

Current and Potential Long-range Planning Strategies

This document lists each problem statement (the original statement as developed by the committees, and proposed revisions) as well as strategies already in progress and ideas for new potential strategies. The potential strategies are a starting point for discussion with the long-range planning committees to disrupt root causes of the problems. Additional strategies will be included based on community and committee input.

Notes:

- **Bold text** are the committee's prioritized statements.
- Original statements were approved by the committees on December 14, 2021
- Proposed revisions are for committee's review
- Underlined text indicates potential strategies that may require bond funding

Links to Fishbone Murals for All Statements

Bookmarks:01

- [Academics & CTE](#)
- [Athletics](#)
- [Facilities](#)
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- [Technology](#)
- [Transportation, Food Service, and Maintenance](#)
- [Visual and Performing Arts](#)
- [Overarching](#)

Academics & CTE

Goals should address the root causes, if you'd like to revisit this work please visit the following links:
[5 Whys Work](#), [Root Cause Fishbones](#)

1. Original: Learners, teachers, campus administrations, and campus-based staff, at every school, need the district to adequately and appropriately staff and support campuses, so that all academic and social-emotional needs of students are met.
 - **Proposed Revision**: Historically underrepresented and often vulnerable students (economically disadvantaged, experiencing homeless/foster care, students accessing SPED services, emerging bilingual, immigrant) and struggling learners must be ensured equitable resources and staffing which meet the needs of all students and campuses.
 - Current Strategies:
 - Provide a guaranteed and viable PK-12 curriculum to ensure equitable access to rigorous instruction across the district.
 - Digital tools and curriculum resources provide language and accessibility support to individualize learning for the varied needs of students.
 - Staffing formulas provide weighted allocations for students who are economically disadvantaged.
 - Potential Strategies:
 - Develop a menu of evidence-based instructional training sequences for reading and math.
 - Provide training to district staff in the area of scheduling of services to ensure special populations are purposefully considered when master schedule decisions are made.
 - Launch robust and ongoing professional learning for educators at all levels of the organization to effectively implement instructional practices that meet the needs of all learners.
2. Original: All AISD students at all grade levels and all campuses need access to baseline, fundamental, and necessary academic programs and the district is accountable for equitably resourcing and funding those programs
 - **Proposed Revision**: Students with disabilities, students of color, emerging bilingual and immigrant students, economically disadvantaged students, students in alternative placement, and students in segregated special education settings lack access to proven, baseline, fundamental, and necessary academic programming.
 - Current Strategies:
 - Provide a guaranteed and viable PK-12 curriculum to ensure equitable access to rigorous instruction across the district.

- Accommodations and modifications are made to the grade level curriculum based on the student's Individualized Educational Plan IEP.
 - Grade level content BLEND courses have accessibility features to access grade level content are available to all students, teachers, and families
 - Administer universal screeners such as MAP to monitor the growth of ALL students.
 - Potential Strategies:
 - Survey campuses to determine resource and program needs.
 - Conduct campus-level resource mapping.
 - Launch expanded and enhanced professional development (at all levels) to ensure consistency of Multi-Tiered Systems of Support implementation and differentiated instruction .
 - Review current curricular resources and update resources based on department review and teacher input.
3. Original: Students who require specialized instruction need high quality, inclusive instruction that is not dependent on centralized placements and programs, but instead relies on supporting their individual needs at their home campus, in order to improve outcomes for all students.
- **Proposed Revision: Students who require specialized instruction (identified and not yet identified) lack equitable delivery of high-quality, inclusive experiences, instruction and related services, at their home campus.**
 - Current Strategies:
 - Instructional accommodations and modifications as well as related services such as, but not limited to, adaptive physical education, speech and language services, and other related services are provided in an inclusion model in which therapists/teachers implement each student's IEP.
 - We are a district for inclusive learning: high expectations for all children, high outcomes for every student.
 - Principals are engaging in a series of professional learning on inclusive environments and inclusive learning.
 - Potential Strategies:
 - Improve implementation of district-approved tiered academic interventions across grade levels and campuses.
 - Provide training in the area of accommodations, modifications, and differentiated instruction to general and special education teachers as well as teachers from other special population groups.

- Ensure ARD committee decisions are made using the Continuum of Services to ensure students are served in the Least Restrictive Environment (LRE).
4. Original: All AISD elementary students need access to inclusive dual-language learning opportunities, and all AISD secondary students need access to inclusive LOTE (Languages other than English) opportunities, meeting students where they are at, regardless of circumstance, in order to support language acquisition.
- **Proposed Revision:**
 - **Current Strategies:**
 - Dual Language (DL) and sheltered instruction strategies are incorporated into the general education curriculum and DL curriculum. Both the Dual Language and General Education curriculum are culturally responsive.
 - Dual Language Program Evaluation is in progress.
 - AISD provides alternative ways to earn LOTE credit such as Credit by Examination (CBE) and credentialing.
 - Launch Multilingual Instructional Framework for all Multilingual programs.
 - Secondary classrooms (DL, ESL, LOTE) include sheltered instruction strategies that are culturally and linguistically sustaining.
 - **Potential Strategies:**
 - Refine the DL curriculum.
 - Incorporate recommendations from the Dual Language Evaluation Executive Summary into the Dual Language Strategic Plan.
 - Ensure fidelity of Dual Language instruction implementation
 - Develop a bank of instructional strategies that all teachers access via training opportunities (Literacy Routines).
5. Original: All secondary students need awareness of and access to appropriate CTE offerings that support a variety of career pathways and certifications that ensure success after high school.
- **Proposed Revision:**
 - **Current Strategies:**
 - Sixth graders currently can access a Investigating Careers course, which might be specific to campus offerings.
 - CTE reviews all choice sheets from campuses to ensure correct course offerings.
 - Principals currently may request CTE program changes each year, based on student interest.

- Student sharing district wide allows for access to programming currently not at home campus.
 - Potential Strategies:
 - All secondary schools will have a universal choice sheet.
 - Additional counselor training WRT to CTE Programs of Study offerings districtwide
 - Revise the “Investigation Careers” course in sixth grade to preview all CTE Program offerings districtwide.
 - Revise course approval to ensure consistency in programming and vertical alignment with CTE Programming.
 - Develop a multipurpose center that can be used to extend CTE/Fine Arts/Athletics opportunities to students (competitions, hands-on activities, performances).
 - Develop CTE centers that would concentrate CTE programs and allow access to all (2019 FMP).
6. Original: AISD campuses need additional support and yearly training surrounding Universal Design for Learning and inclusive practices for all staff members to facilitate shared responsibility and instruction for students with disabilities, identified and yet identified.
- Proposed Revision:
 - Current Strategies:
 - In the general education curriculum, we have strategies for students with Individualized Education Plans (IEPs).
 - Curriculum writers include Universal Design for Learning (UDL) strategies within lesson plans.
 - Potential Strategies:
 - District level staff will attend CAST UDL training modules and incorporate the UDL approach when designing curriculum, coaching, and providing professional learning.
 - Professional learning will include opportunities for teachers to develop understanding and application of UDL.
 - The Special Education Department will collaborate with district departments to train teachers in the area of UDL and differentiated instructional strategies.
7. Original: Parents need enhanced communication and support for students in two-way dual language programs, including educators and staff alignment across campuses, in order to support language acquisition.
- Proposed Revision:
 - Current Strategies:

- We have offered virtual parent and community sessions in all four languages represented in our Dual Language programming (Spanish, Vietnamese, Mandarin, and English).
 - Sessions included information on how to support your student in a dual language classroom.
 - We provided a toolkit for parents through a Principals' Weekly containing resources to support parents of students participating in a Spanish/English dual language programming with the expectation that principles communicate with parents.
 - **Potential Strategies:**
 - Campuses would provide language classes in the partner language for parents of students participating in dual language programming.
 - Partner with Parent Support Specialists to expand access to the toolkit and share resources that support parents of students participating in dual language programming.
8. **Original:** Learners in underserved communities need additional curricular and extra-curricular instructional support, programs, and resources, during and before/after school hours, to improve their academic outcomes and increase access to future opportunities.
- **Proposed Revision:**
 - **Current Strategies:**
 - Fund summer camps for underserved communities.
 - Increase staff awareness of community programs to support extracurricular experiences for students.
 - Our student data systems have been expanded to capture external service provider opportunities and data.
 - **Potential Strategies:**
 - Partner with community organizations throughout the city to provide mentoring and tutorial services (sororities, fraternities, etc.).
 - Campus Child Study Teams review available external service provider opportunities during meetings to support individual student needs.
 - Partner with vendors to support field trips, camp opportunities, and professional learning for teachers.
9. **Original:** Learners at all AISD schools need a continuum of services to help them transition from grade to grade as well as between remote learning and traditional face to face instruction for students to continue their trajectory of progress towards personal learning goals.
- **Proposed Revision:**

■ Current Strategies:

- Families can access the Year at a Glance from the AISD website. This document allows families to view what students will learn in each grade level and provides word study lists and other resources.
- Transition camps support students moving from grades 5 to 6 and from grades 8 to 9 (Transition ARDs, Student campus tours, vertical academic alignment).
- Transition Admission Review Dismissal (ARD) meetings take place yearly for rising sixth and eighth grade students.
- Provide teachers with time to review interventions and supports provided to students in previous grades to ensure a continuance of services.

