

AISD 2015-2020 Strategic Plan
Five-Year Implementation Plan
Reinventing the Urban School Experience Together

Core Belief One: All students will graduate college-, career-, and life-ready.			
Commitment 1: Achieve excellence by delivering a high-quality education to every student.			
Strategies	Key Action Steps	Status	Year
1.1 We will individualize teaching and learning.	a. Adopt policies that support the district's theory of action for teaching and learning.		Year 1
	a.1 Develop policy changes to address equity.		
	b. Ensure that AISD curriculum is aligned to the Texas Essential Knowledge and Skills (TEKS) and is supported by a coherent and aligned assessment system.		Year 1
	b.1 Design and pilot formative assessment plan to operationalize the district's philosophy.		
	b.2 Implement plan to increase Khan Academy registration for ACT/SAT preparation.		
	b.3 Implement lesson modules in BLEND to support Yearly Planning Guides.		
	c. Create an aligned curriculum for core courses, Pre-Advanced Placement, and Advanced Placement courses.		Year 2
	d. Include student and stakeholder voice through participatory curriculum design processes.		Year 2
	e. Develop a process for students to explore and study post-secondary career opportunities.		Year 2
	f. Provide a safe, caring, and positive learning culture that inspires innovation and excellence.		Year 1
	f.1 Monitor implementation of 30 minute recess policy for elementary schools.		
	f.2 Increase the number of mentor partners and volunteers.		
	f.2.1 Monitor the implementation of My Brother's Keeper.		
	f.3 Reduce the probability of gang activity, association, and membership to support a social, emotional, and physical safe learning environment.		
g. Build partnerships with stakeholders that extend student learning to meet individual student needs by identifying and pursuing grant opportunities and partnerships that are aligned with academic priorities.	P	Year 3	
h. Build leadership capacity to create supportive conditions for the social and emotional development of students, teachers, and campus staff.		Year 2	
1.2 We will provide our students a variety of unique opportunities for unlimited learning.	a. Students will have multiple opportunities for flexible, personalized learning.		Year 1
	a.1 Reinvention Projects		
	a.1.1 Monitor the implementation of the Dyslexia Middle School model at Covington Middle School in collaboration with the Middle School Team.		
	a.1.2 Develop Implementation plan, timeline and procurement methods for approved bond projects	I	Year 3
	a.1.3 Prepare demographic report and analysis to identify trends for two-year FMP Update.	I	Year 3
	a.1.4 Refine program design for Health Science Magnet at LBJ ECHS in collaboration with community partners.		
	a.1.5 Monitor the implementation of the Montessori program at Winn Elementary.		
	a.1.6 Monitor the implementation of the Career Launch program at Reagan and LBJ ECHS.		
	a.1.7 Monitor the implementation of reading and math academies.		
	a.1.8 Monitor the implementation of the Alternative Learning Center redesign.		
	a.1.9 Develop STEM Academy at Mendez Middle School.		
	a.2 Develop roll-out plan for standards-based grading.		
	a.3 Design and implement campus-based credit recovery, tutorial, attendance makeup and/or course acceleration programs.		
	a.4 Evaluate the impact of credit recovery/acceleration, attendance makeup, and tutorial programs on the cohort of students meeting graduation requirements.		
	a.5 Develop academic programming plans for Burnet, Martin and Mendez.		
	b. Provide an array of course offerings and programs to fit individual student interests.		Year 1
	b.1 Expansion of Existing Programs		
	b.1.1 Expand 3-year old program Based on need and desire of campus community.		
	b.1.2 Monitor the implementation of the Certified Academic Language Therapist (CALT) program at the elementary level.		
	b.1.3 Work with internal and external partners to identify funding to expand School Mental Health Centers.		
	b.1.4 Create community school model as part of district planning.		
	b.1.5 Develop a plan for implementing dual language cluster schools in SY18-19.		
b.1.5.1 Create Elementary dual language hubs.			
b.1.6 Implement planning year for high school dual language programming.			
b.1.7 Monitor the implementation of ECHS at Crockett, Eastside Memorial, and Lanier High School.			
b.1.8 Explore the reconceptualization of Whole Child and the concept of Integrated Whole Child coaches.			
b.1.9 Expand Dyslexia Middle School model to other campuses.			
b.1.10 Expand Garcia Young Mens Leadership Academy to district wide program.			
b.1.11 Expand CLI to new vertical team.			

