

# Arlington Independent School District

## District Improvement Plan

### 2024-2025 Goals/Performance Objectives/Strategies



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# Goals


## Goal 1: Literacy Performance


**Performance Objective 1:** All Kindergarten- 2nd grade students will increase their performance in reading on mCLASS from 64% to 72% at the "At Benchmark" level or above.


### HB3 Goal


**Evaluation Data Sources:** mCLASS


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement One-way Dual Language program Grade 2 bilingual campuses and collaborate with campus and district key stakeholders to strengthen implementation in grades PK-1.</p> <p><b>Strategy's Expected Result/Impact:</b> Fidelity Walkthrough Data showing 90% of tracked components being implemented in PK-2 OWDL classrooms in all bilingual campuses by the end of the 24-25 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Director of World Languages</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> - 263 - Title III LEP, - 199 - General Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All 1st and 2nd grade teachers will be trained in Research Based Instructional Strategies (RBIS) and Decoding strategies that support practices aligned to the Science of Teaching Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of grade 1 and 2 teachers attend and implement learning from professional learning as evidenced by classroom observations.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum &amp; Instruction</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> - 199 - General Funds, - 162 - Special Education, - 211 - Title I-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement science-based Texas Reads, Texas Leads (TXRL) K-3 Literacy Plans which detail strategic moves, decision points, and district investments to meet academic outcomes goals for early reading proficiency.</p> <p><b>Strategy's Expected Result/Impact:</b> Refine and support the coherent implementation of the AISD Comprehensive Literacy Plan using rigorous structured literacy instruction daily using high-quality, science-based materials across elementary campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum &amp; Instruction</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**



Student Achievement
<p><b>Problem Statement 2:</b> 1st-2nd Grade Reading mClass data regresses when compared to Kindergarten End-of-Year outcomes. <b>Root Cause:</b> There is a need to bridge the knowing/doing gap as teachers transition from the Balanced Literacy Model to the Science of Teaching Reading with a focus on explicit skills-based literacy instruction.</p> <p><b>Problem Statement 3:</b> Need to increase L2 language proficiency with a focus on listening and speaking. <b>Root Cause:</b> Deepen integration of Content-Based Literacy Instructional strategies.</p>


**Goal 1: Literacy Performance**





**Performance Objective 2:** All students will increase their performance in reading on STAAR/EOC from 70% to 72% at the approaches level or above, from 45% to 46% at the meets level or above, and from 15% to 17% at the masters level.

**HB3 Goal**

**Evaluation Data Sources:** STAAR Reading and English I and II STAAR EOC

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Reading Language Arts teachers in grades 3-10 will be trained on the writing process and tools to support the recursive writing process and focused feedback for student revision of writing (Extended Constructed Responses) including STAAR rubrics, Writable grading tool and using sheltered-instruction strategies (steps 2, 6, 7).</p> <p><b>Strategy's Expected Result/Impact:</b> Observed classrooms will demonstrate student's receipt and use of constructive feedback to become more proficient writers thereby decreasing the volume of zeros earned on the Extended/Short Constructed Response portions of reading STAAR.</p> <p>10% decrease in the volume of zeros earned on the Extended/Short Constructed Response portions of reading STAAR for students in grades 3-10.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Reading Language Arts Lead Specialist of World Languages</p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> - 199 - General Funds, - 263 - Title III LEP, - 211 - Title I-A, - 199 - State Comp</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Introduce Content-Based Language Instruction (CBLI) model using a PK-12 cohort pilot with training for district-wide implementation in summer 2025.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of cohort teachers will implement, provide feedback and refine system for 25-26 district-wide implementation.</p> <p><b>Staff Responsible for Monitoring:</b> Lead Specialist of World Languages</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> - 263 - Title III LEP, - 199 - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement protocols to support campus leadership and teachers to analyze, design and curate high-quality writing tasks aligned to the standards across the content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of campuses will participate in applying the protocol in PLCs and providing feedback on writing tasks designed across content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Teaching &amp; Learning Executive Directors of School Leadership</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**