■ Potential Strategies:

- Campuses conduct bridging meetings with feeder schools for students receiving tiered interventions or Section 504 services between transition years (grades 5 to 6 and grades 8 to 9) to review learning and social-emotional needs.
- Use digital portfolios to support student learning and goal setting to allow students to see growth over time.
- Ensure that transition ARDs address transition needs of students moving to another level (from ES to MS and from MS to HS).
- Provide professional development for principals in supporting transition by providing teachers with time to review interventions and supports provided to students in previous grades to ensure an effective continuation of services.

10. Original: All AISD PK & Kindergarten students need school policies to allow for their parents to participate in the day-to-day activities, in order to receive the emotional support they need to be successful in their transition into school.

○ Proposed Revision:

■ Current Strategies:

- District partners with vendors to support academic success and readiness for PK and Kindergarten students.
- Campuses engage in Meet the Teacher at the beginning of the year.
- District provides community engagement and school year preparation events such as Back-to-School Bash and Operation Reconnect.
- Create and share videos illustrating a student's daily experience in Pre-K.

■ Potential Strategies:

- Provide transition backpacks that have information about preparing parents for kinder and books about going to kindergarten for students.
- Offer opportunities for children/parents to visit a kinder classroom.

11. Original: All AISD students and parents need broader access to consistent, grounded, and innovative instructional models with vertical alignment that are supported by leadership and embed appropriate scaffolds across-grade levels for students to progress independently, regardless of external support, and transition smoothly from one year to the next.

- **Proposed Revision:**

- **Current Strategies:**

- Vertical alignment is supported in curriculum documents.
- Blended learning models are supported in the curriculum.
- Curriculum documents include scaffolds and differentiation to support student learning.
- Utilize common district short-cycle assessments and vendor-provided progress monitoring and growth measures.

- **Potential Strategies:**

- Embed best practices of Universal Design for Learning.
- Provide ongoing professional learning and job-embedded coaching.
- Implement Professional Learning Communities (PLCs).
- Collaborate with campus principals to align middle school CTE offerings to the vertical team's CTE Programs of Study.

12. Original: AISD community partners and stakeholders need transparent, data-informed information from AISD to make informed decisions in regards to how to best meet their student's specific needs.

- **Proposed Revision:**

- **Current Strategies:**

- Make available [Public facing data dashboards](#) on Austin ISD website.
- District and campus data is presented at monthly board meetings.
- Campus Advisory Committees (CACs) meet monthly to discuss campus data and initiatives.
- Parent-Teacher Conferences and ARD committee meetings are student specific and available upon request.
- All parents have access to Parent Self-Serve: grades, attendance, email communication etc.
- BLEND also serves as a communication platform along with access to grades and school work.

- Report Cards and Progress Reports are provided to all students and parents on a regular basis.
 - Potential Strategies:
 - Identify pain points for parent access.
 - Streamline parent communication processes.
 - Expect accurate and updated Parent Contact in all systems.
13. Original: Students deserve access to facilities (ex. private bathrooms/changing tables) and services (ex. daily living and transition activities) that ensure their dignity is maintained while also addressing their specific needs at their home campus, in order to foster the maximum level of independence for each student.
- Proposed Revision:
 - Current Strategies:
 - The District provides gender neutral bathrooms, as well as, nurses office.
 - The Special Education Department provides any additional staff, supplies, and furniture for providing services to students as outlined in a student Individualized Education Program (IEP).
 - Potential Strategies:
 - Set explicit campus guidelines for supporting students.
 - Ensure all campus facilities are ADA compliant.
14. Original: AISD families and educators need access to affordable daycare services, including before and after school, for them to prioritize their children's education.
- Proposed Revision:
 - Current Strategies:
 - Provide a full-day Pre-4 program.
 - Some after school programs through community partners provide discounts for staff or qualifying families.
 - Potential Strategies:
 - Prioritize enrollment for staff.
 - Austin ISD will expand current Pre-K opportunities for families both school-day and after-school day.
15. Original: Newly-arrived international students and families in AISD need additional instructional, social, and emotional support, at the District and campus level, in order to ease their transition into the school, their community, and the United States.
- Proposed Revision:
 - Current Strategies:

- The district provides an International Welcome Center and Refugee Family Support Office and a High School Newcomer Center at International High School.
 - The Multilingual Education Team provides various professional learning opportunities.
 - Curriculum development occurs for English as a Second Language (ESL) specific courses that support newcomers to ensure linguistically appropriate support for grade level content access.
 - Potential Strategies:
 - Create a toolkit to support campuses that are welcoming newcomer and refugee students.
 - Expand professional learning opportunities for teachers and administrators.
 - Centralize the International Welcome Center, Refugee Family Support Office, and International High School on one campus for accessibility, potential growth, and access to supports.
16. Original: All AISD families need access to safe, inclusive, full day, right-sized, age appropriate, and instructionally-sound PK programs that center children's social and emotional development, including parent development, in order to increase kinder-readiness across all communities.
- Proposed Revision:
 - Current Strategies:
 - District provides access to PK at 72 elementary campuses.
 - Social and Emotional Learning (SEL) and Conscious Discipline are integrated throughout instructional practices in all PK classrooms.
 - Each PK campus has designated areas in which all PK classrooms are located and offer outdoor learning equipment that is safe for students to engage in outdoor play.
 - Potential Strategies:
 - Expand PK3 and PK4 programming.
 - Continue to expand PK to all elementary campuses in the coming years.
 - Increase the number of full-day PK3 options for families.
 - Create and implement a parenting education curriculum.
 - Continue to expand PK partnerships to dually enroll PK students at private, charter, and child care centers.

Athletics

Goals should address the root causes, if you'd like to revisit this work please visit the following links: [5 Whys Work](#), [Root Cause Fishbones](#)

1. Original: All students need equitable access to state of the art athletics facilities to support student and staff engagement, grow existing programs, and enable competition with neighboring districts.
 - **Proposed Revision**: All students at middle and high school campuses lack equitable access to modernized and updated athletic facilities, discouraging and limiting student participation, prohibiting the growth of existing programs, and impacting student and staff retention.
 - Current Strategies:
 - New turf and lights for athletic fields (recently installed at Anderson High School and Ann Richards SYWL)
 - Participate in the equity-based long-range planning process to better understand community needs and establish prioritized projects for consideration by the Bond Steering Committee.
 - Potential Strategies:
 - Increase the number of fields with turf and lights by 11 within the next 3-5 years. Campuses included:
 - Travis ECHS
 - LBJ ECHS
 - Northeast ECHS
 - Navarro ECHS
 - Eastside ECHS
 - Crockett HS
 - McCallum HS
 - Akins ECHS
 - Austin HS
 - Bowie HS
 - LASA HS
 - Anderson HS (replacement)
 - *NOTE: want it for all schools, but if we prioritize HS the MS can use the fields until we can ask for the MS fields in the next bond*
 - Modernize gyms and locker rooms throughout AISD high schools and middle schools
 - Modernize central athletics facilities including pressboxes, turf for baseball and softball, and locker rooms.
 - Educate community on the benefits of athletics

2. Original: Underserved families need information and support to overcome barriers to athletics participation (including health screenings, academic requirements), which could serve as a catalyst for greater engagement in school.
 - **Proposed Revision**: Historically underserved families at middle and high school campuses across the district face cultural and economic barriers to athletics participation (e.g., health screenings, meeting academic requirements).
 - **Current Strategies**:
 - Free health screenings available annually.
 - Athletics department oversees the coach certification process.
 - District hosts an annual coaching school: conference where coaches receive required UIL certifications.
 - *Note*: current budget limits the number of coaches who can attend. Those who do not attend must achieve certification on their own time / with their own resources to meet coaching requirements.
 - Athletics offerings included on school choice sheets so students can self-select the athletics programs they'd like to be involved in at their school.
 - Counseling services, coach support, and encouragement available to students who struggle academically. Coaches regularly monitor academic performance to ensure that students are passing and able to participate.
 - **Potential Strategies: (organized by specific barriers)**
 - HEALTH SCREENINGS GOAL: Offer multiple dates for free health screenings within the next 1-3 years
 - STRATEGY: Market free screenings + physicals using AISD communications mediums (social media, multilingual communication, etc.).
 - STRATEGY: Work with transportation department to provide transportation to health screenings.
 - TRANSPORTATION:
 - Work with transportation department to provide late buses to take kids home after practices.
 - FOOD ACCESS:
 - Work with food services to provide after school snacks and/or meals for athletes after practices and games.
 - Identify partners to educate student athletes and their families about how diet affects/supports athletic performance.
 - COMMUNICATING ATHLETICS OFFERINGS:
 - Highlight or emphasize athletics offerings through course selection process each year.