	b.2 Expand Micro Majors - University of Texas to additional high schools.		
	b.3 Develop numeracy plan.		
	b.4 Monitor the implementation of the redesigned GT identification process.		
	c. Create opportunities for students in Grades 3-5 to participate in a problem-based activity, and develop processes for campuses to track and report.		Year 3
	c.1 Monitor implementation of Year 2 of PBL for Grades 3-5 and continue to refine the tracking process, professional development plan, and Year 3 implementation.		
	d. Create opportunities for a grade level of students identified by each high school to complete a capstone project, and develop processes for campuses to track and report.		Year 3
	d.1 Monitor implementation of capstone projects at each campus and gather data in the Spring semester to refine tracking process.		
	e. Develop a more robust/integrated system for student internships within AISD offices, the community, and businesses.		Year 1
	f. Provide campus level summaries of dual credit outcomes.		
	g. Document and report campus level implementation of CLI.		
1.3 We will provide services and supports for every student on every campus.	a. Each student will be actively engaged in learning and is connected to the school and broader community.		Year 2
	b. Each student will be academically challenged and prepared for success in college or further study, employment, and participation in a global environment.		Year 1
	c. Each student will learn in a physically and psychologically safe environment.		Year 1
	c.1 Revise Gender Policy (FN).		
	d. Establish goals at each school related to FitnessGram Cardiovascular and Body Mass Index indicators.		Year 1
	e. Each student will learn about and practice a healthy lifestyle.		Year 1
	e.1 Offer salad bars every day during lunch at all K-12 campuses.	I	Year 1
	f. Ensure all components of a whole child, whole school, whole community approach are implemented.		Year 2
	f.1 Develop and implement SEL 2.0 at all campuses.		
	g. Work with community partners and strive to ensure that every student has access to adequate food both inside and outside the school day.	P	Year 1-5
	g.1 Calculate and prepare action to ensure federal meal price equity for Board consideration (if required).	P	Year 1-5
	g.2 Implement Community Eligibility Provision Program pilot and assess impact to consider expansion for 2018-19.	I	Year 3
	g.3 Begin conversations with community partners about outside-of-the-school-day food access programs.	I	Year 3
	g.4 Develop and implement districtwide meal benefit outreach strategy.	I	Year 3
	h. Implement Breakfast in the Classroom initiative effectively in schools requesting this delivery model, and report impacts on attendance and other key student measures.	P	Year 1-5
	h.1 Continue to expand Breakfast in the Classroom across campuses.	P	Year 3
	i. Each student will have access to a tiered model of services and supports that address mental health and risk behaviors including violence, pregnancy, and substance use prevention.		Year 1
	j. Study and report reasons for differences between students submitting college applications and students enrolling in college.		Year 1
	k. Maintain and improve systems to track and align partner services to student needs and AISD priorities.	P	Year 3

