



**2015-2020 Strategic Plan
Planning Team Draft**

BELIEFS

Statements RI WKH RUJDQLJDWLRQ¶V IXQGDPHQWDO FRQYLFWLRQV L

We believe that:

- x Communication is essential to relationships; relationships are essential to communications.
- x A healthy community is one in which all voices are heard.
- x Self-awareness is vital to personal development.
- x There is strength in diversity.
- x Every individual has the inherent right to develop his or her full potentials.
- x Learning is a lifelong journey.
- x People thrive when they are free to be bold and creative.
- x There are always opportunities within change.
- x All people deserve to be and feel safe.
- x Everyone has a purpose or passion that drives him or her.
- x Everyone is both a leader and a follower.
- x Ultimately, success is defined by each individual.
- x Education involves the mind, spirit, and body.

MISSION

\$ EURDG VWDWHPHQW RI WKH RUJDQLJDWLRQ¶V LGHQWL\ WK **organization is committed, and the basic means of accomplishing that purpose.**

The mission of the Austin Independent School District, the shining star of education, is to ensure each student discovers and reaches his or her life goals through an extraordinary education system distinguished by:

- x A culture of acquiring intelligence, knowledge, and wisdom.
- x Safe and inclusive environments.
- x Dedication to the whole child.
- x Creativity and risk taking.
- x Vibrant community relationships.
- x Bold, caring, and progressive staff.

PARAMETERS

Strict pronouncements that establish the boundaries, limits, and rules within which the organization will accomplish its mission; self-imposed restrictions that position the organization among others similar to it.

- x Verifiable excellence will be our standard.
- x The needs of individuals will take precedence over institutional demands.
- x We will honor the worth and dignity of each person.
- x We will practice collaborative decision-making throughout the district.
- x We will make optimal use of transformative technology.
- x We will preserve and protect the autonomy of both the individual and the district.

OBJECTIVES

Expressions of the desired measurable, observable, or demonstrable results of the organization.

- x Each student realizes her or his self-worth.
- x All students meet AISD expectations for achievement in all areas.
- x Each student continuously progresses in an academic and personal plan for success.
- x All graduates will boldly continue to discover and explore their passions.

STRATEGIES

7KH EURDGO\ VWDWHG PHDQV RI GHSOR\LQJ UHVRXUFHV WR DFK **and objectives.** (Numbered for reference.)

- I. We will individualize teaching and learning.

Results Statements:

1. The district will ensure that campuses develop a process for students to explore and study post-secondary career opportunities.
2. Educators at all campuses will get to know each student as an individual and engage each one in their own education based on their strengths, interests, and learning styles.
3. AISD will adopt and promote a research-based learning framework that focuses on differentiated instruction.

IV. We will actively involve and value all families.

Results Statements:

1.

- x AISD newsletter ±intercampus communication
- x District communication via social media, other outlets

Weaknesses:

- x Lack of class options/offerings
- x Significant portion of tax revenue is recaptured by the state
- x Emphasis on managing and teaching to the tests
- x Disparity of resources among campuses
- x Organizational silos and power struggles
- x Transition/continuity of learning when multiple teachers involved
- x Lack of student engagement, feedback on staff performance
- x Inefficient use of class time
- x Slow decision-making and ambiguous authority to take action
- x Allocation of resources to administration ±support versus direct services
- x Weak in career-based classes ±skills being taught do not align to current career/market opportunities
- x District has an overall negative reputation ±typically not the first choice in the area
- x Overemphasis on arts and social sciences as opposed to STEM
- x Continuity of programs from elementary through high school (through the system)
- x Too much focus on helping low-performing students pass as opposed to enabling all students to achieve their potential (get everyone to pass the tests at all costs)
- x Slow to integrate new technology and new methods into learning

Subgroup #3

Strengths:

- x Relationships between Education Austin, APPSA, and central office leadership0

- x Geographical location of school
- x Declining enrollment
- x Achievement gaps
- x Staffing/leveling policies
- x Dual language support/training
- x Failure to draw down philanthropy
- x Building relationships with business

Subgroup #4

Strengths:

- x Improved community engagement
- x Wonderful students
- x Highly-trained, committed faculty and staff
- x Different types of campuses/programs and services
- x Student-focused programs (SEL, Pre-K, CLI)
- x High-quality curriculum development
- x Commitment to literacy and libraries
- x Commitment to sustaining true public schools
- x Commitment to district-labor relations
- x Valued student opinion
- x Strong district leadership
- x Commitment to student health
- x Progress in some areas (graduation)
- x Board/superintendent/district leadership embracing social media/technology
- x District support of sustainable community school model

Weaknesses:

- x Negative perceptions of some schools
- x Inequity in distribution of resources, funding of campuses
- x Achievement gaps among student groups
- x Overcrowding and under-enrollment
- x Overreliance on testing
- x STEM capability

EXTRA-SESSION SUBGROUPS

Internal Analysis ±District Organization

**Subgroup #4: Technology
Factor**