



# Vcdng"qh"Eqpvgrvu

Goals



# Iqenu

## 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>
				



<b>Strategy 3 Details</b>	<b>Reviews</b>
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**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> -</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></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> 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></p> <p><b>Problem Statements:</b> Student Achievement 3, 4</p> <p><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



**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

<b>Strategy 1 Details</b>	<b>Reviews</b>
<b>Strategy 1:</b> Train campus leadership and instructional coaches district-wide in the application of NWEA MAP Learning	

**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
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<p><b>Problem Statement 4:</b> Math outcomes have declined in achievement &amp; growth on STAAR &amp; NWEA MAP in grades 3-6. <b>Root Cause:</b> 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.</p>
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### **Goal 3: Science Performance**



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>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	

**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
<b>Strategy 3:</b> Campuses will use the Economic Mobility System (EMS) Dashboard to identify, monitor/adjust and inform	

**Goal 5:**

**Strategy 3 Details**

**Reviews**

**Strategy 3:**




**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></p>	

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>

## 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

**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 data-bbox="466 1125 661 1175">  No Progress                 </div> <div data-bbox="762 1125 982 1175">  Accomplished                 </div> <div data-bbox="1079 1125 1331 1175">  Continue/Modify                 </div> </div>				