- Use scoreboard technology to market AISD programs including athletics to show the value of the programs and athletics.
 - COACH SUPPORT:
 - Provide administrative support, resources, and communication assistance to coaches to help them communicate athletics offerings, participation requirements etc. in the channels that will reach underserved communities and students.
 - OUTREACH TO MIDDLE SCHOOLS (NOTE: also addresses PS3): Create better coordination systems for communicating athletics offerings across grade levels / schools: support HS coaches in going to middle schools to talk about athletics, and MS coaches in going to elementaries. Provide them support and time to cover substitutes for their classes and go to other schools.
 - PROFESSIONAL DUES: Provide funding for coach membership to professional organizations that can allow them to nominate student athletes for recognition and awards.
 - Increase professional development and/or access to coaching school for more coaches - currently attendance is limited by funding.
 - ACADEMIC SUPPORT:
 - Provide / communicate tutoring services to student athletes who are struggling academically, to help students succeed and take the burden off of coaches to monitor academics.
3. Original: Elementary school / 6th grade students need earlier access/exposure to athletics programming and opportunities to develop athletic skills that prepare them for competition in middle and high school.
- **Proposed Revision**: AISD does not prepare elementary/6th grade students from socio-economically disadvantaged households to arrive to 7th grade with the skill and knowledge to participate in UIL athletics.
 - Goal: Provide universal access to multiple pre-athletics opportunities for socioeconomically disadvantaged students in 6th grade and below within the next 1-3 years.
 - Current Strategies:
 - Partners offer tuition-based athletics after school programs at some schools (Austin Sports Academy, Austin Karate for Kids, Fit Kids America, Golf in Schools, Girls on the Run, i9 Sports, Soccer Shots, TGA Premier Golf/Tennis, Yoga).

- Potential Strategies:
 - OUTREACH TO MS/ES SCHOOLS (NOTE: also addresses PS2): Create better coordination systems for communicating athletics offerings across grade levels / schools: support HS coaches in going to middle schools to talk about athletics, and MS coaches in going to elementaries. Provide support and time to cover substitutes for classes while away.
 - Potential for core classes periods to build this time in for students.
 - AFTER SCHOOL ACTIVITIES:
 - Collaborate with existing after school partners to expand pre-athletics offerings for socioeconomically disadvantaged 6th grade students and below.
 - Offer tuition support to socioeconomically disadvantaged students to participate in existing and future athletics-focused after school programs.
 - PE ALIGNMENT: Increase alignment between PE teachers / TEKS curriculum in elementary / middle school and athletics offerings at the middle / high school level.
 - SUMMER PROGRAMS: Open gym summer programs for ES + 6th grade - improve recreational community & consistent access to programs (*vetted + successful in some communities*).
- 4. Original: Students need equitable access to the uniforms, equipment, and goods/resources that make athletics possible to ensure student safety, well-being, and the continuation of programs.
 - Proposed Revision: Students from socio-economically disadvantaged neighborhoods and under-enrolled campuses lack access to the uniforms, equipment, and goods/resources that make athletics possible.
 - Draft Goal: Increase access to uniforms and equipment for socioeconomically disadvantaged students within the next 1-3 years.
 - Current Strategies:
 - Some schools fundraise or procure donated equipment on their own.
 - Potential Strategies:
 - Provide additional funding to campuses with a high proportion socioeconomically disadvantaged students to purchase needed uniforms, equipment, and goods/resources.
 - Collaborate with community partners to secure donated equipment and/or funding to purchase needed equipment, uniforms, and other goods/resources.
 - Educate the community on the benefits of athletics.

- ~~Original:~~ Students and families need equitable access to expanded PE and after school athletic programming to engage students in the activities they're interested in.

- ~~Proposed Revision:~~ [Follow up with the committee](#) ~~Redundant with PS #3~~

- ~~Current Strategies:~~

- ~~Potential Strategies:~~

5. Original: Students of all physical abilities require access to educators (e.g. adaptive PE teachers) and facilities that can ensure equitable participation and meet their needs.

- Proposed Revision: Students who are identified with disabilities lack access to an equitable athletics and PE participation experience.

- Goal: Create an equitable experience for students who are identified with disabilities to participate in PE and athletics programs.

- Current Strategies:

- Weekly Special Olympics program offered to students in participating schools.
- Unified bowling team includes students who are identified with disabilities.
- District offers adaptive PE classes.
- Parents who are not comfortable with their child leaving campus during the day for Special Olympics are referred to MacBeth Recreation Center, which offers similar activities outside of the school day.

- Potential Strategies:

- Engage students who are identified with disabilities to identify gaps in their experience with existing programs.
- Identify key leaders of various programs offered to students identified with disabilities (adaptive PE, special olympics, Unified Bowling, any other programs) to improve coordination and collaboration.
- Increase the number of usable athletic facilities so that they may be used not only by athletics, but other groups such as adaptive PE.
- Educate the community on the benefits of athletics.
- Use scoreboard technology to highlight and celebrate student athletes with disabilities at athletic events.

Other strategies not connected to problem statements above:

- Use scoreboard technology to market AISD programs including athletics to show the value of the programs and athletics.

Facilities

Goals should address the root causes, if you'd like to revisit this work please visit the following links:
[Root Cause Fishbones](#)

1. Original: 1. All students and staff/educators need access to functional, program-specific, age-appropriate, and user-appropriate facilities to support current, high-performing teaching and learning.
 - a. **(FOR DISCUSSION)** Historically underserved students and their educators are disproportionately impacted by facilities that lack spaces that support the individual needs of students and a variety of educational programs.
 - Current Strategies:
 - Continue implementing the 2017 bond projects.
 - Obtain board approval on updated 2022 Ed Specs to ensure campuses are designed with the appropriate learning spaces (re: input from recently completed bond projects and from 2019 FMP)
 - Utilize M&O funding/grant funding for small campus improvements
 - Identify needs through FCA & ESA
 - Complete a post-occupancy survey to measure Ed Spec effectiveness
 - Potential Strategies:
 - Implement modernization and targeted projects with a 2022 potential bond passage.
 - Provide ongoing community education around the importance of bond funding, current state of facility quality, significance of facilities on student/educator engagement/performance.
2. Original: 3. Students, staff/educators, and community need access to appropriately sized, well-maintained, functional, and culturally sensitive common spaces to support full-range of everyday use and campus and community events in partnership with community resources and voice.
 - a. **(FOR DISCUSSION)**: Historically underserved students and communities are disproportionately impacted by schools that lack appropriate, well-maintained and culturally sensitive common spaces for educational programs, campus and community partnerships.
 - Current Strategies:
 - Utilize the performance based Ed Specs to collaborate with school communities (through Campus Architectural Teams) for any modernization project to ensure spaces are culturally sensitive.
 - Obtain board approval on updated 2022 Ed Specs to require expanded community spaces in response to post-occupancy focus groups.

- Potential Strategies:
 - Implement modernization and targeted projects with a 2022 potential bond passage.
 - Provide community education around the importance of bond funding, current state of facility quality, significance of facilities on community connections.
 - Develop a system to track existing and potential community partnerships/needs at campus-level to better understand facility space needs.
 - Develop a system to communicate/advertise community resources available at schools.
- 3. Original: 5. Students and staff/educators need facilities and district strategies that can accommodate future enrollment growth in a structured, equitable, and systematic way, accounting for the full-range of campus uses while remaining student-centered.
 - a. **(FOR DISCUSSION): Students and their educators at overcrowded schools are learning and teaching in substandard spaces (portables) and in common spaces that do not support the number of students.**
 - *[Note for committee](#): Please refer to Statement #5 in the Overarching problem statement section that addresses unbalanced enrollment - boundaries would be a solution we can look at.
 - Current Strategies:
 - Provide additional capacity, where necessary with the implementation of 2017 Bond projects and remove portable buildings.
 - Provide flexible spaces with the implementation of 2017 bond projects to allow campuses to adapt to unanticipated changes in enrollment.
 - Systematically analyze existing building and portable utilization to develop potential bond projects.
 - Potential Strategies:
 - Develop a district-wide approach to aligning student enrollment with facility capacity including boundary strategies and a review of transfer policies.
 - Increase the number of schools to comply with Ed Spec that provides flexible design to support changing enrollments with modernization and target projects with a 2022 potential bond passage.
 - In areas of growth where boundary changes are not recommended to address overcrowding, consider classroom additions or the need for new school sites and construction.

4. Original: 4. Students, staff/educators and, where appropriate, community need appropriate access to well-maintained, diverse outdoor spaces to fully support learning, dining, recreation, and circulation to improve health, safety, and comfort.
- a. **(FOR DISCUSSION)**: Students, staff, and community are impacted by the lack of well-maintained outdoor campus spaces for learning, dining and recreation.
- Current Strategies:
 - Obtain board approval on updated 2022 Ed Specs to ensure campuses are designed to have appropriate outdoor learning spaces; (re: input from recently completed bond projects).
 - Potential Strategies:
 - Work with school principals to identify an outdoor campus manager to ensure ongoing maintenance of outdoor spaces.
 - Develop and implement targeted projects to upgrade existing outdoor spaces through a 2022 potential bond passage.
 - Provide education/support to educators around the value of outdoor learning.
 - Implement modernization and targeted projects that include robust outdoor spaces through a 2022 potential bond passage.
5. Original: 9. Austin ISD staff need a central data repository for physical building needs across the district to ensure facilities and maintenance requests are addressed on time, in an equitable way, and by all relevant departments.
- a. **(FOR DISCUSSION)**: Historically underserved students and their educators are most negatively impacted by a delayed response or lack of response to facilities and maintenance requests.
- Current Strategies:
 - Continue to reevaluate the work order process.
 - Potential Strategies:
 - Implement needed improvements to the work order systems to simplify and ensure efficiency and effectiveness. System should be intuitive with:
 - checks and balances in place to ensure requests are not dropped even with possible user error
 - prioritization process
 - a place to document when a project is not complete due to lack of funding to ensure it is considered for a future bond
 - communication of status of request
 - accountability for the resolution of requests

6. Original: 2. All students and staff/educators need everyday needs met through a school building that accommodates all bodies and their physical needs.

