

Arlington Independent School District District Improvement Plan

2023-2024



Table of Contents

Goals	3
Goal 1: Academic Achievement	3
Goal 2: Attendance	13
Goal 3: Discipline	14
Goal 4: Teacher Satisfaction	16

Goals




Goal 1: Academic Achievement




Performance Objective 1: All AISD students will increase their performance in reading on STAAR/EOC from 71% to 73% at the approaches level or above, from 46% to 48% at the meets level or above, and from 15% to 16% at the masters level.

High Priority

HB3 Goal

Evaluation Data Sources: mclass performance: BOY, MOY, EOY
District Assessment: CA1, SIA, and USAs

Strategy 1 Details	Reviews			
<p>Strategy 1: District level capacity team will engage in progress monitoring at the system level of screeners and curriculum assessments in order to determine and provide aligned resources, coaching, and support.</p> <p>Strategy's Expected Result/Impact: District Capacity Team will convene 5 times per year (BOY, CA1, MOY, SIA2, EOY) to calibrate and strategize responses.</p> <p>District Capacity Team will deliver targeted supports, based on collected data, at ILA, ASC, and directly on-campus.</p> <p>Staff Responsible for Monitoring: CAO District Screener Capacity Team members</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The district will provide professional learning and training to all members of the ILT so they can ensure the fidelity of implementation of the CLP at the campus level and provide ongoing feedback to teachers to improve professional practice.</p> <p>Strategy's Expected Result/Impact: * Enhanced Teaching Practices: ILT members will acquire the knowledge, skills, and strategies necessary to support teachers in implementing the CLP effectively. This will lead to more engaging and effective classroom instruction.</p> <p>* Increased Consistency in CLP Implementation: The professional learning and training will ensure a consistent and coherent approach to implementing the CLP across all campuses within the district, reducing variability and promoting a unified educational experience for students.</p> <p>* Alignment with District Goals: The CLP's fidelity of implementation will align more closely with the district's educational goals and priorities, thereby ensuring that instructional strategies are in harmony with broader district objectives.</p> <p>* Data-Driven Decision-Making: ILT members, equipped with the necessary skills, will be able to collect and analyze data related to CLP implementation and student performance.</p> <p>* Stakeholder Confidence: The community, parents, and other stakeholders will gain confidence in the district's commitment to quality education, leading to greater trust and support for district initiatives.</p> <p>* Long-Term Sustainability: By investing in the professional development of ILT members, the district sets the stage for long-term sustainability and continuous improvement in CLP implementation, ensuring that positive outcomes endure over time.</p> <p>Staff Responsible for Monitoring: CAO Assistant Superintendent of School Leadership Executive Directors of OSL Executive Director of T&L Director of C&I Coordinator of Reading Language Arts</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: The district will provide training and resources to campus instructional teams to incorporate writing into planning/instruction that is aligned to the assessment items on the STAAR exam.</p> <p>Strategy's Expected Result/Impact: Enhanced Reading Proficiency: Campus instructional teams will develop a deeper understanding of the specific writing skills and expectations.</p> <ul style="list-style-type: none"> * Alignment with STAAR Assessment: The training and resources will ensure that support and resources closely aligns with the format, content, and assessment criteria of the STAAR reading exam. * Increased Teacher Expertise: Teachers within instructional teams will acquire specialized knowledge and strategies for teaching mathematics effectively. This will lead to more confident and capable educators who can support students in mastering essential writing skills. * Improved Curriculum Planning: Campus instructional teams will be equipped to develop curriculum and lesson plans that explicitly address the writing skills assessed on the STAAR exam. This alignment will lead to more focused and effective instruction. * Targeted Interventions: With a better understanding of STAAR math assessment criteria, instructional teams can identify areas where students may struggle and provide targeted interventions and support, leading to improved performance for struggling students. * Data-Driven Feedback: Teachers will be able to use STAAR-aligned assessments and and rubrics to provide students with meaningful feedback on their writing. This feedback loop will facilitate growth and improvement over time. * Positive Impact on School Ratings: Improved student performance on the STAAR writing assessment can positively impact campus ratings and accountability measures, enhancing the reputation of the district and individual schools. * Parent and Community Engagement: As student writing proficiency improves, parents and the community will likely view the district and its schools more favorably, leading to increased support and engagement. * Long-Term Educational Impact: Equipping instructional teams with writing-focused training and resources will have a lasting impact on students' writing abilities, contributing to their overall academic success and readiness for the future. <p>Staff Responsible for Monitoring: CAO Assistant Superintendent of School Leadership Executive Directors of OSL Executive Director of T&L Director of C&I Coordinator of Reading Language Arts</p>	Formative			Summative
	Nov	Jan	Mar	June
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No Progress