Student Achievement
<p><b>Problem Statement 1:</b> Reading outcomes are negatively impacted by the percentage of students earning a score of 0 on the Extended Constructed Response portion of the redesigned STAAR Reading <b>Root Cause:</b> A need to increase proficiency and use of the (Understanding the question) (U)RACER strategy, TEA scoring rubric knowledge, and connecting Step 2 (Speak in Complete Sentences), 6 (Structured Conversations) and 7 (Structured Reading/Writing Activities) of Sheltered Instruction in the writing process. Additionally, increased learning on iterative writing process with feedback.</p> <p><b>Problem Statement 3:</b> Need to increase L2 language proficiency with a focus on listening and speaking. <b>Root Cause:</b> Deepen integration of Content-Based Literacy Instructional strategies.</p>


**Goal 2: Mathematics Performance**


**Performance Objective 1:** All K-2 AISD students will increase their performance in math on NWEA MAP from 55% to 69% at the "Average" level or above.


**HB3 Goal**

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train campus leadership and instructional coaches district-wide in the application of NWEA MAP Learning Continuum to drive instructional design/implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> School leaders will strategically implement continuum in K-2 classrooms based on individual campus needs.</p> <p>Teachers will use the MAP Learning Continuum to group students by RIT bands and plan specific instruction (such as the pre-teach of learning objectives or learning statements) to address unit-specific student gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Director of Curriculum &amp; Instruction Coordinator of Professional Learning</p> <p><b>Results Driven Accountability</b> <b>Problem Statements:</b> Student Achievement 4 <b>Funding Sources:</b> - 199 - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> K-2 bilingual teachers will receive training and support in the implementation of language development strategies through math content, as specifically outlined in the One-Way Dual Language (OWDL) components and in Sheltered Instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> OWDL math bridge component directly supports cross-linguistic transfer, and Sheltered Instruction strategies directly provide comprehensible input and language development. Fidelity of implementation of both of these should result in both content and linguistic increased student performance for K-2 bilingual students.</p> <p><b>Staff Responsible for Monitoring:</b> Director of World Languages Elementary Math Specialist</p> <p><b>Results Driven Accountability</b> <b>Problem Statements:</b> Student Achievement 3, 4 <b>Funding Sources:</b> - 199 - General Funds, - 263 - Title III LEP, - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

**Student Achievement**

**Problem Statement 3:** Need to increase L2 language proficiency with a focus on listening and speaking. **Root Cause:** Deepen integration of Content-Based Literacy Instructional strategies.

**Problem Statement 4:** Math outcomes have declined in achievement & growth on STAAR & NWEA MAP in grades 3-6. **Root Cause:** Need for implementation for K-Algebra I math teachers on the Research Based Instructional Strategies (RBIS) for mathematics, focusing on the implementation of the Concrete and Representation portion of the CRA model, unit planning leveraging data to drive decisions, teacher moves, and identifying/curating aligned resources.









**Goal 2: Mathematics Performance**

**Performance Objective 2:** All grades 3-9 AISD students will increase their performance in math on STAAR/EOC from 64% to 70% at the approaches level or above, from 34% to 37% at the meets level or above, and from 12% to 13% at the masters level.

**HB3 Goal**

**Evaluation Data Sources:** Mathematics STAAR and Algebra I STAAR EOC

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train campus leadership and instructional coaches district-wide in the application of NWEA MAP Learning Continuum to drive instructional design/implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> School leaders will strategically implement continuum in grade 3-9 math classrooms based on individual campus needs.</p> <p>Teachers will use the MAP Learning Continuum to group students by RIT bands and plan specific instruction (such as the pre-teach of learning objectives or learning statements) to address unit-specific student gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Director of Curriculum &amp; Instruction</p> <p><b>Problem Statements:</b> Student Achievement 4</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Train Grades 7, 8, and Algebra 1 math teachers on the Research Based Instructional Strategies (RBIS) for mathematics.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of teachers will attend and implement research-based instructional practices training.</p> <p>Teachers will demonstrate increased proficiency in mathematical pedagogy and research-based instructional strategies (unit planning, modeling, student discourse, teacher response to student misconceptions, activation for student prior knowledge).</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Mathematics</p> <p><b>Problem Statements:</b> Student Achievement 4</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 2 Problem Statements:**



**Student Achievement**


**Problem Statement 4:** Math outcomes have declined in achievement & growth on STAAR & NWEA MAP in grades 3-6. **Root Cause:** Need for implementation for K-Algebra I math teachers on the Research Based Instructional Strategies (RBIS) for mathematics, focusing on the implementation of the Concrete and Representation portion of the CRA model, unit planning leveraging data to drive decisions, teacher moves, and identifying/curating aligned resources.