- a. **(FOR DISCUSSION)**: Historically underserved students and their educators are disproportionately impacted by facilities with outdated and/or non-functional building systems.

**Revised to include building systems based on Public Input comments*

■ Current Strategies:

- Conducted Facility Conditions Assessments to identify critical needs.
- Implementation of the 2017 Bond Program includes comprehensive and targeted projects to address the most critical facility needs.

■ Potential Strategies:

- Develop and implement projects to address critical needs through a 2022 potential bond passage, using the Long-range Plan decision-making framework to prioritize underserved students.

7. Original: 8. Students, staff/educators, and visitors need a safe arrival and entry experience, universal accessibility, and wayfinding in order to feel welcome.

Revised statement has been split into two:

- a. **(FOR DISCUSSION)**: Students, staff, and visitors who have varying physical abilities in facilities that are not ADA compliant do not have equal access.

■ Current Strategies:

- Reactive approach to requested ADA non-compliant issues.
- Implementation of 2017 Ed Specs goes beyond ADA compliance and fulfills elements identified by “Archer’s Challenge”.

■ Potential Strategies:

- Update and keep current ADA Compliance Reports that identify facility needs.

- b. **(FOR DISCUSSION)**: Visitors to campuses, especially refugees and/or non-English speakers, may not feel welcomed because there is not a clearly identifiable entrance and/or multilingual signage.

■ Current Strategies:

■ Potential Strategies:

- Revise Project Development Manual to improve wayfinding signage.
- Install multilingual signage at all campuses, specific to their school community.

8. Original: 7. Students, staff/educators, families and community should have a safe, welcoming, and navigable experience when accessing district sites through any transportation method.

- a. **(FOR DISCUSSION)**: Students, families, community, and staff at campuses that were not designed for the current amount and type of transportation lack safe and welcoming site infrastructure to access the campus.
- Current Strategies:
 - The Project Development Manual includes standards for queuing of cars.
 - Campus Concept Plans for new construction were developed to address appropriate queuing for cars and buses, and create separation of cars and buses.
 - Potential Strategies:
 - Work with the City of Austin to investigate potential use of the right-of-way to create additional queueing space in areas where it is lacking.

Other strategies not connected to problem statements above:

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Safety, Security & Resiliency

Goals should address the root causes, if you'd like to revisit this work please visit the following links: [5 Whys Work](#), [Root Cause Fishbones](#)

1. Original: Staff, students, and educators on secondary campuses, and buses, need additional support in order to maintain a learning environment where students and staff feel physically and emotionally safe.
 - a. **Proposed Revision: Staff, students, and educators at secondary campuses and on buses are impacted by behavioral issues creating an unsafe learning environment.**
 - Current Strategies:
 - Ongoing new bus driver trainings and refresher trainings throughout the year;
 - Maintain School Resource Officers on all secondary campuses;
 - Maintain physical security measures on campuses such as fencing, cameras, access control, etc. to keep students and staff safe
 - Reactive risk assessment process that identifies unfunded improvements;
 - Emergency operations plans in place;
 - Annual training of staff on emergency response plans;
 - safe and supportive schools program (SSSP); rooms that allow a child to self-regulate and process emotions are available
 - Threat assessment teams on each campus
 - Potential Strategies:
 - Having more proactive risk assessment processes in place across the district;
 - increased access to mental health professionals on campuses; have more standardized safety practices across the district; include teaching safety practices in curriculums at all grade levels; have SROs on all campuses;
 - provide a mobile mental health bus to support campuses which have greater needs
 - have the district provide resources to support student needs which are universally available and distributed equitably;
 - increase effective use of funding to create additional positions for mental health and better pay for teachers to reduce turnover of staff; determine what the root cause is of the behavioral issues and formulate a plan to address those issues;
 - have greater support of students and staff when admitting they need help, or when they see children who need support for behavioral issues;

- increase campus awareness of the statistical breakdowns of discipline referrals and classroom exclusions
 - establish a larger safety team to establish consistency in safety practices across the district
2. Original: Students, teachers, and staff need access to a learning environment that supports emotional resiliency, mental health, and psychological safety.
- a. **Proposed Revision**: Marginalized students and staff across AISD face barriers to learning environments that support their emotional resiliency, mental health, and psychological safety.
- Current Strategies:
 - mental health support services are provided on some campuses; safe and supportive schools program (SSSP);
 - rooms that allow a child to regulate are available on some campuses;
 - SROs are on all secondary campuses; anti bullying campaigns on campuses;
 - anonymous reporting of unsafe behaviors across the district;
 - outdoor learning and other alternative instructional methods on select campuses;
 - Potential Strategies:
 - have more bi- and/or multi-lingual counselors available throughout the district; develop and teach a curriculum devoted to the acceptance of cultural differences and tolerance to all grade levels; put support services in more discreet locations so students are not seen (and stigmatized) for seeking help;
 - develop a proactive approach to provide more education to families regarding children's mental health and development;
 - have a standardized procedure which allows for better communication among teachers and future campuses to proactively address student issues and prevent the students from falling through the cracks;
 - have more trained staff to identify and assist both staff and students with mental health and other challenges; offer more support to staff and students with emotional resilience, mental health, and psychological safety;
 - offer better, more consistent and equitable outdoor learning and other alternative instructional methods throughout the district.
3. Original: AISD needs a clearer definition of resiliency, what it means, and how it impacts the district, underserved communities, and underserved students long-term.

a. **Proposed Revision:** Underserved families and students within AISD are impacted by how AISD defines resiliency and how it impacts the district and students long-term

■ Current Strategies:

- COA/AISD/Travis County Resilience Hub Network initiative - working to identify what a resiliency hub network looks like and where they are located around the county;
- implementing new building standards across the district to allow for greater resiliency in the physical structure of our new and modernized facilities;
- FEMA & Red Cross have assessed middle schools, high schools, and a few non learning facilities to see if they are sufficient for use as a shelter; free and/or reduced cost food programs are on campuses for students to fight food insecurity;
- the district carries appropriate insurance coverage for maximum protection; the district is prepared to have select locations open as warming or cooling centers to assist those in the community who may have no heat or air conditioning; the district has acquired supplies such as cots, pillows, hygiene kits, etc. should we need to open as a shelter;
- the district has identified 57 locations which would be sufficient as a warming/cooling center, food or water distribution center, or dormitory style shelter;
- the district has acquired sand and sand bags for use in ice or flooding events; district has increased amount of water on hand in case of emergency;
- mental health personnel are located on some campuses; district staff participated in a red cross shelter simulation event;

■ Proposed Strategies:

- identify a definition as a district which encompasses both physical and emotional resilience;
- have a proactive system for deploying resources prior to an expected disaster;
- move resources to multiple locations throughout the district so not all resources are located in one area;
- have more redundant systems as far as power/energy; create an AISD community task force to create appropriate targeted resiliency goals for the district;
- have more clear design criteria for new building to result in more resilient and environmentally friendly buildings;

- increase support staff for teachers and administrators on all campuses; have a better plan for teacher retention (for stability and consistency for students);
 - stop the leveling process as children and staff build relationships and rapport with each other only to have to start over midway through the year.
4. Original: Students and staff need all safety protocols to be followed consistently across the district to ensure a safe environment for all.
- a. Proposed Revision: Students and staff across the district are impacted by a lack of consistently implemented safety protocols.
- Current Strategies:
 - annual training for staff on emergency procedures, emergency operations plans that are reviewed annually; drill requirements throughout the district;
 - have an emergency management team and police department with 24/7 dispatch services;
 - reactive risk assessment process; emergency management goes to campuses to perform 'safety walks';
 - collaboration with administration and other AISD departmental leaders to improve plans and safety on campuses;
 - principals are allowed to set safety climate of their campuses; SROs on secondary campuses;
 - mandatory staff training on emergency response procedures will be in the HCP for the 22-23 school year;
 - working with the city of Austin on addressing of district facilities to align with 911;
 - emergency management built an Elite Safety team consisting of 10 campuses throughout the district to hear safety concerns and gather feedback on processes;
 - Raptor emergency management suite (Raptor Alert, Reunification, etc.) roll out to the Elite Safety Team;
 - Potential Strategies:
 - the EM team would like to go out to the sites and watch the drills and give guidance on how to implement improvements
 - having leadership support standardized protocols and procedures across the district (and not a campus based approach);
 - establish a larger safety team to establish consistency in safety practices across the district; need leadership to hold campuses accountable for lack of safety practices;
 - district should have proactive risk assessment process (instead of reactive); develop curriculum to teach students about safety;

celebrate safety week to highlight the importance of safety protocols and procedures;

- 3D maps should be acquired for all campuses to assist emergency responders in finding assailants quickly;
- installation of PA systems which reach to all students and staff on campus (to be alerted of an emergency);
- aligning safety goals through vertical teams;
- expansion of the work around restorative circles, SEL, and threat reduction for MS/HS campuses;

5. Original: Students and staff need more standardized operational safety and security plans throughout all campuses in order to have a safe learning environment for all. Consistent features that are reviewed and revisited at regular time frames.

a. Proposed Revision: Students and staff across the district are impacted by a lack of standardized operational safety and security features and plans.

