

Goalbook: Information and Overview

March 9, 2026

AUSTIN PUBLIC SCHOOLS STRATEGIC PLAN

OUR MISSION

(Our Core Purpose)

Inspire. Empower. Accelerate.

OUR VISION

(What We Intend to Create)

Preparing all learners to make a difference in the world.

Our Core Values

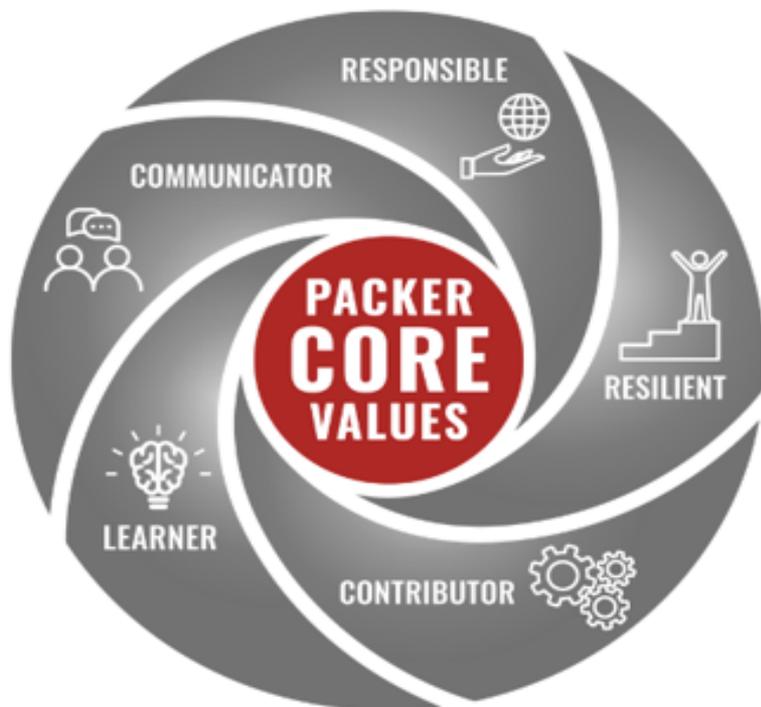
(Drivers of Our Words and Actions)

- Responsible: Demonstrates accountability to self and others
- Resilient: Develops perseverance and self-confidence
- Learner: Challenges self to think critically
- Communicator: Listens actively and shares learning and experiences
- Contributor: Engages as a productive member of the community and global society

OUR STRATEGIC PRIORITIES

(Drivers of Our Continuous Improvement)

1. Support and resources to ensure a safe and welcoming learning environment
2. Packer Profile for all learners
3. District-wide multi-tiered systems of support for all learners
4. Excellence in resource management



OUR CORE VALUES

(Drivers of Our Words and Actions)

- **Responsible:** Demonstrates accountability to self and others
- **Resilient:** Develops perseverance and self-confidence
- **Learner:** Challenges self to think critically
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- **Contributor:** Engages as a productive member of the community and global society



STUDENTS

I am supported and challenged in my learning and believe I will be successful

- Teachers and all staff are approachable, listen and respond to my needs
- My teachers have time to talk through and help answer questions or help solve problems I have
- I am trusted to make good choices, be engaged in my learning, and held accountable but not overwhelmed

I feel that school is safe and that school is challenging and fun

- I am heard and respected for who I am by school staff and students
- The school and my interactions with students and staff are safe, positive and inclusive
- I enjoy coming to school every day and have time to be with friends during school
- I understand what is expected from me at school
- I am supported in my mental health needs

I am an engaged learner at school and in our community

- I have a voice and choice in how and what I learn
- My learning is hands-on, meaningful, challenging and helps me prepare for my future
- My teachers like me and believe in me
- ★ I have teachers and staff that work with me in a way that benefits all students
- I am physically comfortable in the school setting
- This school should be about me not the teachers



FAMILIES

I am part of my child's education and feel welcomed, valued, and respected as a family

- My child is physically and emotionally safe at school
- My child feels a sense of belonging at school, is cared for, and valued
- My student can voice their thoughts and ideas without being discriminated against so they continue to learn

My child enjoys coming to school and is safe, included and respected so they are learning every day

- My child is challenged (not overwhelmed) in learning and development, listened to, and provided choice and voice in learning options
- Teachers know my child well and creates a fun, interactive approach to learning which is responsive to my child's and family needs

I am engaged in a partnership with my child's school so I know what to do to help my child continue to grow and learn

- I will feel welcome, informed and encouraged to collaborate with the teachers and staff at the school to help my child grow
- ★ My child's teachers, my child and myself have open communication about their academic progress, social development and well-being
- District and school information is easy to understand and easily accessible
- My child is taught the life skills necessary to be successful in whatever path they choose after high school



