



Austin Independent School District  
STRATEGIC PLAN, 2005-2010  
*Executive Summary*

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**A MESSAGE FROM THE BOARD OF TRUSTEES, SUPERINTENDENT AND CABINET, AND STRATEGIC PLANNING PANEL**

The Board of Trustees, Superintendent and Cabinet, and Strategic Planning Panel wish to thank the many community organizations, members of the public, and AISD staff who provided valuable input to the development of this Strategic Plan. We all share in and work toward a common educational mission, and the Strategic Plan will better enable us to achieve the results we desire and expect for all of our students.

The AISD Strategic Plan for 2005-2010 clearly focuses on education. We firmly believe that all of our students should be as well educated as any in the world, and that all of our students have the capacity to be high achievers. More simply, our students are the reason why we are here. But the Strategic Plan also addresses community, staff, and resource concerns to provide a balance in perspectives to ensure that all parts of the district organization work together to achieve excellence.

We want to assure all stakeholders of AISD that it is our clear intent that the Strategic Plan be implemented. In keeping the plan a living document, the district will refer to it in decision making, align other planning efforts with it, and use it to evaluate our progress toward achieving improvement.

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**WHAT WILL AISD LOOK LIKE IN 2010?**

Following are attributes that will make **AISD a recognized world class school district by 2010**, presented according to the balance of perspectives used throughout the Strategic Plan – *Education, Staff, Community, and Resources*.

**Education**

By 2010, all AISD students will be achieving at higher levels in all subject areas, and achievement gaps between student groups will be eliminated. For all student groups, attendance rates, completion rates, participation rates in advanced courses, and post-secondary enrollment will be significantly higher.

By 2010, the number of Exemplary or Recognized AISD campuses will be significantly higher and no campuses will be Academically Unacceptable. Rigorous academics will be required at all levels, with emphasis on literacy, math, and science, and priority will be placed on bringing English Language Learners (ELLs) to grade level or beyond quickly and effectively. A standardized curriculum will be required, broadly understood, and consistently applied.

By 2010, all AISD high schools will graduate students who have experienced focused areas of study based on their individual interests and aptitudes and who have a leg up on college and career, and all high schools will provide smaller, more intimate learning communities. Middle schools will prepare students for high school and encourage exploration of college and career options. Early childhood centers at various locations will be piloted or implemented.

By 2010, student guidance and advisement systems will be in place that include long-term relationships with adults, course and major selection, and college and career planning. Character education, positive behavior support systems, supports for struggling learners, and standardized expectations and supports for culturally relevant teaching and learning will be a regular part of teaching and learning in all classrooms. All campuses will provide safe and nurturing learning environments.

## **Staff**

By 2010, AISD teachers and principals will be more closely representative of the student population, will receive competitive compensation and benefits, and have more opportunities for focused and relevant professional development. At all AISD campuses, teachers and principals will be highly qualified and retained at a greater rate. The percentage of bilingual teachers and master teachers will be significantly higher.

By 2010, AISD employees will have more opportunities for supports, mentoring, and leadership training. AISD employees will have greater expectations of career development and opportunities for promotion within the organization. Employee collaboration and collegiality will be the norm, and morale, trust, and pride will be consistently high. AISD will be widely regarded as a premier employer, and the best in the educational field will seek out AISD.

## **Community**

By 2010, significantly more parents and community members will be actively involved in schools and education, and greater interest in volunteerism will be maintained. Through cooperative efforts and partnerships, schools will serve more as community centers and providers of varied before- and after-school programs.

By 2010, all AISD campuses and offices will practice established customer service protocols and a basic customer service orientation will be expected district-wide. The percentage of students, parents, and community members satisfied with the quality of AISD services and responsiveness will be consistently high. Both in perception and practice, the role of AISD in the community will be one of leadership and vitality, and AISD will clearly present the best available option for Austin children to receive a quality educational experience.

## **Resources**

By 2010, AISD strategic planning and budgetary processes will be well integrated, and resource decisions will be reflective of strategically identified needs. Needed facility maintenance will be guided by an automated scheduling and tracking system and maintenance projects will be consistently implemented in a timely and efficient manner. The consideration of any future bond programs will be informed by a comprehensive, long-range facilities plan. AISD facilities and operations will consistently complement other local and regional planning efforts.

By 2010, all AISD technology will be current to industry standards and highly efficient, and all data systems will be secure and readily accessible to authorized users. AISD campuses and offices will be largely paperless. Technology will be integrated into every classroom and effectively applied. Textbooks will be largely supplemented or replaced by always-current electronic information. All students will have access to computers when needed and be adept in using them at school and at home.