■ Current Strategies:

- annual training for staff on emergency procedures, emergency operations plans that are reviewed annually;
- drill requirements throughout the district; have an emergency management team and police department with 24/7 dispatch services; reactive risk assessment process;
- emergency management goes to campuses to perform 'safety walks';
- collaboration with administration and other AISD departmental leaders to improve plans and safety on campuses;
- principals are allowed to set safety climate of their campuses;
- SROs on secondary campuses; mandatory staff training on emergency response procedures will be in the HCP for the 22-23 school year;
- working with the city of Austin on addressing of district facilities to align with 911;
- emergency management built an Elite Safety team consisting of 10 campuses throughout the district to hear safety concerns and gather feedback on processes; Raptor emergency management suite (Raptor Alert, Reunification, etc.) roll out to the Elite Safety Team;

■ Potential Strategies:

- the EM team would like to go out to the sites and watch the drills and give guidance on how to implement improvements;
- having leadership support standardized protocols and procedures across the district (and not a campus based approach);

- establish a larger safety team to establish consistency in safety practices across the district; need leadership to hold campuses accountable for lack of safety practices;
 - district should have proactive risk assessment process (instead of reactive); develop curriculum to teach students about safety;
 - celebrate safety week to highlight the importance of safety protocols and procedures;
 - 3D maps should be acquired for all campuses to assist emergency responders in finding assailants quickly;
 - installation of PA systems which reach to all students and staff on campus (to be alerted of an emergency)
6. Original: Students need Austin ISD PD to develop and encourage positive relationships to proactively create safer learning environments for all students.
- a. Proposed Revision: Students at secondary campuses are impacted by the lack of AISD PD presence to build positive relationships.
- Current Strategies:
 - SROs are on all secondary campuses;
 - AISD PD officers participate in student and community engagement on a regular basis;
 - PD attends & monitors all high school athletic events; Officers on campus help students and families as needed;
 - AISD PD are active on social media to meet children where they are; Officers respond to emergencies and conduct community events such as food and water distribution, provide personnel to open shelters, etc.;
 - officers patrol the campuses and surrounding neighborhoods;
 - Potential Strategies:
 - increase amount of SROs throughout the district;
 - have police officers conduct presentations to students on an annual basis with consistency across the district;
 - SROs should be more visible throughout the campus; have a police baseball, softball, football league to play against the high school teams;
 - offer a PD internship to high school students over the summer;
7. Original: Students, parents, and staff need safer designed building footprints and sites to maintain the safety of students, parents, and staff while on campus.
- a. Proposed Revision: Students, parents, and staff across the district are impacted by a lack of safe and secure buildings.
- Current Strategies:

- identification of lockdown safe rooms and areas of refuge for sheltering during bad weather and other emergencies;
 - working with the city of Austin on addressing of district facilities to align with 911;
 - implementing updated standards when building new facilities or completing renovations to existing facilities;
 - secure vestibules are in some campuses; most campuses have separated drop off and pick up areas outside of the designated bus loop; playgrounds have been improved on some campuses; lockdown, secure, hold, evacuate, and shelter drills are held throughout the year to practice emergency preparedness; cameras are installed in all campuses, many campuses have updated fire alarm equipment; many campuses have newly installed fencing; buildings are audited by emergency management;
 - safety walks provided to campuses that result in facility improvement recommendations;
 - provide campus specific training to creatively solve specific safety issues; collaboration with departmental directors to resolve immediate safety concerns;
- Potential Strategies:
 - retrofit older buildings to the current Project Development Manual (to align with updated standards); have a better plan to maintain facilities so they will last longer;
 - all schools need to be equipped with appropriate lockdown shades and doors which lock (from the inside of the room);
 - district wide improvements to camera coverage, exterior lighting, PA systems, fire systems, debris removal, door locks, access control, and fencing are needed;
 - better designed facilities constructed with a safety minded lens; parking areas need to include additional ADA spaces as well as additional spaces for parents and staff;
8. Original: Students and staff need to be able to get to and from school safely to be able to focus on teaching and learning when in school.
- a. Proposed Revision: Students and families at campuses in underserved neighborhoods are impacted by unsafe routes to school.
 - Current Strategies:
 - buses pick up students in areas where there is high crime, regardless of if they are in a 2 mile radius to school;
 - there is consistent AISD PD presence during arrival and dismissal at schools in underserved areas; the district works with the city to acquire crossing guards at high traffic locations;

- the district collaborates with the safe routes to school program;
 - Potential Strategies:
 - have greater collaboration with the city of Austin to ensure that routes to school are patrolled by APD and clear of dangerous activities;
 - work with homeless coalitions to see if we can't find alternate housing for those camping along routes to and from the facilities;
 - work with drug rehab centers to determine ways to reduce drug use among those on routes to school;
9. Original: Underserved students and families need resources to meet their basic needs.
- a. Proposed Revision: Underserved students and families across AISD are disproportionately impacted by a lack of resources to meet their basic needs.
- Current Strategies:
 - the district offers free and reduced meal programs; campus community based food pantries are on some campuses;
 - the district opens warming and cooling centers as well as shelters to meet community needs and food and water distribution sites to the community;
 - AISD PD provided and delivered complimentary Thanksgiving meals; AISD PD officers and staff contribute to Operation LEO Clause which provides Christmas presents to underserved children;
 - Family Resource Centers at participating campuses;
 - Parent Support Specialists are on 74 campuses to support AISD families and assist with resources they may need;
 - Participates in Coats for Kids in collaboration with Junior League of Austin and provided coats to 30,000 kids in need all over central Texas; the district participates in the prom rack event;
 - Collaborate with Austin Public Health to provide vaccines and other health related events for AISD students and families;
 - Potential Strategies:
 - Improve communication to families about the resources that are currently available;
 - District could start a clothing donation drive for children who are in need; Increase community engagement to see what the needs are;
 - The district could organize events with outside vendors and small businesses which would be able to provide free goods to the community.
10. Original: Students need to be effectively taught about colorism and racism to support anti-racism and cultivate inclusivity in schools and the community.

- a. Proposed Revision: Black and Latinx students are impacted by an ineffective education on colorism, racism and inclusivity.
- Current Strategies:
 - implementation of policies and practices by the district Equity Office including implementation of the Equity Framework;
 - For the 2021-22 school year, the Executive Directors for each feeder pattern will hold monthly teacher focus groups regarding equity; some campuses have gender neutral bathrooms;
 - some student council groups discuss inclusivity on their campus;
 - Potential Strategies:
 - revise the current curriculum and spend more time on colorism, racism, and inclusivity in the classroom;
 - the district can use educational materials which include all races and ethnicities when teaching or providing promotional materials;
 - the district could closely collaborate with prominent leaders of color and have them come in to speak with students;
 - deliver sensitivity training to all staff and students;
 - have more equitable facilities offering the same academic and after school programs to all children;
 - hire and retain diverse staff; address bullying on all campuses and provide better bullying prevention programs;
 - Create and communicate district wide accountability measures focused on eliminating disparities in access and outcomes; Communicate with the community in all languages and multiple modes and in a timely manner;
 - continued use and respecting correct pronouns of students;
construct gender neutral restrooms and changing rooms;
 - increase students access to appropriate and accurate information on colorism, etc.;
 - support student clubs that provide support; increase number of supportive teachers on campuses;
 - enact school policies that provide all students with equal access to facilities and specified appropriate educational practices for support;
 - establish clear and effective reporting systems for addressing incidents that students experience;

Other strategies not connected to problem statements above:

- Addressing and 911 coordination with Construction Management Department (CMD) and the city of Austin
- Conduct and monitor drills

- Training employees to ensure understanding of emergency plans at school campuses and other district facilities
- Create and present trainings on Standard Response Protocol (SRP) and best safety practices
- Reunification plan
- Creating functional and access needs emergency plans/protocols.
- School Safety and Security Committee (SSSC) duties and responsibilities
- Update/maintain District Wide Emergency Operations Plan (DWEOP)
- After Action Review/Improvement Plans (AAR/IP's)
- Emergency Operations Center (EOC) activation and briefings
- Coordination with school consortiums
- Send out principal weekly's to inform administration on updated safety protocols or request required documentation.
- Raptor relaunch initiatives
- Long-range planning initiatives
- Collaboration and training with the Red Cross
- Austin Youth Climate Equity Council (AYCEC) project
- Quarterly safety committee (internal with multiple departments)
- Review campus emergency operations plans and review required documentation
- Attend trainings and continuing education
- Collaborate with external stakeholders (APH, AFD, Cap Metro, GAVA, HSEM, HACA, HEB, AE, etc)
- Continuing education and training
- CrimeStat reports on campuses
- Winter weather planning team
- Attend tabletop exercises sponsored by the city and county
- Procured water and sheltering resources
- Create/update/maintain Emergency Management website
- Participate in/members of the district threat assessment committee

Technology

Goals should address the root causes, if you'd like to revisit this work please visit the following links:
[5 Whys Work](#), [Root Cause Fishbones](#)

1. Original: Parents and staff need official ongoing tech. training regarding software platforms and clear communications if/when the platform changes to better facilitate learning at home/school and maintain proper district-to-parent communications.