**Goal 3: Science Performance**

**Performance Objective 1:** All AISD students will increase their performance in science on STAAR/EOC from 64% to 70% at the approaches level or above, from 33% to 37% at the meets level or above, and from 9% to 12% at the masters level.

**Evaluation Data Sources:** Science STAAR and Biology STAAR EOC

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Elementary school leadership and instructional coaches will be trained on the Assessing Rigor in Elementary Science rubric to identify the current level of science content rigor and to articulate professional learning priorities for campus grade 5 science teachers to address student learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Articulated professional learning priorities will be established and supported to increase classroom science instruction rigor by one rubric level.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Science Executive Directors of School Leadership</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 5</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
			N/A	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Grade 5 elementary science teachers will participate in comprehensive training to enhance their understanding of science content and pedagogy that will focus on (1) the overlap between the new and old TEKS, specifically addressing content that will be assessed on the 5th grade STAAR, including concepts taught in 3rd and 4th grades; and (2) the implementation engaging student lab investigations that enable learners to experience scientific phenomena and concepts first-hand.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of Grade 5 science teachers will participate and report/demonstrate increased self-efficacy and proficiency in teaching aligned content and conducting lab investigations</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Science Executive Directors of School Leadership</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 5</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create exemplar elementary master schedules that articulate how to incorporate recommended minutes of required Science instructional time into the school day across grades 3-5 and ensure that for all grade 5 science classes have allotted at least 60 minutes of daily science instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> All elementary master schedules include 60 minutes of daily science instruction for grade 5 students.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of School Leadership</p> <p><b>Problem Statements:</b> Student Achievement 5</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 1 Problem Statements:**


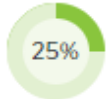
Student Achievement
<p><b>Problem Statement 5:</b> Persistent under-performance in 5th and 8th grade science. <b>Root Cause:</b> Lack of consistently implemented instructional time for Science at all elementary levels and the need to increase teachers' abilities to plan and facilitate rigorous, TEKS-aligned science instructional tasks.</p>


**Goal 4: College Career and Military Readiness (CCMR)**





**Performance Objective 1:** All 12th grade AISD students will increase their CCMR percentage from 88% to 90%.

**HB3 Goal**

**Evaluation Data Sources:** CCMR Dashboard outcomes

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> District support staff will engage in and support an Advanced Placement data-driven PLC model with campus leaders and teachers to formulate goals, strategies, and identify needed next steps to attain determined student performance and participation outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of HS campuses will participate PLCs will generate concrete action-steps with supports to address students' individual needs within AP courses.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academics</p> <p><b>Problem Statements:</b> Student Achievement 6</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Integrate Advanced Placement differentiation training into the professional learning framework and implement to support Advanced Placement learners' readiness for college-level work.</p> <p><b>Strategy's Expected Result/Impact:</b> Student retention and exam participation and performance rates will improve by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academics</p> <p><b>Problem Statements:</b> Student Achievement 6</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campuses will use the Economic Mobility System (EMS) Dashboard to identify, monitor/adjust and inform individualize student interventions/support to increase student performance on the TSIA2 assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of HS campuses will utilize the EMS platform and develop intervention plans focused on TSIA2 readiness The number of qualifying TSIA2 math and English scores will increase by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Postsecondary Partnerships</p> <p><b>Problem Statements:</b> Student Achievement 6</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue



**Performance Objective 1 Problem Statements:**









Student Achievement
<p><b>Problem Statement 6:</b> Under-performance in Advanced Placement and TSIA2 qualifying scores. <b>Root Cause:</b> Need to increase proficiency in staff use of a strong data system to progress monitor has resulted in low student performance on AP exams and/or TSIA2 readiness as well as differentiate instruction in the classroom to support students' access to college-level tasks.</p>

**Goal 5: Safety & Discipline**

**Performance Objective 1:** AISD will increase the Procedural Effectiveness factor score from the Campus Safety Working Conditions domain on the AISD Staff survey from 3.9 to 4.1.

