



Austin Independent School District

District Improvement Plan

2016-2017

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Introduction: The AISD Strategic Plan 2015-2020

AISD is not required to have a strategic plan, but has adopted the AISD Strategic Plan 2015-2020 as a recognized best practice. The strategic plan was developed over several months with the input of stakeholders from across the district and the community. The strategic plan has a dedicated website at: <http://www.austinisd.org/strategicplan>.

The AISD Strategic Plan 2015-2020 consists of three principal parts:

- **The Framework**, developed and approved by the Board of Trustees, includes statements of Mission, Vision, Core Beliefs, Commitments, and Values.
- **The Scorecard**, also developed and approved by the Board of Trustees, includes several performance indicators with performance data and targets. The Scorecard indicators are grouped by the Core Beliefs, and are balanced between educational, community, staff, and resource perspectives. A Scorecard results report will be provided annually.
- **The 5-Year Implementation Plan**, developed by the Administration, includes Strategies and several Key Action Steps, grouped by the Commitments. Responsible offices are identified for each Key Action Step. Status reports on the Key Action Steps will be provided periodically.

The Framework, Scorecard, and 5-Year Implementation Plan largely fulfill state statutory requirements (Texas Education Code §11.252) for an annual “District Improvement Plan” (DIP). Therefore, the DIP for AISD is an extension of the strategic plan, and consists of the following:

- Strategic Plan Alignments
- Strategic Plan Review Process
- Strategic Plan Monitoring Processes
- Regulatory Appendices

Strategic Plan Alignments

To achieve implementation of the district’s strategic plan, the administration will ensure that the following demonstrate alignments to the strategic plan:

- Annual Campus Improvement Plans (CIPs)
- Budgetary Requests and Annual District Budget
- Employee Performance Evaluations
- Departmental Plans and Other Plans of the District
- Agendas of the Board of Trustees and District Advisory Committees

Strategic Plan Review Process

The Superintendent will annually present a Strategic Plan Scorecard results report. This report, which will be made available on the strategic plan website, will inform the annual State of the District address and initiate the annual strategic plan review process. The Superintendent will lead this process to ensure that the strategic plan remains current and strongly focused on the needs of the district.

In this timeframe, the District Advisory Council (DAC) will consider the Strategic Plan Scorecard results report and other relevant data and provide recommendations on possible strategic plan revisions and budget priorities.

The Board will either reaffirm the Strategic Plan Framework and Scorecard or make revisions as needed, and the Superintendent and Senior Cabinet will do likewise with the 5-Year Implementation Plan.

Strategic Plan Monitoring Process

Responsible offices will provide periodic status reports on each of the Key Action Steps in the 5-Year Implementation Plan of the strategic plan. The status reports, which will be made available on the strategic plan website, will be arranged by Strategy and include status indicators, outcomes, operational impacts, and proposed budgetary increases.

Regulatory Appendices

Over a period of several years, a number of state and federal regulations have required the addition of certain components to the DIP. On the following pages, appended are these required state and federal components:

Appendix A:
Integrated PBMAS Continuous Improvement Plan

Appendix B:
Use of State Compensatory Education and External Grant Funding

Appendix C:
Highly Qualified Teacher Criteria

Appendix D:
District Policy on Freedom from Discrimination, Harassment, and Retaliation

Appendix E:
Pregnancy Related Services

Appendix A

PBMAS Integrated Improvement Plan

As stated by the TEA, the purpose of the PBMAS Integrated Improvement Plan is to target and address student performance, program effectiveness, systemic issues, and data quality concerns related to substantial, continuing, or imminent risk(s), as reflected by Performance Based Monitoring Analysis System (PBMAS) data. In addition to district-level planning, appropriate sections of the PBMAS Integrated Improvement Plan are also being incorporated into the Campus Improvement Plan template.

The current PBMAS Integrated Improvement Plan is available on the strategic plan website at: <http://www.austinisd.org/strategicplan>

Appendix B
Use of State Compensatory Education and External Grant Funding

State Compensatory Education	
Reading Specialists	Middle School and High School Reading Initiatives
Alternative Learning Center	Communities In Schools
Phoenix Academy	Travis County Detention Center
Alternative Center for Elementary Students	Homebound Services
Travis County Day School	Travis County Leadership
Garza Alternative High School	Summer Services
Prekindergarten Teachers	Guidance and Counseling
DELTA (dropout recovery program)	Secondary Transition Programs
9th Grade Initiatives	Bilingual Immigrant Support
Secondary Tutorials	Pregnancy Related Service Teachers
Account for Learning	Coordination of Dropout Intervention
School Community Liaisons	After School Detention
Truancy Master	Student Discipline
Learning Support Services	Elementary School Counselors
PAL Program	Curriculum Specialists
Twilight School	Tutorials
AVID	Family Resource Center
International High School	Travis Graduation Prep Academy
	TOTAL: \$58.4 M