Accomplished

Continue/Modify

Discontinue

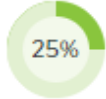


Goal 1: Academic Achievement




Performance Objective 2: All AISD students will increase their performance in math on STAAR/EOC from 67% to 70% at the approaches level or above, from 35% to 39% at the meets level or above, and from 13% to 15% at the masters level.




High Priority

HB3 Goal

Evaluation Data Sources: NWEA Map projections: BOY, MOY, EOY
District Assessment: CA1, SIA, and USAs

Strategy 1 Details	Reviews			
<p>Strategy 1: District level capacity team will engage in progress monitoring at the system level of screeners and curriculum assessments in order to determine and provide aligned resources, coaching, and support.</p> <p>Strategy's Expected Result/Impact: District Capacity Team will convene 5 times per year (BOY, CA1, MOY, SIA2, EOY) to calibrate and strategize responses.</p> <p>District Capacity Team will deliver targeted supports, based on collected data, at ILA, ASC, and directly on-campus.</p> <p>Staff Responsible for Monitoring: CAO District Screener Capacity Team members</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The district will provide professional learning and training to all members of the ILT so they can ensure the fidelity of implementation of the CMP at the campus level and provide ongoing feedback to teachers to improve professional practice.</p> <p>Strategy's Expected Result/Impact: * Enhanced Teaching Practices: ILT members will acquire the knowledge, skills, and strategies necessary to support teachers in implementing the CMP effectively. This will lead to more engaging and effective classroom instruction.</p> <p>* Increased Consistency in CMP Implementation: The professional learning and training will ensure a consistent and coherent approach to implementing the CMP across all campuses within the district, reducing variability and promoting a unified educational experience for students.</p> <p>* Alignment with District Goals: The CMP's fidelity of implementation will align more closely with the district's educational goals and priorities, thereby ensuring that instructional strategies are in harmony with broader district objectives.</p> <p>* Data-Driven Decision-Making: ILT members, equipped with the necessary skills, will be able to collect and analyze data related to CMP implementation and student performance.</p> <p>* Stakeholder Confidence: The community, parents, and other stakeholders will gain confidence in the district's commitment to quality education, leading to greater trust and support for district initiatives.</p> <p>* Long-Term Sustainability: By investing in the professional development of ILT members, the district sets the stage for long-term sustainability and continuous improvement in CMP implementation, ensuring that positive outcomes endure over time.</p> <p>Staff Responsible for Monitoring: CAO Assistant Superintendent of School Leadership Executive Directors of OSL Executive Director of T&L Director of C&I Coordinator of Mathematics</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: The district will provide training and resources to campus instructional teams to incorporate CRA, numeracy, and problem solving into planning/instruction that is aligned to the new item types that will be assessed on the STAAR exam.</p> <p>Strategy's Expected Result/Impact: * Enhanced Mathematics Proficiency: Campus instructional teams will develop a deeper understanding of the specific numeracy and problem solving skills needed for teaching mathematics.</p> <p>* Alignment with STAAR Assessment: The training and resources will ensure that support and resources closely aligns with the format, content, and assessment criteria of the STAAR math exam.</p> <p>* Increased Teacher Expertise: Teachers within instructional teams will acquire specialized knowledge and strategies for teaching mathematics effectively. This will lead to more confident and capable educators who can support students in mastering essential numeracy and problem solving skills.</p> <p>* Improved Curriculum Planning: Campus instructional teams will be equipped to develop curriculum and lesson plans that explicitly address the numeracy and problem solving skills needed for success on the STAAR exam. This alignment will lead to more focused and effective instruction.</p> <p>* Targeted Interventions: With a better understanding of STAAR math assessment criteria, instructional teams can identify areas where students may struggle and provide targeted interventions and support, leading to improved performance for struggling students.</p> <p>* Data-Driven Feedback: Teachers will be able to use STAAR-aligned assessments and rubrics to provide students with meaningful feedback on their numeracy and problem solving proficiency. This feedback loop will facilitate growth and improvement over time.</p> <p>* Positive Impact on School Ratings: Improved student performance on the STAAR writing assessment can positively impact campus ratings and accountability measures, enhancing the reputation of the district and individual schools.</p> <p>* Parent and Community Engagement: As student numeracy and problem solving proficiency improves, parents and the community will likely view the district and its schools more favorably, leading to increased support and engagement.</p> <p>* Long-Term Educational Impact: Equipping instructional teams with CRA, numeracy, and problem solving training and resources will have a lasting impact on students' mathematics abilities, contributing to their overall academic success and readiness for the future.</p> <p>Staff Responsible for Monitoring: CAO Assistant Superintendent of School Leadership Executive Directors of OSL Executive Director of T&L Director of C&I Coordinator of Mathematics</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished












Continue/Modify
















Discontinue

Goal 1: Academic Achievement

Performance Objective 3: AISD 12th grade students will increase their CCMR percentage from 79% to 85%.

Strategy 1 Details	Reviews			
<p>Strategy 1: AP Teachers in math, science, English, and social studies will implement district formative assessments to support student success on AP exams.</p> <p>Strategy's Expected Result/Impact: 85% of teachers will implement formative assessments following the assessment window. Student participation data will be monitored on an ongoing basis.</p> <p>Qualifying scores will increase by 11% for students taking the AP exams (36% to 40%).</p> <p>Staff Responsible for Monitoring: Campus Principals Assistant Superintendents of School Leadership EDs of School Leadership ED of Transformational Learning* Director of Advanced Academics</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campuses will implement an intervention system for identified students taking the TSIA 2.0 to increase student success.</p> <p>Strategy's Expected Result/Impact: 85% of campuses will implement an intervention system for identified students taking the TSIA 2.0. Percentage of students receiving qualifying scores on TSIA 2.0 will increase by 30%.</p> <p>Staff Responsible for Monitoring: Campus Principals Assistant Superintendents of School Leadership EDs of School Leadership ED of Transformational Learning* Director of Advanced Academics</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement the UWorld intervention program for identified AP English, math, social studies, and science students.</p> <p>Strategy's Expected Result/Impact: 85% of AP Teachers are implementing the UWorld support system throughout the year. Qualifying scores will increase by 11% for students taking the AP exams (36% to 40%).</p> <p>Staff Responsible for Monitoring: Campus Principals Assistant Superintendents of School Leadership EDs of School Leadership ED of Transformational Learning* Director of Advanced Academics</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: CTE teachers of courses aligned to industry-based certification exams will implement curriculum-based formative assessments in support of students' success on industry-based certification exams.</p> <p>Strategy's Expected Result/Impact: 85% of required teachers will implement formative assessments. Evidence of documentation for students participating in formative assessments will be available in CTE Coding Eduthings for 100% of the teachers.</p> <p>The percentage of students passing industry-based certification exams on the A-F accountability list will increase by 5%. The percentage of SPED students passing industry-based certification exams on the A-F accountability list will increase by 3%. The percentage of EB students passing industry-based certification exams on the A-F accountability list will increase by 3%.</p> <p>Staff Responsible for Monitoring: Campus Principals Assistant Superintendents of School Leadership EDs of School Leadership ED of Transformational Learning* Director of Career & Technical Education</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>50%</p>	 <p>55%</p>	 <p>65%</p>	
Strategy 5 Details	Reviews			
<p>Strategy 5: 85% of CTE teachers of courses aligned to industry-based certification exams will participate in professional learning or network meetings.</p> <p>Strategy's Expected Result/Impact: The percentage of students participating in final IBC exams will increase by 10%.</p> <p>The percentage of students passing industry-based certification exams on the A-F accountability list will increase by 5% .</p> <p>Staff Responsible for Monitoring: Campus Principals Assistant Superintendents of School Leadership EDs of School Leadership ED of Transformational Learning* Director of Career & Technical Education</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>15%</p>	 <p>30%</p>	 <p>40%</p>	