Commitment 2: Implement the transformative use of technology.			
Strategies	Key Action Steps	Status	Year
2.1 We will integrate technology into curriculum and instruction.	a. Provide immersive, student-centered, inquiry and problem-based instruction to all AISD students.		Year 1
	a.1 Monitor implementation of problem-based learning at the middle school level.		
	a.2 Extend BLEND (learning positioning system) to all schools for introductory use.		
	a.3 Design and facilitate professional learning opportunities and creating an assessment rubric for PBL.		
	b. Align professional development, technology integration model, and technology deployment.		Year 1
	b.1 Host an "e-learning summit" on innovative learning technology.		
	b.2 Integrate BLEND with HCP to support blended and e-learning opportunities for staff.		
	b.3 Create a repository (i.e. BLEND) to curate examples of best instructional practices for professional growth and learning.		
	c. Deploy new systems and processes for building capacity among all stakeholders (e.g., Enterprise Resource Planning, learning positioning system, student information).		Year 1
	c.1 Implement position control processes, technologies, and systems.	I	Year 3
	c.2 Launch Everyone:1 Chromebook rollout at high school.		
	c.2.2 Support implementation of 1:1 Technology Plan in all high schools.		
	c.3 Increase internet bandwidth to meet needs.		
	c.4 Continue ERP Implementation.	P	Year 3
	c.4.1 Continue BOLT implementation.	P	Year 3
	c.4.2 Implement Kronos timekeeping system.	P	Year 3
	c.5 Implement merged IT and Facilities work order systems.	I	Year 3

	c.6 Redevelop IT and Facilities Help Desk.	I	Year 3
	c.6 Vet proposed technology changes - email, grading, etc.		
	c.7 Create Blueprints for BLEND implementation.		
	c.8 Pilot parent access to BLEND.		
	d. Utilize a robust technology integration matrix for transformational use of technology for teaching and learning.		Year 1
	e. Create an AISD app store portal that includes apps developed by students.		Year 3
2.2 We will provide flexible learning environments.	a. Optimize online learning and online learning environments.		Year 1
	b. Update and enhance AISD infrastructure.		Year 1
	c. Promote interoperability of all technology solutions.		Year 1
	d. Deliver 33% of new presentation systems to classrooms.		
2.3 We will promote technology through our organizational structure.	a. Optimize new roles to enhance district support for technology integration and implementation.		Year 1
	a.1 Develop a report that includes risk analysis for new opportunities.		
	a.2 Focus the work of Technology Design Coaches on BLEND, blended learning, and Everyone:1.		
	a.3 Establish technology innovation centers to demonstrate reinvented learning environments.		

Commitment 3: Ensure all students perform at or above grade level in math and reading.			
Strategies	Key Action Steps	Status	Year
3.1 We will improve the reading and writing of all students.	a. Implement, monitor, and adjust the new literacy plan to ensure that the strategies and resources are being effectively delivered.		Year 2
	a.1 Implement Year 2 of the Literacy Plan, and develop an implementation plan for Years 3 and 4.		
	b. Provide campus-level support for implementation of the literacy plan.		Year 1
	c. Provide ongoing, campus-based professional development that supports core instruction, Response to Intervention (Rtl), and curriculum implementation.		Year 1
	c.1 Ensure alignment of professional learning offerings created for the 17-18 and 18-19 school year (with summer offerings included) to Strategic Plan and district initiatives.		
	c.2 Enhance alignment of professional learning opportunities to campus needs through the reorganization of professional learning team to connect directly with Associates' teams and program leads.		
	c.3 Improve National Board Program recruitment efforts to increase the ethnic diversity of candidates participating in the program, particularly at Northeast and Title 1 campuses.		
	c.4 Partner with the Leadership Development, TLC and Technology teams to provide just- in- time professional learning modules that are housed in a platform for leaders to access for job embedded professional learning and development.		
	d. Analyze TELPAS, STAMP, ISIP, and STAAR data to measure bilingual program outcomes and identify factors contributing to English and Spanish language proficiency.		
3.2 We will improve the numerical fluency and problem solving skills of all students.	e. Support the implementation of dual language.		Year 1
	e.1 Develop plan with different financial scenarios to address dual language staff needs in collaboration with Human Capital for SY18-19.		
3.3 We will support early childhood, pre-K, and early grade levels to promote math and reading for all students.	a. Implement a plan to increase the number of students performing at or above grade level in math.		Year 2
	b. Promote innovative teaching strategies to increase college, career, and postsecondary readiness for all students.		Year 1
3.3 We will support early childhood, pre-K, and early grade levels to promote math and reading for all students.	a. Provide varied and substantive support to enhance math and reading skills in early childhood, pre-K, and early grade levels across campuses.		Year 1
	b. Expand early literacy, early childhood education, and pre-K programs and locations.		Year 1