**Evaluation Data Sources:** 24-25 Staff Survey Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional learning in Science of Behavior, PBIS, and Restorative Practices to build capacity in teachers, administrators and support staff.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. 90% of teachers, administrators, and support staff will complete at least two professional learning sessions focused on Science of Behavior, PBIS, and Restorative Practices.</p> <p>2. Campuses will implement effective communication strategies aligned to positive behavior supports.</p> <p>3. Teachers will implement campus and classroom PBIS Tier I systems of support.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of PBIS</p> <p><b>Problem Statements:</b> District Culture and Climate 1</p> <p><b>Funding Sources:</b> - 199 - General Funds, - 288- Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PBIS, Restorative Practices specialists and campus leadership will collaboratively design and implement behavior support action plans aligned to individual campus needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of campuses will develop and implement their individualized action plan with accompanied supports.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors in the Office of School Leadership</p> <p><b>Problem Statements:</b> District Culture and Climate 1</p> <p><b>Funding Sources:</b> - 199 - General Funds, - 288- Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Design and deliver systemic processes that will support the implementation of social-emotional learning curriculum and key practices in all campuses by defining clear roles, schedules, and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% campuses will schedule daily SEL lessons and practices, orient teachers to resources and implement.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of PBIS Director of Guidance and Counseling</p> <p><b>Problem Statements:</b> District Culture and Climate 1</p> <p><b>Funding Sources:</b> - 199 - General Funds, - 288- Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement system-wide safety protocols aligned to state-wide school safety standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Campuses will maximize efforts to ensure students physical safety and emotional well-being. Reduce/eliminate TEA safety audit findings.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Operations Officer Director of Security</p> <p><b>Problem Statements:</b> District Culture and Climate 1</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**


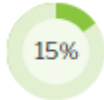

District Culture and Climate
<p><b>Problem Statement 1:</b> Increased behavior referrals, particularly highly disruptive and violent behaviors across the district. <b>Root Cause:</b> Need for increased training and support opportunities focused on Science of Behavior, PBIS, and Restorative Practices to build capacity in teachers, administrators and support staff.</p>










**Goal 6: Culture and Systems**

**Performance Objective 1:** AISD will increase the Employee Retention and Satisfaction Index on the AISD Staff survey from 3.9 to 4.0.

**Evaluation Data Sources:** 24-25 Staff Survey Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish a district-capacity cadre to support campus-level Leader in Me implementation at 12 campuses to include identification of the campus Light House Team, development of a campus implementation plan and training of all staff in the 7-habits.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of campus Light House Teams will complete the Leader in Me professional learning sessions and establish implementation plan including the campus launch and training of the 7-Habits.</p> <p><b>Staff Responsible for Monitoring:</b> Director of School Improvement</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5, 6</p> <p><b>Funding Sources:</b> - 216- SIG - School Improvement Grant funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Design a comprehensive leadership development plan that includes differentiated professional learning opportunities and a proposal for district staff appraisal system.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of a cohesive professional learning and development plan aligned to the Arlington ISD Leadership Definition.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent</p> <p><b>Problem Statements:</b> District Culture and Climate 2</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Gather feedback from students, staff and families monthly utilizing Thought Exchange.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased stakeholder participation and voice embedded into the decision-making process.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Communications Officer</p> <p><b>Problem Statements:</b> District Culture and Climate 2</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Identify preliminary areas of recognition and focus based on student experience survey results.</p> <p><b>Strategy's Expected Result/Impact:</b> Promote an inclusive culture of respect, support, and continuous improvement for all students, staff, and families.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Research &amp; Accountability</p> <p><b>Problem Statements:</b> District Culture and Climate 2</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Develop a 2025-2026 academic calendar that prioritizes and maximizes professional learning opportunities throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Adoption of an academic calendar that creates space for teachers and staff to routinely engage in professional learning and PLCs to increase student achievement and promote staff well-being and retention.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Engagement Equity &amp; Access Director of Professional Learning</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5, 6 - District Culture and Climate 1</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Conduct a Curriculum Management Audit to identify key areas for improvement including organizational analysis, policy direction, curriculum quality/equity and implementation effectiveness across campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Provision of comprehensive system-wide recommendations to facilitate long/short-term improvement planning.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer</p> <p><b>Equity Plan</b></p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5, 6</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

