

FMP 2019

Key Factors and Vision Statements

02.28.2019 FABPAC Meeting – For Review and Discussion

KEY FACTORS

FUTURE-READY: As a *future-ready* district, Austin ISD must anticipate future demands of current and up-and-coming educational opportunities and experiences for students and educators that coincide with the programs, businesses and industries within, and coming to, Austin to prepare our students for their career progression and continued education.

/ Leap ahead rather than just catching up

SUPPLY AND DEMAND: Offer educational opportunities and experiences for students and educators that are desired and demanded to utilize the best resources and opportunities that the district can provide to fully prepare our students for career opportunities and advancement of education in the Central Texas region and beyond.

/ Flexibility and Optimization of assets

/ Adaptability of resources and programs

/ Both student and industry demands

OPERATIONS: Provide better opportunity for students by establishing efficient operations and programs to share common space and curriculum to reduce operational costs.

/ Governmental influences on funding

/ Operations of Programs

/ Maintenance and Operations of Assets

/ Transportation

/ External rentals and needs

/ Partnerships

PARTNERSHIPS: Develop partnerships that can reflect our students' identities and leverage opportunities for real world experience and educational development for all students.

/ Leverage and expand partnerships

/ Develop strategies to cultivate new partnerships

/ Link proximity of partnerships to district assets to aid in reduction of operation costs and provide the best opportunities for mentorship, externships, internships and collaboration

PROGRAMS AND OFFERINGS: Incorporate student agency, to provide the best personalized educational experience that will prepare them for today's careers and establish a creative foundation for future careers yet to be imagined.

| Determine what programs offer the best future for students and educators based on data developed in Key Factors 1-4

| Draw alignments to state and national programs that positions students to be competitive in the next chapter of their lives following graduation

| Incorporate student agency into changes to the program offerings at the district and campus level

GROWTH: Implement strategies that incorporate the current and future visions for Austin ISD, the City of Austin, Central Texas region, and our ever-changing environment.

| Consideration of future plans and projections for the Central Texas Region

| Develop plans for fluctuations in expectations of growth that allow for adaptability and flexibility in programming and assets

| Student Agency and changes in education

| Include all communities in the Greater Austin Area

| Coordination with other districts and agencies in the region (Collaborator not Competitor)

VISION STATEMENTS

Athletics and Wellness

PRIDE: Generate pride in students, staff, and community to improve retention and participation through enhanced facilities.

CONNECTIVITY: All Athletic programs should instill a sense of belonging within each local community by enhancing the connectivity of all athletic feeder programs at all elementary and middle schools and by designing athletic facilities that reinforce the overall competitive pride of the District throughout the Austin Region.

ACCESSIBILITY AND EQUITY: Provide equity between campuses to better serve local student and community interests, and create facilities that increase student, staff and community wellness, by accommodating a variety of programming accessible to all.

ENHANCED PARTNERSHIPS: Improve business partnerships to assist in providing resources to benefit all athletic programs in the District and enhance community partnerships to seek out opportunities to share facilities and programs to increase overall student, staff, and community health and wellness.

EFFECIENCIES: Improve the overall student and parent experience by managing logistics in the design and planning of athletic facilities, including their modernization to enhance life safety, security and event scheduling and management.

SYNERGIES: Identify cross-curriculum opportunities by creating synergies with Career Technical Education and Fine Arts programs that create multi-purpose, flexible, state-of-the-art spaces that can be

adapted to serve both the District and the Community.

Fine Arts and Creative Learning

A LIFE WITH ART: Create a lifelong appreciation for the arts, whether that be through mastery, proficiency or leisure.

STUDENT AGENCY: Foster student voice and choice and allow students to select and guide their artistic path and engage with the programs and facilities at their own pace.

ACCESSIBILITY AND EQUITY: Provide equity for all students within all aspects of Fine Arts, including access to world-class facilities, equipment, instruments, and instruction from educators and coaches.

COMMUNITY: Develop community around programs - both across the district and within individual campus neighborhoods – that promote strong relationships with local partners and affords students opportunities to take pride in their education, their performances, and their creative work.

CELEBRATE ARTISTIC EXPRESSION: Reflect an arts-rich environment that immerses and exposes all students to the many forms of artistic expression and provide a multitude of spaces – both professional and impromptu – for which they may express any level of proficiency or performance.

HIGH QUALITY ENVIRONMENTS: Create spaces that provide high quality environments that best prepare students to be successful today and into the future. Spaces should be flexible and adaptable to meet the changing needs of the Fine Arts programs and provide the best operational opportunities for the district to move forward.

Career & Technical Education and Industry Pathways

PROMINENCE: Promote a new awareness of CTE and career readiness by reinforcing relevance, curiosity, exploration and the importance of these careers to our society as a whole. Disregard the old stereotypes of “vocational” or “alternative” education and the social stigmas that they represent. Take CTE from the “back rooms and shops” of schools and bring it forward to a prominent position equal to all other programs. Reinforce the notion of CTE as a great unifier of community, business, education and government.

ACCESSIBILITY AND EQUITY: Provide equitable access for all learners to all District CTE Programs through the strategic location of centralized and dispersed facilities at local campuses, and where possible, near community and business partners that closely align to those specific CTE Pathways. Consider all current and future technology and transportation options for students in order to support equitable access.

CONNECTION & ALIGNMENT: Continue to nurture existing partnerships with community and industry partners and develop new partnerships that will align with CTE Pathways now and into the future. Leverage partnerships to provide mentorship through apprenticeships, externships and internships for students as well as providing guidance and input toward the development of curriculum and programs

that align with industry needs and trends. Foster opportunities with community and industry partners to provide requisite equipment, training procedures, resources and adjunct instructors and mentors.

FLEXIBILITY AND ADAPTIBILITY: Create CTE Facilities that provide flexible learning environments that allow for a variety of educational delivery methods to accommodate adjustments in program pathways during the school year and are also designed for adaptability to accommodate changes in existing CTE programs or new CTE programs in the future. Consider offering of programs at non-standard hours to support alignment with industry partners, and potential extra-curricular and community education programs.

SHARED FACILITIES: Where possible, consider the joint or shared use of spaces and facilities with other AISD programs as well as the potential use of industry partner facilities toward the delivery of CTE program education and consider the potential uses of CTE facilities by the Austin ISD Community. Continue to develop synergies and cross-disciplinary opportunities with other AISD programs like Fine Arts, Athletics and Core and Elective courses of study.