STAFF

I am seen, valued, and respected for who I am and the work I do

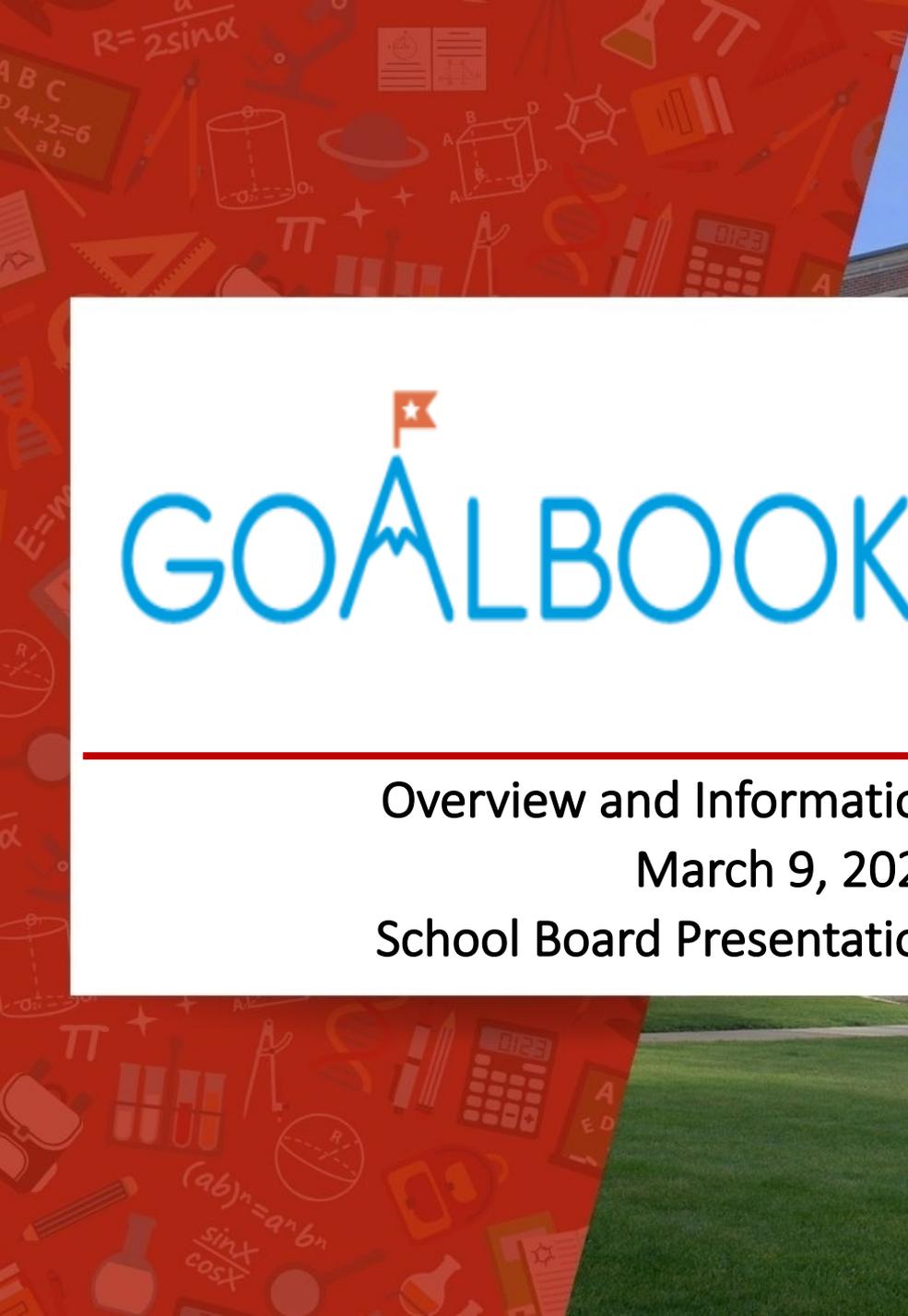
- I work in a collaborative not competitive environment that honors the unique strengths of each individual
- I am seen as a professional and given the flexibility and support to provide students what they need to be successful
- I am listened to, heard and know that I matter
- I have a level of freedom and innovation within reasonable parameters

I receive the support and resources to do my job well so I am able to create a healthy and safe learning environment

- I am a valued member of a caring, engaged, and collaborative team
- I receive constructive feedback in regards to my position so I can be the best version of myself
- I am treated with respect and fairness with reasonable expectations for work, performance, time, and employment
- I enjoy my job and have flexibility, satisfaction, and recognition