Commitment 4: Prepare all students to graduate on time.			
Strategies	Key Action Steps	Status	Year
4.1 We will provide high quality interventions and resources to support all students.	a. Improve supports to struggling learners by improving interventions, resources, and training, and articulate these interventions in curriculum and instructional tools.		Year 1
	a.1 Monitor the implementation of the African American Achievement Plan in collaboration with other TLC members.		
	a.2 Update program designs for elementary ESL, elementary late-exit bilingual, and all-level newcomer support for implementation in SY18-19.		
	a.3 Provide high quality training to district and campus administration on designated supports allowed on state assessments.		
	b. Ensure successful transitions between campus levels (elementary to middle school, middle to high school, high school to post-secondary).		Year 2
	b.1 Increase TSI testing of middle school students.		
	b.2 Align TSI curriculum at middle and high school courses.		

	b.3 Establish additional TSI testing sites.		
	c. Identify students with special needs and life circumstances and ensure that they receive consistent access to curriculum, appropriate services, and supports.		Year 1
	c.1 Develop plan for district-wide CALT training sites.		
	c.2 Monitor implementation of FO(Local).		
	c.3 Align evaluation systems for Special Education and 504 to increase efficiency and Special Education's customer service scores.		
	d. Enhance on-time graduation supports and dropout prevention efforts, and create multiple, proven pathways to graduation and course credit recovery.		Year 2
	e. Strengthen the middle school years experience.		Year 3
	e.1 Monitor the implementation of the Reinventing the Middle School Experience Plan.		

Commitment 5: Develop civically-engaged students.

Strategies	Key Action Steps	Status	Year
5.1 We will provide opportunities for civic engagement to all students.	a. Increase civic engagement across campuses and integrate civic engagement into the curriculum.		Year 1
	b. Promote student participation in, and support teacher implementation of, community impact projects (e.g., Model United Nations).		Year 3
	c. Engage students in authentic problem-solving experiences to address and improve issues relating to gang activity, drug awareness, bullying, and cultural proficiency and inclusion.		Year 2
	d. Develop plan to collaboratively support students' and teachers' implementation of community impact projects.		

Core Belief Two: We will create an effective, agile, and responsive organization.

Commitment 6: Create a positive organizational culture that values customer service and every employee.

Strategies	Key Action Steps	Status	Year
6.1 We will create a positive organizational culture that values customer service and every employee.	a. Increase marketing of the online customer service training module, and increase the number of in-person customer serving trainings to school staff.		Year 1
	a.1. Develop and partially implement customer service improvement plans for major departments within Finance and Operations.	I	Year 3
	b. Strengthen the employee reward and recognition program by expanding the employee discount program to include housing discounts within the district.		Year 1
	c. Monitor District of Innovation implementation.		
	d. Quantify and compare total compensation package, including salary, benefits, social security, and leave with urban and surrounding ISDs.		
	e. Develop communications tool articulating employee benefits.		
	f. Expand staff cultural competency through additional learning opportunities.		
f.1 Provide mentor teachers with professional learning in cultural proficiency.			

Commitment 7: Develop effective organizational structures.

