Committee Role	Name	Position
Business Representative	Jessica Richardson	Hope Springs Water, Executive
Business Representative	Lange Svehlak	Athens Daily Review, Publisher
Parent	DeShawn Rodriguez	Athens ISD Parent Representative
Parent	Denise Swartwood	Athens ISD Parent Representative
Classroom Teacher	Sanetta Johnson	Teacher
Classroom Teacher	Juan Moreno	Teacher
Classroom Teacher	Heather Davis	Teacher
Classroom Teacher	Sandy Carter	Teacher
District-level Professional	Toni Clay	Communications Coordinator
Administrator	Lisa Howell	Principal
Administrator	Nicole Mason	Principal
Administrator	Jennifer Risinger	Principal
Administrator	Nicole Cornish	Principal
Administrator	Claudia Stiles	Principal
District Level	Janie Sims	Superintendent
District Level	Ginger Morrison	Deputy Superintendent
District Level	Cathy Kirkland	Elementary Curriculum Director
District Level	Brooke Brock	Executive Director of Special Programs

District Improvement Committee

Committee Role	Name	Position
Administrator	Shannon Pursley	Assistant Principal
Teacher	Tobie Herrington	Instructional Coach/Testing
Classroom Teacher	Debbie O'Rear	Teacher
Business Representative	Kathy Means	Business-District of Innovation
Community Representative	Chris Baker	Community-District of Innovation
Classroom Teacher	Karla Burke	Teacher
Classroom Teacher	Sanetta Johnson	Teacher
Classroom Teacher	Maureen Bogowitz	Teacher
Classroom Teacher	Angela St. Valentine	Teacher
Administrator	Jennifer Nicholson	Asst Principal
Administrator	Tony Sikes	Asst Principal
Administrator	Briana Hope	Asst Principal
Classroom Teacher	Audrey Marshall	Teacher
Classroom Teacher	Josh Burks	Teacher
Classroom Teacher	Jane Johnson	Teacher
Classroom Teacher	Zachry Tappan	AST/CTE Director
Classroom Teacher	Lisa Ford	Teacher
Administrator	Bree Parnell	Asst Principal
District Level	Lindsay Conner	Director of Special Populations
District-level Professional	Toni Clay	AISD Communications Coordinator
District-level Professional	Tony Brooks	Director of Technology
District Level	Janie Sims	Superintendent
District Level	Ginger Morrison	Deputy Superintendent of School Operations
District Level	Cathy Kirkland	Director of Federal Programs and Assessment
District Level	Brooke Brock	Executive Director of Special Programs

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Janie Sims