Proposed revision into two separate statements:

- a. **Faculty & Staff that interface with technology are not supplied with standardized communication, relevant training & roll-out procedures to raise awareness of existing resources & forthcoming changes.**

- **Current Strategies:**

- Regular communication on all resources and updates are provided through Principal's Weekly format.
- Weekly Lessons Learned Updates are provided by the Technology Design Team via staff BLEND global announcements and through the website and blog
(<https://connect-design-learn.org/weekly-lessons-learned-archive/>).
- Technology Design Team internal website provides an overview of instructional resources and learning to all staff
(<http://bit.ly/tdthome>)
- Austin ISD Campus Technology Teams Channels are used as an internal communication tool with device managers and other technology-based staff to share resources, questions, information, and collaboration between campus-based staff and with central office staff.
- Ongoing professional learning is provided to staff through the Technology Design Team and other departments, including the annual Blended Learning Summit and summer professional learning available for registration through HCP.
- Ongoing professional learning through [BLEND reference courses](#) and asynchronous learning courses.
- Leadership Pathways for Transformative Technology professional learning cohort with teachers through the PPfT Compensation Plan to support building capacity with blended learning leaders across the district.
- Each campus has an identified Campus Innovation Connector (CIC) who collaborates regularly with the Technology Design Team to provide communication, resources, and on-campus support.
- Each campus has an identified Campus Device Manager to support the Everyone:1 Austin ISD devices.

- Each campus has an identified Campus Data Facilitator to support with MAP Growth assessments and SchoolCity assessment platforms.
- Potential Strategies:
 - Collaborate with campuses and district partners to provide their communities with relevant information.
 - Build capacity around technology software and systems with campus staff and community partners to support when partnering with parents and caregivers.
 - Revise structure of Principal's Weekly communication to include a section of information to copy and share directly with staff via campus' regular communication methods.
 - Change management process that includes all stakeholders in technology updates and changes. Include communication and marketing support for all major updates and changes.
 - Alignment between our administration systems and learning management systems / professional development systems. To provide clear training and communication for our community.
 - Implement a technology services catalog, which includes an online learning component for all technology services.
 - Provide a single point of contact / solution for our community to request information, services, and ask for help / enter incidents. At this point, there are multiple / disparate systems for different business units of Austin ISD to communicate and assist our community.
- b. **Caretakers of AISD students are not supplied with standardized communication, instructions for use & expectations of pertinent software platforms & their role in the education process.**
 - Current Strategies:
 - Public [Austin ISD Family Technology Resources website](#) for parents and caregivers in English and Spanish.
 - Included within these resources are:
 - Parent Handbook for BLEND and Seesaw
 - BLEND Parent Tour
 - Overview of Austin ISD devices
 - Digital Citizenship resources and supports for students and families
 - Parent support is available for immediate needs and/or questions through [Family Support](#) phone line or submitting an online request.
 - Potential Strategies:
 - Develop a communication plan for existing and new resources teachers can use to share with their parents.

- Collaborate with Academics to develop a year-at-a-glance resource for parents with information on the tools teachers are using and student learning connected with the tools.
 - Collaborate with the Communications office to include relevant updates in the Family Newsletters.
 - Analyze data of the most common Parent Support ServiceNow and Let's Talk tickets to determine what additional resources need to be created and shared.
 - Unify communication systems to allow our community one place to go for information or to ask questions/report incidents.
 - Work with a third party marketing and communications vendor to develop a plan for widespread communication and community engagement.
2. Original: Schools & district facilities where teaching or training occur need technology that is appropriate for the facility and the mode of education to support learning & district communication.”
- a. **Proposed Revision**: Individuals with unique needs, who have recently migrated to the U.S., or are not familiar with current technologies sometimes lack fully functioning technology used efficiently for its intended purpose.
- Current Strategies:
 - Public [Austin ISD Family Technology Resources website](#) for parents and caregivers in English and Spanish.
 - Parent support is available for immediate needs and/or questions through [Family Support](#) phone line or submitting an online request.
 - Potential Strategies:
 - Collaborate with the MET department to identify needs and future resources.
 - Assess / Audit current campuses to develop a roadmap to update out of date / EOL technology
 - Provide access to online and in-person community technology training for our community (potentially through 3rd party 501(c)3
 - Make sure all technology systems support multi-language text for our community
3. Original: Students of all ages need integration of technology in all learning curricula in order to be prepared to use and learn evolving technologies throughout their education and lives.
- a. **Proposed Revision**: Campuses that are financially challenged or with overburdened personnel need curricula planning to more effectively integrate technologies to ensure that students have meaningful experience with the latest tools used in the modern world.

- Current Strategies:
 - District supported technologies are embedded into the curriculum through the Yearly Planning Guides (YPGs) and Instructional Planning Guides (IPGs) or daily lesson plans.
 - Potential Strategies:
 - Continue to review and revise the curriculum products to include relevant District supported technologies.
 - Collaborate with the CTE department to evaluate additional programming to support evolving technology and tools for all students.
 - Exploration of new rostering and access processes and integrations to ease access to digital tools.
4. Original: Students need vetted and tested safety and accessibility softwares on student devices to enable all students to learn in a way that's both safe and meets their needs.
- a. **Proposed Revision: Students with unique accessibility needs at school facilities with SPED programming lack vetted & tested safety & accessibility software.**
- Current Strategies:
 - Software is reviewed by procurement and safety prior to processing.
 - Approved and rostered digital tools and textbooks are available to students via the Austin ISD portal and/or through BLEND course integrations.
 - Universal Design for Learning (UDL) is included within the curriculum design process (see strategies and notes from the Academics portion of this document).
 - In Process: New Instructional Software Review Process that includes an inventory/catalog of approved software with with resources for training and support and train campus staff on the resources so that they can be shared with the Campus communities
 - Potential Strategies:
 - Continue to streamline and revise the software review process.
 - Research services that provide 24/7 web safety and security to Austin ISD users and devices.
5. Original: Students, parents, and staff need consistently functioning, purposeful technology to support the learning environment that is constantly changing.
- a. **Proposed Revision: Students in schools where faculty are needed to perform multiple, disparate roles lack training & resources to support current, purposeful technology to support the constantly changing learning environment.**
- Current Strategies:

- Every Austin ISD student is eligible to receive a device with appropriate settings, access, and tools. This includes an iPad for PreK-2nd grade students and Chromebook for grades 3-12.
- Secure network, device, operating system, and software processes and protocols to ensure uninterrupted service due to malicious or misguided activity. Controlled user access is an important component of this strategy.
- Pilot of at-home access to the Austin ISD network through our "Project Lighthouse " initiative which may provide an opportunity to replace most of our high cost hotspots (~\$4million/year). This program will result in net savings to Austin ISD and provide funding for additional build-out of our own CBRs/PLTE 4G network beyond the current pilot.
- Potential Strategies:
 - Continue to invest in cloud technologies and software as a service. Modernize existing hardware and software solutions to be up to date with existing standards and technologies. Seek opportunities to expand access beyond the school walls.
 - Revisit the use of two different devices to one common device for all students to lessen technical support and challenge of maintaining systems for two devices.

Other strategies not connected to problem statements above:

- Explore managed services where possible
- Standardize on a single solution where possible, instead of multiple solutions that provide the same features. (e.g. ServiceNow vs. Let's Talk // Office 365 and Google Suite)
- Simplify user access (especially parent / student) by only offering systems that support the Austin ISD identity provider
- Modernize enterprise architecture by migrating systems to SaaS based and Hybrid Cloud solutions.
- Develop strategy for unified / targeted communication to our community (potentially use a 3rd party marketing and communication vendor). (e.g. direct emails from principal // campus website vs. district template // school messenger // etc.)
- Invest in standards based technologies like Ed Fi ODS, One Roster, etc
- Continue to invest in the District's network infrastructure
- Explore managed Security services SOC
- Update EOL equipment with current technologies
- Sunset legacy applications and hardware to ensure students have access to the latest technologies in K-12 education
- Continue to leverage bond dollars to ensure students and staff have access to the District standard technologies

- Maximize Erate dollars, plus ECF & ESSER funds, to ensure investments are made in District infrastructure

Transportation, Food Service, and Maintenance

Goals should address the root causes, if you'd like to revisit this work please visit the following links: [5 Whys Work](#), [Root Cause Fishbones](#)

1. Original: Students across all campuses need sufficient time to eat and equitable access to sufficient food portions for breakfast, lunch, and snack/dinner because hungry kids can't learn.
 - a. **Proposed Revision**: All students at all AISD campuses lack sufficient time to eat and sufficient food portions for breakfast, lunch, and snack/dinner.
 - Current Strategies:
 - Providing school leadership with guidelines for lunch service time to account for eating time, transitions, bussing tables to identify areas opportunity to fix master schedules at each specific campus. Using their total average student meal participation and the facility constraints.
 - We serve the same menus at each level across the district, providing all students with healthy, tasty, high-quality options.
 - Potential Strategies:
 - Include the information in the district wellness policy to ensure lunch time/eating time equity within campus scheduling.
2. Original: Students, educators, and staff in aging facilities need funding for timely maintenance and infrastructure replacement to ensure health, safety, welfare, and educational success.
 - a. **Proposed Revision**: Students, educators, and staff in facilities that have an FCA score of average or worse do not have safe, usable, and well-maintained facilities, equipment, and grounds.
 - Current Strategies:
 - Performing preventative maintenance on equipment to increase the useful life.
 - Potential Strategies:
 - The maintenance department will continue to be more proactive in its approach by performing preventative maintenance as needed. Increased funding for the maintenance department. Ensure no campuses have an FCA score below average.
3. Original: All students need access to equitable transportation services to provide consistent, reliable, and safe access to school facilities.