Strategies	Key Action Steps	Status	Year
7.1 We will ensure organizational capacity.	a. Improve internal communications to address decision points, inclusivity, and systems.		Year 1
	a.1 Research best-practice methods for large organizations to communicate with the workforce.		
	a.2 Update Board Handbook.		
	a.3 Update Staff Handbook.		
	b. Organize central administration and district processes to support schools and enable campus leadership to focus on the classroom.		Year 2
	b.1 Implement standardized common application for high school academies, magnet, and fine arts programs.		
	b.2 Implement standardized common application for middle school academies, magnet, and fine arts programs.		
	b.3 Enhance leadership development/succession (administrator profile development, program evaluation, recruiting, interviewing, selection, mentoring).		
	b.3.1 Implement the newly acquired Talent Mapping Tool.		
	b.3.2 Develop a consistent process for developing principal interview questions that align to the administrator and campus profile.		
	b.3.3 Create a recruiting video of the life an "AISD Principal" that will be distributed across the state and nation.		
	b.3.4 Develop an assessment center to create a pool of principal and assistant principal candidates who can fill vacancies.		
	b.4 Develop and implement recruiting strategy for identified high-need areas/programs.		

	b.5 Explore alignment of evaluation instruments for counselors to determine which changes/ adjustments, if any, should be made for implementation in 18-19.		
	b.6 Expand training to include performance development/management, student safety, leave policies, etc.		
	b.7 Provide an education campaign of Employee Wellness Programs and AISD Health Plans.		
	b.8 Reorganize Finance and Operational department to increase efficiency and customer service levels.	P	
	b.9 Develop and implement professional development plans for department leader under Finance and Operations.	I	Year 3
	b.10 Reduce the time it takes to process a recommendation for employment.		
	c. Implement the developed innovative Professional Pathways for Teachers as part of PPFT evaluation.		Year 2
	c.1 Monitor PPFT implementation and financial sustainability.		
	c.2 Implement, monitor, and evaluate PPFT.		
	c.3 Develop 2018-19 professional development proposal that is aligned to the reinvention of teaching and learning (Technology, Whole Child, Literacy).		
	c.4 Fully implement year one of the three Leadership Pathways for literacy, transformative technology, and SEL.		
	c.5 Implement Professional Development Units allowing teachers to focus on the specific areas of need in their own practice to improve student outcomes.		
	d. Create a rigorous and scalable pipeline for principals and assistant principals.		Year 2
	d.1 Conduct recruiting observations of Assistant Principals and Academy Directors to assess individual growth and to support needs.		
	d.2 Create a more rigorous selection processes in Principal Selection, Principal Pathway Program, Assistant Principal Pathway Program, etc.		
	d.3 Create authentic learning opportunities for assistant principals to increase their readiness (e.g. learning walks, observation of master principals).		
	d.4 Create and implement an action plan based on the Calsoyas Audit recommendations on leadership development.		
	d.5 Engage with the Bush Institute, or other consultant, to guide the continued work of leadership development.		
	e. Provide and maintain safe schools, facilities, transportation, and food services.		Years 1-5
	e.1 Prepare list of hazardous transportation routes for board approval annually per CNA (LOCAL).	P	Year 3
	e.2 Create systems to monitor and track bus speeds.	P	Year 3
	e.3 Develop and provide refresher and three-point seat belt training to all transportation staff to reduce preventable accidents and injuries.	I	Year 3
	e.4 Select a work order system to enhance customer service and the equitable delivery of services.	I	Year 3
	f. Provide training and support to school personnel to increase mental and behavioral health awareness and responsiveness to student needs.		Year 1
	g. Mandate student support staffing teams (Child Study Teams), led by a designated staff person to facilitate regular meetings and coordinate student referrals. Require teams to be included in campus improvement plans.		Year 2
	h. Conduct Review of Strategic Plan balanced scorecard.		
	i. Assist in development of Targeted Improvement Plans and Turnaround Plans for campuses as required.		
	j. Streamline integration of district Strategic Plan strategies and Scorecard indicators into Campus improvement plans.		
	k. Develop and maintain Campus Scorecards that parallel the district Strategic Plan Scorecard.		
	l. Explore a locally developed accountability system as provided in HB22.		