External Grant/Federal Funds	Source
Support for Students with Disabilities	IDEA B Formula
Support for Students with Disabilities with Extensive Needs	IDEA B High Cost Risk Pool
Support for Students with Disabilities, ages 3-5	IDEA B Preschool
Support for Students in the Regional Day School Program for the Deaf	IDEA B Formula Deaf, IDEA B Preschool Deaf, IDEA Discretionary (Deaf), State Deaf.
Support for Students with Visual Impairments	State Visually Impaired
School-wide and District Support for Campuses with 40+% or more Students who receive free/reduced lunch priced meals	Title I, Part A
Bilingual Stipends, New Teacher Academy, Highly Qualified teacher support, training and certification, support for focus schools, Mentor stipends	Title II-A, Teacher and Principal Training and Recruiting, Beg Teacher Induction/Mentor, District Award Teacher Excellence,
LEP/Immigrant Support	Title III, Part A English Language Acquisition
Positive Behavior Support, Tutoring, School Support, ELEVAR, and Program Evaluation	Title I, PK Funding, Local
Support to Under Achieving Schools	Title I, Title II-A, Title III-A , Priority Schools Grants
School to Career Central and Campus Support	Career and Technical Basic Grant
Full Day PK Classes,	Local Support, Head-Start
Staff Development	Title I, Title II A and D, IDEA, Career and Technical Basic Grant, SLC
Parental/Community Involvement	Title I, Federal Indian Grant
Promote College Readiness	Texas High School Allotment
After-school and Saturday Learning Opportunities	Prime Time, 21st Century, Victory, Community Education , Optional Extended Year

External Grant/Federal Funds	Source
Support for Homeless	Title III-B, Title I, Part A , McKinney Vento
Support for Neglected and Delinquent Facilities	Title I, Part D and Title I, Part A
Instructional Support	Literacy Civics Education, 3M-Austin Public Ed , Applied Materials , Texas Regional Science Collaborative, Americorp
Reading Interventions	Local, Texas Literacy Grant, Title I Part A
Teen Parent Support	Community Development – Child Care, Title I, City of Austin, Travis County, Teen Parent Grant
Math Interventions	Local, Title I -A
Training and Support for Instructional Technology	Title II
Advanced Placement Initiatives	AP Incentive Program, AP/IB
Support for Ann Richards School	Education for Young Women
Parent Support Specialist	City of Austin Grant
Family Resource Centers	Title I, City of Austin, Travis County
Social Emotional Learning Support	Title II Part A, foundation/city/county/personal donation support
Support for Fine Arts	Performing Arts Grant, Creative Classroom Grant
	TOTAL: \$63,062,806

Appendix C Highly Qualified Teacher Criteria

	% Classes Taught by HQ Teachers			% Classes Taught by HQ Teachers in High Poverty Schools			% of HQ Teachers			% Teachers Receiving HQ Professional Development		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
AISD Actual	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
AISD Target	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
State Target*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: AISD Highly Qualified Teachers Compliance Report (as of the last day of school year).

Highly Qualified (HQ) teachers are defined as:

- 1) Holding at least a bachelor's degree, **AND**;
- 2) Having full state certification, **AND**;
- 3) Demonstrating competency through
 - a) Passing ExCET or TExES in subject taught, **OR**;
 - b) Holding a college major or coursework equivalent to a major in subject, **OR**;
 - c) Meeting High, Objective, Uniform Standard of Evaluation (HOUSE).

* SBEC data do not include information related to classes.

Appendix D
**District Policy on Freedom from Discrimination,
Harassment, and Retaliation**

As required by state law, the district has adopted and revised policy regarding freedom from discrimination, harassment, and retaliation. This includes but is not limited to sexual harassment, dating violence, and bullying. Specific district policies are FFH and FFI, and are available at: <http://pol.tasb.org/Home/Index/1146>

There are several district programs designed around prevention and interventions, such as Social and Emotional Learning and Cultural Proficiency. In addition, the district and a number of individual campuses have earned No Place for Hate designations.

Appendix E Pregnancy Related Services

Pregnancy Related Services (PRS) are a combination of Support Services and Compensatory Education Home Instruction (CEHI). These services are available to a pregnant student during pregnancy prenatal and postpartum periods to help her adjust academically, mentally and physically and to remain in school.

Support Services are provided during the prenatal period of pregnancy and while the student is still attending school, as well as during the prenatal or postpartum period while the student is at home or hospital for a valid medical necessity or recovering from delivery and being served with PRS CEHI. Examples of Support Services the student may access are counseling, health services provided by school nurse, case management and service coordination.

Compensatory Education Home Instruction (CEHI) is academic instruction offered to the student in the home or hospital. The number of hours per week of instruction by a certified teacher varies according to student needs and attendance is reported according to TEA formula. This service is provided under different circumstances:

- 1) Prenatal Confinement. If the student cannot attend school on campus due to a valid medical necessity documented by a nurse practitioner or licensed physician licensed to practice in the United States. A medical release must be obtained by the medical or nurse practitioner to return to campus for **any** reason, including to take standardized tests. There is no limit to the number of events or the length of each event.
- 2) Postpartum Confinement. A student who has delivered a live, aborted, or stillborn baby, suffered a miscarriage or death of a newborn, or placed a baby up for adoption can be served, beginning the day of or the day after delivery for up to six consecutive weeks at home or hospital.
- 3) Extended Postpartum Confinement. Four additional weeks of CEHI may be provided a student when a valid medical necessity of the mother or child exists as documented by a licensed physician licensed to practice in the United States.
- 4) Break-In-Service Confinement. This service is for a maximum of ten weeks in length, divided into two periods in instances when the infant remains hospitalized after delivery. The student may return to school while the infant is hospitalized, then return to CEHI when the infant is home. When the student returns to school between the two CEHI periods, the student will not be coded PRS. A medical release will be required for the student to return to campus.