## OVERARCHING GOALS

In considering emerging priorities and strategies, the Strategic Planning Panel discovered some cross-cutting points which evolved into overarching goals. In addition, in considering the trends and challenges that will likely impact the district, the Board of Trustees recognized some important steps the district must take to successfully adapt to a changing educational environment, which also evolved into overarching goals.

- A. Ensure that the district meets the needs of all student groups, with emphasis on high priority student populations, including African American adolescents and recent immigrant English Language Learners.
- B. Promote the value of teachers to society and esteem for the teaching profession.
- C. Take a proactive rather than a reactive approach to preventing and solving problems.
- D. Establish strong expectations for organizational excellence and the accountability of district leadership.
- E. Support flexibility, innovation, and positive risk-taking, and reward success.
- F. Develop and nurture a professional culture of leadership, motivation, creativity, and collaboration at each campus dedicated to student learning to fully meet the needs of all students.
- G. Raise the awareness, expectations, and preparation of all students for meeting the demands of postsecondary education and the job market.
- H. Become more responsive as a district to the needs and expectations of our customers to promote and maintain our position in the region as a leading provider of quality education.
- I. Fundamentally restructure our resource allocation from the long-standing system based on equity in inputs (dollars per pupil) to equity in outcomes and excellence for all.

## PRIORITIES AND STRATEGIES

The Strategic Plan is intended to be a concise and compelling document, providing overall guidance to the district. Several action plans aligned with the Strategic Plan will provide considerably more detail on specific implementation steps, responsibilities, timeframes, targets, and deliverables. The Strategic Plan will serve as an umbrella document over these other plans.

## **PRIORITY 1**

### **Education – Student Achievement**

Raise achievement of all students to the world class level while effectively eliminating achievement gaps between student groups.

#### **Strategies**

- 1.1 Develop and implement a sustainable high school redesign program that is based on best practices and broad input, that includes a strong focus on academic rigor, relevance, and relationships which results in college/career preparation and college entry, and that is supported by programs in the middle grades.
- 1.2 Support struggling learners in academics, attendance, and behavior through a three-tiered intervention model for appropriate interventions at the campus, classroom, and individual student levels.
- 1.3 Ensure that the district's educational standards and the Principles of Learning are understood by all teachers and implemented consistently in the classroom.
- 1.4 Develop "campus report cards" that provide information on factors that contribute to academic success in a comprehensive yet clear and understandable manner.
- 1.5 Develop bilingual teachers to provide effective instruction in academic Spanish and academic English.
- 1.6 Establish pilots for early childhood learning centers as prototypes for district-wide expansion.
- 1.7 Ensure that the academic and personal needs of African American adolescents and other students of high risk are effectively addressed.

## **PRIORITY 2**

### **Education – Holistic Educational Experience**

Provide a quality educational experience that will develop the whole child – intellectually, socially, emotionally, physically, and ethically.

#### **Strategies**

- 2.1 Expand the range and availability of support services and after-school programs.
- 2.2 Incorporate best practices into efforts to extend and/or restructure the school day and school year, especially as the district redesigns high schools to include rigorous academic course offerings.
- 2.3 Place greater emphasis on the importance of cultural connections to teaching and learning, and promote broader appreciation of cultural diversity.
- 2.4 Infuse character education throughout the curriculum and activities at all campuses, and include character education components in all Campus Improvement Plans.

### **PRIORITY 3**

#### ***Education – Learning Environment***

Provide a caring, safe, and orderly environment for all students.

#### **Strategies**

- 3.1 Ensure that all district facilities are safe and secure, and include safety and nurturing environment components in all Campus Improvement Plans.
- 3.2. Expand opportunities for meaningful student input into district and campus decisions.
- 3.3 Ensure that students have access to guidance and other counseling services from their counselors and other support staff for personal and crisis intervention services.
- 3.4 Ensure presence of safety trained personnel during all school related activities, and provide greater adult supervision on campuses after school.
- 3.5 Ensure district-wide implementation of research-based behavior support systems that promote student personal development through engaging and interactive teaching, and through modeling and reinforcing expected student behaviors.

### **PRIORITY 4**

#### ***Staff***

Recruit, develop, retain, and reward highly effective teachers and administrators.

#### **Strategies**

- 4.1 Develop and implement a comprehensive, long-range plan to provide greater supports and incentives, including compensation, to teachers, principals, and staff, and encourage highly effective teachers to continue service in our highest need schools.
- 4.2 Encourage continued enhancements to professional development, particularly in providing training that meets the specific needs, experience, and job descriptions of teachers and staff, and in providing internal career and leadership development.
- 4.3 Improve internal communications to ensure that all interactions between staff are characterized by mutual respect and dignity.
- 4.4 Ensure the campus reconstitution process does not result in loss of highly effective staff to other districts, other professions, or early retirement.
- 4.5 Achieve greater diversity in the district workforce through both recruitment and retention efforts.