- a. **Proposed Revision:** Students attending schools in high vulnerability neighborhoods may not have a consistent, reliable, and safe way to get to and from school.
- Current Strategies:
 - District follows TEA funding formula for providing transportation. This year, we have reduced the walking distance policy for 24 under-enrolled schools to serve them better. These are not funded by TEA.
 - Potential Strategies:
 - Research whether additional transportation services can be provided, while addressing lack of funding, number of available buses and bus driver shortage issues.
4. **Original:** Families struggling with food access and food insecurity need access to healthy, fresh food to meet the nutritional needs of students and their families so they can learn.
- a. **Proposed Revision:** Economically disadvantaged families living in food deserts in Austin are suffering from food insecurity.
- Information: During COVID food insecurity was exacerbated - did curbside service and worked with city food partners (received federal waivers to do this). Waivers are now done - cannot continue to do this. Now only able to provide food during the school hours for students only. Provide breakfast in the classroom, and also during after-school care.
- Current Strategies:
 - Supporting campus-based food pantries. Work with the district resource partners to identify schools that may need additional food support. Example: Brighter Bites, family resource centers, and campus food and clothing pantries. May need to re-look at this strategy to further explore additional partnerships.
 - Proposed Strategies:
 - Communicate with other district resource departments to see how we can collaborate together to bring more food resources to our AISD families by working with known city food partners, like Keep Austin Fed, and other food pantries for families living near Austin Food deserts.
5. **Original:** All students need access to appealing, healthy, tasty food (regardless of dietary restrictions) to support students' social-emotional learning.
- a. **Proposed Revision:** Students who rely on AISD Food Services for meals lack access to appealing and familiar food offerings. [<Click to propose goal>](#)
- Current Strategies:
 - Make lists of kitchens with aging equipment that are not supporting having appealing food for the student. Keep hot food hot and cold

food cold. Students eat with their eyes first, and when a serving line is piece together or not working properly the food is not appealing to students.

- Proposed Strategies:
 - Share those lists with the bond steering committee so they can see why equipment (steamers, hot boxes, ovens and serving lines) in the kitchens are needed per the problem statements.
- 6. Original: The Food Service department needs a Central Kitchen facility to improve the quality of food offerings across the district and better support students and families during crisis events.
 - a. Proposed Revision: Economically disadvantaged and underserved families in neighborhoods that become heavily impacted (may vary based on crisis) suffer from a lack of food access and support during crisis events.
 - Current Strategies:
 - The Food Service department is piloting a regional central kitchen out of one of the existing high schools since 2017. This regional kitchen prepares most all of our after school dinner meals and delivers to each campus needing them.
 - Potential Strategies:
 - Build a true central kitchen inside the AISD warehouse to be able to use it as a food resource center in partnership with the City of Austin for AISD families and other citizens affected by crisis events.
- 7. Original: Campuses and community members that donate resources need consistent and clear processes and procedures around donated resources so all campuses have equitable access to safe and well-maintained resources.
 - a. Proposed Revision: Students and educators at campuses that rely on donated resources do not have safe and satisfactorily maintained donated resources.
 - Current Strategies:
 - Campus reports donated resources need repair and submits a work order.
 - Potential Strategies:
 - Create documentation for maintenance, guidance on donations and getting things more maintainable. Communicate the Schoolyard Improvement process to all campus administrators to ensure that donated resources are approved by the district and are kept in a safe and satisfactorily maintained manner

8. Original: The Maintenance department needs improved professional development opportunities in order to retain skilled staff and keep up with changing systems and technologies in AISD schools and facilities.
 - a. Proposed Revision: Maintenance department staff lack support to keep up with the maintenance challenges of newly installed equipment.
 - Current Strategies:
 - Maintenance department receives limited training on new equipment for new campuses or new equipment installs from vendors.
 - Potential Strategies:
 - Develop training programs for the maintenance department and make it a part of their Professional Development each year. Incorporate training in contracts with new equipment is purchased/installed.
9. Original: The district needs improved transportation service centers to support safer and more efficient working conditions and operations for AISD employees and the communities they serve.
 - a. Proposed Revision: Nelson Terminal, which predominantly serves all routes north of the river, is undersized and insufficient for the employees that provide transportation services for students.
 - Current Strategies:
 - Temporary renovations were completed; however there is still not enough room for all employees.
 - Potential Strategies: Examine the option to rebuild and expand Nelson terminal with a 2022 potential bond passage.
 - b. Proposed Revision: AISD Transportation Service Center employees lack safe, up-to-date, and efficient working spaces.
*revised into two statements due to two different concepts.
 - Current Strategies:
 - Potential Strategies:
 - Rebuild Nelson and upgrade the other terminals.
10. Original: Students arriving and departing from school via all modes of transportation need safer locations and protocols for pickup / drop-off at school to ensure student safety.
 - a. Proposed Revision: Staff, families, and students at campuses with insufficient or outdated site access are unable to arrive or leave school safely.
 - Current Strategies:
 - Coordinate with principal, district police, construction management and City to generate ideas and solutions to address transportation safety issues. .
 - Potential Strategies:

- Redesign and construct pick up/drop off locations at schools. Do not build new school pick up/ drop off access to major roadways.
- Designate a specific person at facilities or construction management to be the point of contact for requests.

11. Original: Students who walk, bike, or take public transit need safer routes to and from school to ensure student safety.

- a. Proposed Revision: [Refer to PS #3 - combined into one statement](#)

Other strategies not connected to problem statements above:

- electronic system for food inventory
-
-

Visual and Performing Arts

Goals should address the root causes, if you'd like to revisit this work please visit the following links:
[5 Whys Work](#), [Root Cause Fishbones](#)

1. Original: All students need expanded VAPA programming, applied consistently throughout the district, to fuel student interest through VAPA experiences and/other academic pursuits.
 - a. **Proposed Revision**: Students who are historically underserved lack access to VAPA programming and opportunities.
 - Current Strategies:
 - Review choice sheets at each campus to ensure students on all MS & HS campuses can choose from all VAPA programs: Art, Band, Choir, Dance, Guitar, Orchestra, and Theatre.
 - Potential Strategies:
 - All secondary schools will have a universal choice sheet.
 - Bond funds are needed to purchase and refresh equipment and instruments on all campuses each year and to address outdated technology, aged inventory of instruments and equipment in poor condition and beyond repair.
2. Original: The district must establish VAPA staffing minimums in AISD's staffing formula, separate from general staffing formula, a VAPA department structure that has the capacity to offer the full range of VAPA programs to all students at every campus, and professional development specific for VAPA educators.

Proposed revision into three statements:

 - a. **Proposed Revision**: Lack of staffing minimums disproportionately affects students who are historically underserved.
 - Current Strategies:
 - The VAPA team responds to requests from principals and teachers to offer suggestions for maximizing staffing while maintaining programs and access for all students.
 - Potential Strategies:
 - Increase collaboration with campus principals and human capital for teacher recruitment, retention, and job assignments.
 - b. **Proposed Revision**: Lack of specific VAPA professional development affects VAPA teachers and their programs.
 - Current Strategies:
 - Communicate regularly with teachers via email, office hours, virtual meetings, with content groups of teachers and occasional campus visits as time allows.

- Potential Strategies:
 - Host professional learning opportunities for VAPA educators district-wide in a “job-alike” format.
 - Host district wide Professional Learning Community (PLC) opportunities for VAPA educators.
- c. **Proposed Revision: Lack of district-level administrators affects all VAPA programs.**
 - Current Strategies:
 - VAPA administrators respond to requests for support to principals and teachers.
 - VAPA administrators rely on teachers to lead district-level events and opportunities for students.
 - Potential Strategies:
 - Leverage technology to develop a streamlined system to automate clerical tasks.
- 3. Original: Students of PK-12 families who require or desire after-school programs should have access to safe, quality, affordable programs, such as sports, fine arts programs, tutoring, etc.
 - a. **Proposed Revision: Students of PK-12 families lack access to quality and affordable after-school programs.**
 - Current Strategies:
 - Many VAPA programs extend beyond the school day with evening and weekend rehearsals, events, performances and competitions.
 - Potential Strategies:
 - Use ESSER funds and the equity allotment to provide programs where they are needed.
- 4. Original: To ensure student safety and program efficacy, VAPA facilities need to be repaired and replaced as they degrade over time, (and bolstered, enhanced, grown, built upon) where programs are missing or need to be upgraded to meet (VAPA vision). This process needs to be a joint effort between the VAPA, the Facilities departments, and technology. Upgrades and improvements need to be paired with programming and professional development.
 - a. **Proposed Revision: Lack of access to safe, maintained and modernized VAPA facilities affects all students, staff, parents and communities, specifically in the facilities that are in most disrepair.**
 - Current Strategies:
 - Campuses submit work orders for facility maintenance needs related to visual and performing arts.