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide counselor professional learning on CCMR program options to equip counselors with knowledge that supports students' creation of individualized graduation pathways that lead to CCMR success through evidence of CCMR point attainment.</p> <p>Strategy's Expected Result/Impact: 85% of counselors will engage in Path to a CCMR point discussions with students during 4-year planning conversations with 8th grade students, and yearly choice selection planning meetings with 9th - 12th grade students.</p> <p>Staff Responsible for Monitoring: Campus Principals Assistant Superintendents of School Leadership EDs of School Leadership ED of Transformational Learning* Director of Guidance and Counseling</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>				

Goal 2: Attendance







Performance Objective 1: AISD students will increase their attendance rate from 92.6% to 94.0%.








Evaluation Data Sources: AISD Reports Site: Attendance Rate Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor district and campus attendance rates at the end of each six weeks to identify campuses that are below their individual attendance goals and provide additional supports as needed.</p> <p>Strategy's Expected Result/Impact: Higher awareness of where campuses attendance rates are falling, which will allow for immediate targeted support.</p> <p>Staff Responsible for Monitoring: OSL Executive Directors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide campuses with resources to incentivize attendance.</p> <p>Strategy's Expected Result/Impact: Increasing student attendance by providing additional motivation for students to attend school.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Dr. Michael Hill</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Engage in a root cause analysis of why students are absent, focusing on Tier 2 and 3 students by including questions about absences in student survey.</p> <p>Strategy's Expected Result/Impact: Find the major causes of student absenteeism in order to create more targeted interventions for students at need.</p> <p>Staff Responsible for Monitoring: Research & Accountability</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>				

Goal 3: Discipline

Performance Objective 1: Decrease the rate of disciplinary recidivism of Level 1 and 2 incidents from 45% to 35%.

Strategy 1 Details	Reviews			
<p>Strategy 1: R & A provides campus leaders with Teacher Survey Results coaching supports and action planning resources to promote implementation of strategies that enhance campus culture and development of positive relationships.</p> <p>Strategy's Expected Result/Impact: 85% of campuses will develop, implement and progress monitor Teacher Survey results action plan strategies.</p> <p>Staff Responsible for Monitoring: Campus Principals Assistant Superintendents of School Leadership Assistant Superintendents of R&A* EDs of School Leadership</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: PBIS department provides classroom observations and feedback to new and bridge teachers and campus leadership coaching sessions, at targeted campuses, promoting implementaton of classroom strategies that strengthen teachers' ability to develop positive learning environment and relationships.</p> <p>Strategy's Expected Result/Impact: 80% of new teachers and bridge teachers at targeted campuses will receive classroom observations and feedback and 70% of principals will receive at least two coaching visits per year.</p> <p>Staff Responsible for Monitoring: Campus Principals Assistant Superintendents of School Leadership EDs of School Leadership ED of Transformational Learning* Director of Guidance and Counseling Coordinator of PBIS</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: At targeted campuses, the PBIS department provides ongoing data-driven coaching supports to campus leaders to support the design and delivery of monthly campus PBIS committee meetings that are centered around the development of strategies to reduce level 1 and level 2 discipline recidivism.</p> <p>Strategy's Expected Result/Impact: 90% of principals at targeted campuses will receive at least two data driven PBIS committee coaching supports throughout the school year.</p> <p>Staff Responsible for Monitoring: Campus Principals Assistant Superintendents of School Leadership EDs of School Leadership ED of Transformational Learning* Director of Guidance and Counseling Coordinator of PBIS</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Teacher Satisfaction

Performance Objective 1: AISD will increase the employee retention and satisfaction index score on the employee survey from 3.8 to 3.9.