## **PRIORITY 5**

### **Community**

Build strong partnerships with parents and the community at the campus, classroom, and district levels.

#### **Strategies**

- 5.1 Create and implement a variety of ways to actively engage, involve, and respond to parents and the community, including volunteerism and the effective utilization of Campus Advisory Councils and Parent Support Specialists.
- 5.2 Create a district endowment through community investment to reward highly effective teachers and principals.
- 5.3 Enhance customer service, particularly through welcoming environments, effective communication with the public, ongoing staff training and results monitoring, and more multi-language information.
- 5.4 Encourage greater ongoing dialog and cooperation with community organizations and other local governments, participate in and align with other regional planning efforts, expand on facilities co-use with other local governments, and promote schools as multi-purpose centers that connect to their communities.
- 5.5 Develop and implement a Community Relations Plan aligned with the Strategic Plan that includes public awareness, communications, customer service, stakeholder engagement and involvement, community and regional partnerships, and Strategic Plan implementation.

## **PRIORITY 6**

### **Resources**

Provide strategic alignment and sound stewardship of resources, including funding, personnel, technology, and facilities.

#### **Strategies**

- 6.1 Ensure that all students and staff have access to current, effective, secure, and sustainable technology.
- 6.2 Align with the Strategic Plan the District Improvement Plan, Campus Improvement Plans, and other district planning efforts related to personnel, technology, and facilities, and ensure consideration of the Strategic Plan and these aligned plans in the budget process.
- 6.3 Place emphasis on addressing the greatest needs in allocation of resources.
- 6.4 Assess means of aligning staff performance expectations at all levels of the organization with the Strategic Plan and applicable action plans.
- 6.5 Ensure successful implementation of capital projects, both in new construction and maintenance, and ensure exemplary facilities and operations.

## PERFORMANCE INDICATORS

In order to monitor progress toward accomplishment of the Strategic Plan, the Strategic Planning Panel developed a set of “dashboard” metrics. As such, they are not intended to be comprehensive; rather, they are representative of the overarching goals, priorities, and strategies. The district monitors a number of other performance indicators, such as those related to the Results Policies.

### **Education – Student Achievement**

1. Campus ratings (Exemplary, Recognized, Academically Unacceptable) under state accountability system.
2. State assessment results (TAKS, SDAA) for all students and each student group.
3. Grade level advancement rates for all students and each student group.
4. Graduation rates under the Recommended or Distinguished Plan for all students and each student group.
5. Participation rates in Advanced Placement/International Baccalaureate courses for all students and each student group.
6. Percent of students admitted to post-secondary education (including *College Connection*) for all students and each student group.
7. Percentage of teachers with bilingual certification.
8. Average daily attendance at the elementary, middle, and high school levels for all students and each student group.

### **Education – Holistic Educational Experience**

9. Percentage of high school students surveyed indicating that they participated in extracurricular activities, including music, theater/drama, dance, sports, academic competitions, journalism, and speech/debate.
10. Percentage of high school students surveyed indicating that their high school helped to further develop their knowledge and skills in performing/fine arts, teamwork, creative thinking, problem solving, conflict resolution, and personal health/fitness.

### **Education – Learning Environment**

11. Percentage of students surveyed indicating they feel safe in their learning environments.
12. Percentage of students surveyed indicating that an adult is available at their school if they have a problem.

## Staff

13. Retention rates for teachers and administrators.
14. Average teacher and administrator salaries, with comparisons to other comparable districts.
15. Percentages of minority teachers and administrators.

## Community

16. Value of partnerships, in terms of number of mentors, number of tutors, number of volunteer hours, cash donations, and in-kind donations.
17. Percentage of parents surveyed indicating that school staff treated them with courtesy and welcomed their participation.

## Resources

18. Average local funding expenditure per pupil and average teacher experience at high-need\* campuses.
19. Percentage of bond projects completed on-time and within the total budget for the 2004 Bond Program.
20. Average availability of district-wide technology services.
21. Average district refresh cycle for industrial hardware and infrastructure.

\* Receiving funding under Title I of No Child Left Behind (NCLB), relating to Improving the Academic Achievement of the Disadvantaged.

These “Strategic Direction” components represent the heart of the Strategic Plan, and were developed through extensive stakeholder input and consensus building.

The complete Strategic Plan also includes sections on district facts and figures, current district initiatives of a strategic nature, plan implementation processes, and plan development. The complete Strategic Plan document is available online at the AISD website:

[http://www.austinisd.org/inside/initiatives/strategic\\_plan/](http://www.austinisd.org/inside/initiatives/strategic_plan/)

If you have any questions on the Strategic Plan, please contact Mr. Joey Crumley, AICP, Supervisor of Planning, Office of Planning and Community Relations, at [jcrumley@austinisd.org](mailto:jcrumley@austinisd.org).