## Student Achievement

**Problem Statement 1:** Reading outcomes are negatively impacted by the percentage of students earning a score of 0 on the Extended Constructed Response portion of the redesigned STAAR Reading. **Root Cause:** A need to increase proficiency and use of the (Understanding the question) (U)RACER strategy, TEA scoring rubric knowledge, and connecting Step 2 (Speak in Complete Sentences), 6 (Structured Conversations) and 7 (Structured Reading/Writing Activities) of Sheltered Instruction in the writing process. Additionally, increased learning on iterative writing process with feedback.

**Problem Statement 2:** 1st-2nd Grade Reading mClass data regresses when compared to Kindergarten End-of-Year outcomes. **Root Cause:** There is a need to bridge the knowing/doing gap as teachers transition from the Balanced Literacy Model to the Science of Teaching Reading with a focus on explicit skills-based literacy instruction.

**Problem Statement 3:** Need to increase L2 language proficiency with a focus on listening and speaking. **Root Cause:** Deepen integration of Content-Based Literacy Instructional strategies.

**Problem Statement 4:** Math outcomes have declined in achievement & growth on STAAR & NWEA MAP in grades 3-6. **Root Cause:** Need for implementation for K-Algebra I math teachers on the Research Based Instructional Strategies (RBIS) for mathematics, focusing on the implementation of the Concrete and Representation portion of the CRA model, unit planning leveraging data to drive decisions, teacher moves, and identifying/curating aligned resources.

**Problem Statement 5:** Persistent under-performance in 5th and 8th grade science. **Root Cause:** Lack of consistently implemented instructional time for Science at all elementary levels and the need to increase teachers' abilities to plan and facilitate rigorous, TEKS-aligned science instructional tasks.

**Problem Statement 6:** Under-performance in Advanced Placement and TSIA2 qualifying scores. **Root Cause:** Need to increase proficiency in staff use of a strong data system to progress monitor has resulted in low student performance on AP exams and/or TSIA2 readiness as well as differentiate instruction in the classroom to support students' access to college-level tasks.

## District Culture and Climate


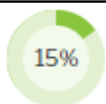




**Problem Statement 1:** Increased behavior referrals, particularly highly disruptive and violent behaviors across the district. **Root Cause:** Need for increased training and support opportunities focused on Science of Behavior, PBIS, and Restorative Practices to build capacity in teachers, administrators and support staff.

**Problem Statement 2:** Developments and changes to plans can be more consistently communicated and systems for recognition of excellence more broadly applied. **Root Cause:** Need to increase quality and consistency of internal communication and acknowledgment of good work.

**Goal 7: Attendance**

**Performance Objective 1:** All AISD students will increase their attendance from 93.0% to 94.0%.

**Evaluation Data Sources:** EOY Attendance data based on PEIMS submission.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement "Don't miss this!" attendance awareness campaign to educate and build stakeholder commitment.  <b>Strategy's Expected Result/Impact:</b> Increased understanding and commitment to ensure families send students to school daily.                      Increased attendance  <b>Staff Responsible for Monitoring:</b> Chief Communications Officer</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1  <b>Funding Sources:</b> - 199 - General Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus leadership will receive training on effective practices that promote increased community commitment to student attendance and develop/implement a campus plan to incentivize student attendance.  <b>Strategy's Expected Result/Impact:</b> Campus will implement customized strategies to increase stakeholder commitment to student attendance.                      Increased student attendance.  <b>Staff Responsible for Monitoring:</b> Executive Directors of School Leadership</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1  <b>Funding Sources:</b> - 199 - General Funds, - 199 - State Comp, - 211 - Title I-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Performance Objective 1 Problem Statements:**

<b>Parent and Community Engagement</b>
<p><b>Problem Statement 1:</b> Student attendance is below target and persistently so since Covid-19. <b>Root Cause:</b> Response to compulsory attendance requirements, wellness, etc.</p>