Commitment 8: Generate, leverage, and utilize strategically all resources.			
Strategies	Key Action Steps	Status	Year
8.1 We will acquire necessary resources.	a. Optimize resources (buildings, programs, personnel, etc.) to ensure they are utilized efficiently and effectively.		Year 1
	a.1 Develop and propose policy changes to (CV and CH) for Board consideration.	I	Year 3
	a.2 Update leaves and absences policy (DEC).		
	a.3 Develop best practices and projects to reduce energy usage and implement energy conservation program.	I	Year 3
	a.4 Ensure compatibility among new facility management software and database with the Geographic Information Systems to enable special assessment of building and classroom usage.	I	Year 3
	a.5 Develop process and guidelines to implement Target Utilization Plan by facilitating collaboration among the Facilities and Bond Advisory Committee and the district's teaching and learning and communications and engagement teams.	I	Year 3
	a.5.1 Implement any boundary changes or grade level reconfigurations resulting from the approved FMP according to Board policy.	I	Year 3
	a.5.2 Manage, lead and support ongoing work of FABPAC, BAC, BFAC, ESAC and the CBOC.	P	Years 1-5

a.6	Monitor the implementation of the Northeast Plan with collaboration with Human Capital. Facilitate Northeast Planning Team to generate recommendations.		
a.7	Develop implementation plans and timelines to satisfy facility requirements of new programs/designs within updated FMP.	I	Year 3
a.7.1	Develop Implementation plan, timeline and procurement methods for approved 2017 bond projects.	I	Year 3
a.7.2	Prepare demographic report and analysis to identify trends for two-year FMP Update.	I	Year 3
a.8	Implement remaining 2008 & 2013 bond projects actions.	P	Year 3
a.9	Develop Preliminary Budget with forecast for FY 2018-19 and the out years.	I	Year 3
a.10	Prepare Chapter 41 Agreement for Board consideration.	P	Year 3
a.10.1	Develop and present a Deficit Reduction plan for Board consideration.	I	Year 3
a.10.2	Transition to Wells Fargo for depository bank as per State requirements.	P	Year 3
a.11	Evaluate BOLT to increase stabilization and efficiency, and implement new program module, including Kronos.	P	Year 3
a.12	Develop and implement strategy to reduce portables based on the results of the portables conditions assessment.	I	Year 3
a.13	Conduct and report on the AISD Compensation Study.		
a.14	Review and revise Staffing Guidelines to ensure equity, transparency, and efficiency.		
a.15	Continue Equity Self-Assessment.		
a.16	Transition to digital over paper.		
a.17	Work with LASA community regarding LASA expansion (1100 to 2000 students) at Eastside Memorial High School site.		
a.18	Work with LBJ, LASA, Eastside Memorial, and Old L.C. Anderson campus communities regarding FMP recommendations.		
a.19	Work with Norman and Sims campus community members regarding FMP recommendations.		
a.20	Work with Brooke, Linder and Zavala campus communities regarding FMP recommendations.		
a.21	Work with Metz, Sanchez, and Zavala campus communities regarding FMP recommendations.		
a.22	Work with Garcia, Means, and Mueller campus communities regarding FMP recommendations.		
a.23	Work with Facilities and relevant community members to establish boundaries for new school at Mueller site.		
a.24	Develop Allan facility transition plan.		
b.	Establish new revenue streams at both the district and campus levels.		Year 1
b.1	Establish systems and processes that support new donations policy and regulation and ensure grant program success.	I	Year 3
b.2	Prepare recommendation for M&O and I&S tax rate for Board consideration.	I	
b.3	Adopt Legislative Priorities.		
b.4	Provide information, data and testimony regarding recapture, district finances and resource needs to secure adequate funding at the local, state and federal levels.	P	
b.5	Pursue opportunities to maintain and increase revenue for AISD priorities, including grants and donations.	P	
c.	Broaden opportunities for local businesses and Historically Underutilized Businesses to work with the district.	P	
c.1	Evaluate compliance of HUB Goals in construction HUB program and recommend any changes.	I	
c.2	Develop and implement HUB policy districtwide (CV, CH).	P	
d.	Create a district property asset portfolio and plan to offer district properties for proposals from interested parties, and acquire properties to satisfy district needs.	c	Year 1
d.1	Negotiate and finalize purchase transactions for south high school land sites	P	Year 3
d.2	Negotiate and finalize purchase agreements for 10 non-school properties and prepare for board consideration.	P	Year 3
d.2.1	Collaborate with other entities and stakeholders to identify opportunities for affordable housing options through the repurposing of AISD surplus properties.	I	Year 3
d.2.2	Develop and implement plans for the sale of assets to partially fund the 2017 bond program as per board action calling for the election.	I	Year 3

