



**District Improvement Plan
(Supplement to the AISD Strategic Plan)**

2018-2019

12/07/2018

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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 input from the District Advisory Council (DAC) and other stakeholders from across the community. The strategic plan has a dedicated website at: <https://www.austinisd.org/strategic-plan>.

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.
- **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.

IMPORTANT NOTE: 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 a supplement to 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 provide a Strategic Plan Scorecard final report. This report, which will be made available on the strategic plan website, will inform the annual State of the District address and 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 DAC will consider the Strategic Plan Scorecard final report and provide recommendations on strategic plan implementation, particularly strategic 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

The Superintendent will monitor the Scorecard indicators and provide periodic status reports to the Board.

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

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:
Equitable Access Roadmap

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

Appendix E:
Pregnancy Related Services

Appendix F:
Priority for Service Action Plan for Migrant Students

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: <https://www.austinisd.org/strategic-plan>.

Appendix B

State Compensatory Education Funding

The purpose of the State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The program requires Texas public school districts and charter schools to offer additional accelerated instruction to each student who meets one or more statutory or locally-defined eligibility criteria to reduce any disparity in performance on assessment instruments administered under subchapter b, chapter 39 TEC, or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students.

State Compensatory Education (SCE) – Program Codes 24, 26, 28, and 30

This fund must be used to serve students identified as “at risk “of dropping out of school. A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. Is in pre-kindergarten or grade 1,2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current year;
2. Is in grade 7,8,9,10,11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years;
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. Has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of Limited English Proficiency, as defined by Section 29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C., section 11302, and its subsequent amendments; or;
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

The purpose of programs/services for students at risk of dropping out of school is to increase academic achievement and reduce the drop-out-rate.

SCE Programs in Austin ISD Include:

Account for Learning	Alternative Learning Center
After School Tutorials	Project Help (Homeless)
Alternative Learning Center	Pregnancy Related Service Teachers
AVID	Phoenix Academy
Bilingual Immigrant Support	Pre-K Program
Coordination of Dropout Intervention	Refugee Family Program
Communities in Schools	Secondary Transition Programs
Curriculum Specialist	Student Discipline
DELTA (Dropout Recovery Program)	Summer Programs
Elementary School Counselors	Travis County Day School
Family Resource Center	Travis County Juvenile Detention Center
Foster Care Families	Travis County Leadership Academy
Garza Alternative High School	Travis Graduation Prep Academy
Guidance and Counseling	Tutorials
Homebound Services	Twilight School
International High School	Virtual School Programs
Lanier Graduation Prep Academy	
Middle School & High School Reading Initiative	

Campus Improvement Plan (CIP) Requirements Related to SCE:

1. Needs assessment includes information from State of Texas Assessments of Academic Readiness (STARR), dropout and completion rates, language barriers, evidence of having considered dropout audit results, credits earned by 9th and 10th grade students, retention rates of 9th and 10th grade students. If these are not proven effective vial evaluation, they must be changed.
2. Strategies for servicing at-risk students can include tutorials, intensive interventions, staff development geared to the needs of students at-risk of dropping out of school, specialized materials/equipment, dropout recovery/interventions, enhancements of Limited English Proficiency (LEP) students, etc.
3. Total SCE funds, program/services offered and related full-time equivalentents (FTEs).

Appendix C Equitable Access Roadmap

Federal Title I, Part A requires all Local Education Agencies that receive Title I funds to develop a plan for how the LEA will identify and address, as required under the state plan, any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

The Equitable Access Roadmap for Austin ISD is available on the strategic plan website, at: <https://www.austinisd.org/strategic-plan>.

The Roadmap was reviewed by the District Advisory Council, approved by the Board of Trustees, and submitted to the Texas Education Agency.

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.

Appendix F
Priority for Service Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA) Consolidated Application for Federal Funding, Part 3 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required activity for the Migrant Education Program. Member districts of the Region 13 ESC Migrant Program SSA (Shared Service Arrangement) meet this requirement by attaching the PFS Action Plan to the District Improvement Plan and by collaborating with Region 13 ESC Migrant Program staff to meet the needs of PFS students.

Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards; and whose education has been interrupted during the regular school year.

The PFS Action Plan is on the following pages:

Priority for Service (PFS) Action Plan for Migrant Students

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

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

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

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

School District:
Region: Region 13 ESC, Migrant Shared Service Arrangement

Priority for Service (PFS) Action Plan

School Year: 2018- 2019

Filled Out By: Chris Wineland
Date: August, 2018

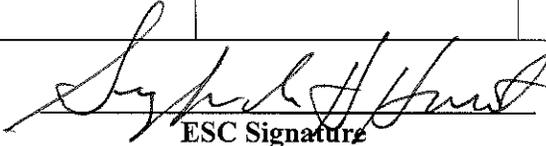
<p><u>Goal(s):</u></p> <p>To assess the specific academic needs of Migrant PFS students and address each need with targeted instructional and support services.</p>	<p><u>Objective(s):</u></p> <p>To monitor academic progress of PFS students and evaluate the effectiveness of the services provided.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Every month, beginning in September	Region 13 ESC Migrant Staff	PFS Reports/email PFS Reporting Form
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	At the beginning of every school year	Region 13 ESC Migrant Staff SSA District Contact	PFS Action Plan District Improvement Plan Attachment
Additional Activities			
<ul style="list-style-type: none"> ▪ 			
Required Strategies	Timeline	Person(s) Responsible	Documentation

Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	At the beginning of the school year and as needed	Region 13 ESC Migrant Staff	E-campus Files SSA Meeting Agenda PFS Action Plan
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	Ongoing, as needed	Region 13 ESC Migrant Staff SSA District Contact	PFS Criteria Home visit/parent communications
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Ongoing, as needed	Region 13 ESC Migrant Staff	PFS Student Progress Report Home visit/parent communications
Additional Activities			
<ul style="list-style-type: none"> 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Ongoing, as needed	SSA District Contact Region 13 ESC Migrant Staff	PFS Student Progress Report
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Ongoing, as needed	SSA District Contact Region 13 ESC Migrant Staff	PFS Student Progress Report
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Ongoing, as needed	Region 13 ESC Migrant Staff	ESSA Supplement vs Supplant criteria
Additional Activities			
<ul style="list-style-type: none"> 			

Chris Wineband
LEA Signature

08/20/2018
Date Completed


ESC Signature

08/20/2018
Date Received