- Lending is available to all VAPA programs for costumes, lighting and sound equipment, etc.
- VAPA redistributes lights, sound, storage, and other equipment to campuses when no longer needed at PAC.
- Potential Strategies:
 - Collaborate strategically with Operations, Technology, and Facilities to ensure VAPA areas are maintained and updated.
 - Update campus equipment to ensure compatibility with technology updated requirements.
 - Ensure VAPA classes have a facility that matches the programmatic needs.
 - Replacement of:
 - Outdated / unrepairable instruments
 - Damaged supplies (music stands,
 - Dance/Marley subfloor and flooring
 - Convert tile theatre stages to wooden stages
 - Stage/black box curtains
 - Choral risers
 - Kilns
 - Marching Band towers
 - Outdated theatrical lighting (auditorium and black box) - to LED
 - Resurfacing auditorium
 - Sound shells
 - Outdated sound systems
 - Counterweight and rigging system
 - Unit sets
 - Outdated shop equipment
 - Outdated dimmer rack systems for theatrical lighting
 - Damaged and/or non-ADA compliant auditorium seating
 - Additional:
 - Sprung dance floor for campuses that do not have one
 - Permanent mirrors in dance classrooms
 - Permanent/portable ballet barres
 - Guitar classroom
 - Theatrical lighting in middle school campuses
 - District-owned instruments (band, orchestra, guitar, mariachi, and piano)
 - Climate controlled spaces for storage

5. Original: In order to meet the needs of all students and families and provide an empathetic, strengths-based, and culturally-sensitive environment across all programs and campuses, we must have adequate numbers of well-trained staff and administration.
 - **Proposed Revision**: Lack of staffing affects all staff including teachers and administrators AND all students who are historically underserved. (The working group feels this is similar to above; see 2a)
 - **Lack of empathetic, culturally-sensitive, strengths-based professional development impacts all staff and students who are historically underserved.**
 - Current Strategies:
 - Potential Strategies:
6. Original: Learners of all needs and abilities need a variety of programs that meet those abilities in order to support ongoing growth and development of learners of all abilities.
 - a. **Proposed Revision**: Learners of all needs and abilities lack access to inclusive VAPA programming.
 - Current Strategies:
 - All VAPA programs are inclusive, and unique programs are customized to serve students at Rosedale.
 - Music, Art, Occupational, and Physical therapists support students in Visual and Performing Arts classes as outlined in a student's Individual Education Program (IEP).
 - The Special Education team provides specialized equipment to students with needs outlined in an IEP.
 - Potential Strategies:
 - Collaborate with the special education department to identify the unaddressed needs.
 - Incorporate best practices of universal design into VAPA curriculum.

Other VAPA strategies not connected to problem statements above:

- ESSER funding: Needs assessments and purchase of 400+ guitars, 200+ violins, 145+ violas, 55+ cellos and basses, 10 lighting consoles (auditoriums), 10 sound consoles (auditoriums), 50+ ballet barres, 20+ portable dance mirrors, various band instruments, choral risers, sound shells, etc.
- ESSER funding: expansion of free summer programs in art, music, dance, and theatre
- Private lesson pilot program for students in need at Eastside, Webb, Martin, and Navarro
- New working scene shop and costume shop for student and teacher learning beyond the classroom
- Ongoing strategic planning: engaging the student voice and linking to long-range planning process
- Essential areas (music, art, and physical education) incorporating elementary dance curriculum
- Enhance transportation for students and parents to participate
- Providing meals to students participating in events and

- Strengthen programs with arts partners to expand reach and ensure greater access and participation of students, with a focus on students who are historically marginalized

Overarching

1. Original: Underserved students and families need resources to meet their basic needs.
(Given to SSR)
 - a. Proposed Revision: Underserved students and families across AISD are disproportionately impacted by a lack of resources to meet their basic needs.
 - Current Strategies:
 - Potential Strategies:
2. Original: Students need to be effectively taught about colorism and racism to support anti-racism and cultivate inclusivity in schools and the community.
 - a. Proposed Revision: Black and Brown students are impacted by an ineffective education on colorism, racism and inclusivity.
 - Current Strategies:
 - Potential Strategies:
3. Original: Students and families of color need to feel heard, welcomed, and valued in their schools and neighborhood.
 - a. Proposed Revision:
 - Current Strategies:
 - Potential Strategies:
4. Original: AISD needs to put systems/metrics in place to hold themselves accountable if community trust is to be regained.
 - a. Proposed Revision: **Portions of the AISD community that have been underserved by the District have a lack of trust in AISD.**
 - Current Strategies:
 - Increased community engagement and collaboration opportunities, such as Operation Reconnect, community feedback meetings on budget, building repurposing plans, etc.
 - Increased communication through social media and announcements on the Austin ISD website
 - Let's Talk platform for community questions, feedback, and conversations
 - Principal, Teacher roundtables
 - District and Campus Advisory Committees
 - New Parent/Family Newsletters
 - Student, campus, family, and central office climate surveys
 - Centering Equity professional learning series has begun with central office cohorts and is in development for expansion

- Potential Strategies:
 - Engage in empathy interviews to hear from underserved community members and/or those who have shared a lack of trust
 - Share specific responses from community feedback that is leading to different action items moving forward
 -
- 5. Original: School boundaries need to be reviewed to determine potential adjustments to balance enrollment to better support student learning.
 - a. **(FOR FACILITIES COMMITTEE DISCUSSION)**: Historically underserved students and their educators at schools that are not within the optimal utilization (85-110% of permanent capacity) lack proper support for student learning.
 - Current Strategies:
 - Creation of centralized enrollment department
 - Development of district-wide system for student recruitment
 - Improving access to school programs/information for families by procuring a robust School Finder online product and making available printed enrollment guides in SY22-23.
 - Streamlining processes to make it easier to enroll in AISD
 - Prioritizing retention of current students by creating a re-registration toolkit for campuses that includes communication resources, supplemental pay for staff to work after hours to meet parent needs, and data trackers. In addition, AISD's withdrawal process is being revamped in SY 22-23 to gather accurate withdrawal data to better understand where students left and why they left AISD.
 - District staff is supporting a sub-committee of Equity Advisory Committee with LRP representatives to develop recommendations for a boundary re-evaluation process
 - Gathering data and analysis around baseline student retention to better understand why students leave AISD schools as student/family choice is a significant driver in enrollment.
 - Changes to transportation policy to provide a bus to students within the 2-mile walk zone radius at schools - that are under-enrolled in order to retain/increase AISD enrollment
 - Potential Strategies:
 - Exploration of changes to transfer policy/practice that affect under-enrollment and overcrowding
 - Research & implement best practices for boundary policies
 - Develop an updated portable reduction and management strategy including:
 - updated portable reduction goal

- mechanism to enforce portable use guidelines, as portables should be used only as a last resort for teaching and learning
- 6. Original: To meet the needs of our students and families, campuses must have adequate numbers of well-trained staff.
 - a. Proposed Revision: Lack of staffing affects all staff including teachers and administrators AND all students who are historically underserved.
 - b. *For training, see VAPA statement 5b.
 - Current Strategies:
 - Potential Strategies:
- 7. Original: Underserved students and families need access to mental and physical health services to support their well-being and build resiliency to stressors.
 - a. Proposed Revision: Underserved students and families experience added stressors, and historically lack sufficient access to mental and physical health resources.
 - Current Strategies:
 - Parent Support Specialists provide support to underserved students and families
 - Student counselors and Licenced Mental Health Practitioners available to provide emotional support to students
 - Information about challenges a student faces presented at Child Study Team Meetings so that AISD staff and partners know how to support them
 - Free annual physicals offered
 - Restorative Practices Associates - ensure that marginalized students are seen, valued, and heard
 - REFER TO [EQUITY ACTION PLAN](#) RE: Addressing Student Well-being section (pg. 8)
 - Development of districtwide scope and sequence of available Cultural Proficiency/ Anti-racism Professional Development for all employees
 - Potential Strategies:
 - Build partnerships with health care organizations to offer free and/or reduced mental + physical health services to underserved students and families
 - Collaborate with underserved communities to understand potential obstacles to engaging with mental and physical health services. Create a community-driven educational campaign that frames services with these concerns.
 - Provide support to affinity groups (student groups, community groups etc.) that promote a sense of belonging, empowerment, connection and identity safety for underserved student groups

- Provide ongoing training to all district staff in cultural proficiency and anti-racism
8. Original: Students of families who require or desire after-school care should have quality, affordable programs available.
- a. Proposed Revision: Students of PK-12 families that have been historically underserved lack access to quality and affordable after-school programs. (Same as VAPA #3, but this is applied broadly to all after school programs.)
 - Current Strategies:
 - Potential Strategies:
9. Original: Families & students need required, consistent opportunities for family engagement, communication & options in timing, format, multilingual, accessible & commitment to support student achievement
- a. Proposed Revision: **Families & students with unique accessibility & multilingual needs lack opportunities for family engagement, communication, multilingual & accessible support.**
 - Current Strategies:
 - Public-facing website, resources, Let's Talk, and communication are available in English and Spanish
 - Language supports are available through BLEND and the immersive reader feature
 - Translation and accessibility services are available within community meetings in Zoom and in-person (upon request)
 - Curriculum within BLEND is checked for overall accessibility through the Canvas accessibility checker
 - Potential Strategies:
 - Expand access to resources and communication to other languages
 - Ensure all videos shared have closed captions enabled and that they are available in a variety of languages (i.e., utilizing YouTube closed captioning and language options)
 - Evaluate the complexity clarity of communication and messaging to ensure it is accessible
 - Engage in empathy interviews with families and students with unique accessibility and multilingual needs to hear their feedback, experience, and thoughts to co-create next steps and options