Core Belief Three: We will create vibrant partnerships critical for successful students and schools.			
Commitment 9: Engage authentically with students, parents/guardians, teachers, and community.			
Strategies	Key Action Steps	Status	Year
9.1 We will actively involve and value all families.	a. Support the inclusion of families in district decision making processes through a variety of outreach venues.		Year 1
	a.1 Track the percentage of respondents satisfied with engagement at community meetings.		
	a.2 Call for Board election.		
	a.3 Review Parent Support Specialist staffing needs and funding source.		
	a.4 Enhance community language access supports.		
	a.5 Improve online disability access supports.		

	b. Ensure transparent reporting and availability of data.	P	Year 3
	b.1 Develop Budget Primer to present budget information in a more concise and transparent.	I	Year 3
	b.2 Create, develop and improve online visuals and tools to better present complex financial information.	I	Year 3
	b.3 Analyze and prepare financial data and information for bond communications on tax rate impact, debt conditions and financial management strategies.	P	Year 1

Commitment 10: Build ownership in AISD among internal and external stakeholders.

Strategies	Key Action Steps	Status	Year
10.1 AISD schools will be the premier choice for families.	a. Promote and market the unique culture of each campus through both district-supported and campus-initiated efforts, and in collaboration with community partners.		Year 1
	b. Stabilize and work toward expanding enrollment throughout the district.		Year 1
	b.2 Develop and execute strategic marketing plan.		
	c. Modify Board transfer policies and practices to address current student and family needs.		Year 1
	c.1 Identify schools frozen to transfers.		
	c.2 Evaluate transfer policy (FDB) - evaluate impact of previous changes and other possible changes.		
	d. Provide opportunities for middle schools and high schools to showcase their offerings and successes.		Year 1
d.1 Identify elementary, middle, and high school demonstration sites for CLI, SEL, AVID, and other innovative campuses that aligns to the FMP and promotes vertical alignment.			

Commitment 11: Develop and maintain community partnerships.

Strategies	Key Action Steps	Status	Year
11.1 We will build relationships with the City of Austin and other public, private, and nonprofit entities.	a. Create opportunities for the City and County to share costs with AISD for shared services.		Year 1
	a.1 Actions by City of Austin to offset costs - Parent Support Specialists, after school programs, Pre-K, Family Resource Centers.		
	a.2 Provide data analysis, direction and support in exploring tax rate swap alternative to provide taxpayer relief, offset district financial pressures and reduce recapture.	P	Year 3
	b. Provide access to school-based and community-based co-curricular and extracurricular education opportunities.		Year 1
	c. Expand school/community partnerships to increase mental and behavioral health services in elementary schools, to address adolescent risk behaviors and to increase licensed clinical staff.		Year 2
	d. Develop business, community or other partnerships to expand and reinvent the AISD leadership development program.		
	e. Convene service providers and funding partners at least once annually to improve communication and identify areas for improvement in partnerships.	I	Year 3
	f. Serve as central point of contact for service providers and funding partners aiming to support AISD students.	P	Year 3
g. Support growth of Austin Ed Fund to be champions for AISD and provide additional sources of revenue.	P	Year 3	