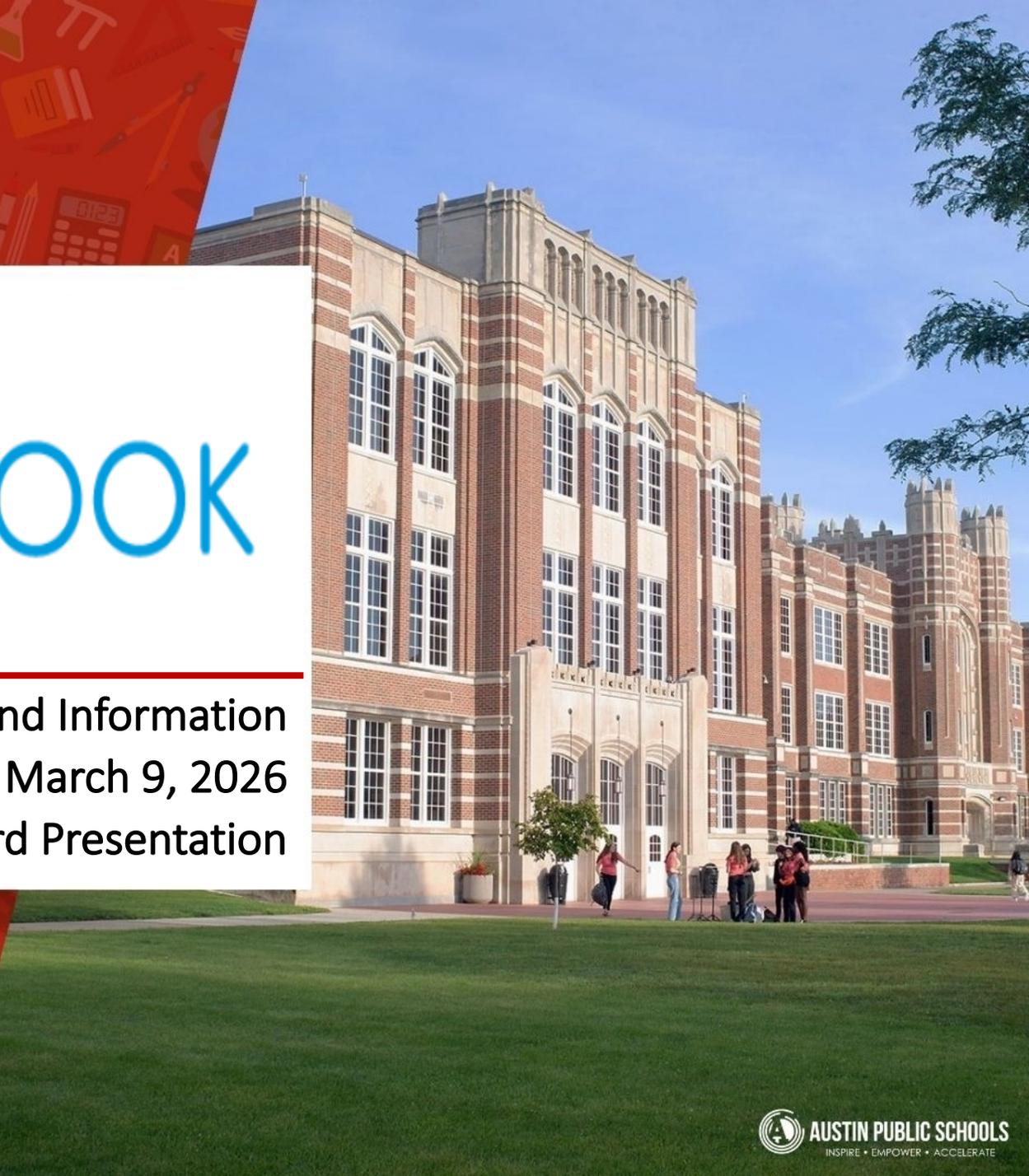
I work in a district that is willing to adapt and change when necessary to best meet the needs of all students

- Diversity, equality, inclusion and equity for everyone
- ★ I have the resources and materials I need in my classroom and for families so they know what they can do to support learning at home
- There is effective communication across the district and community so staff and families have the information they need
- ★ I have adequate training for various aspects of my job

A red background on the left side of the slide is filled with various mathematical and scientific icons, including a calculator, a ruler, a pencil, a compass, a protractor, a cylinder, a sphere, a cube, a triangle, a square, a circle, a star, and various mathematical formulas like $R = 2\sin\alpha$, $4+2=6$, π , $E=mc^2$, $(ab)^n = a^n b^n$, $\frac{\sin x}{\cos x}$, and $A = ED$.

GOALBOOK

Overview and Information
March 9, 2026
School Board Presentation



Overview

Current Reality

- Special Educators are experiencing **increasing demands** related to *paperwork, timelines, and compliance requirements*. The district has not had a sustained, coordinated focus on due process expectations in recent years, resulting in **inconsistent implementation—particularly in IEP goal development and progress monitoring**. As a result, the IEP process is often compliance-driven rather than instructionally focused, limiting its impact on student achievement.

Overview

Intended Outcomes

- Increase **student achievement** through consistent, standards-aligned IEP development and progress monitoring
- Reduce **staff workload** by streamlining due process requirements using a centralized, paperless platform
- Strengthen **instructional practice** by aligning IEPs to high-quality, data-driven instruction

Plan

- Implement Goalbook as a district-wide platform to support IEP development, instructional planning, and progress monitoring. Goalbook is built on a research-based instructional sequence and supports educators to:
 - Develop meaningful, data-driven present levels of performance
 - **Create measurable, standards-aligned IEP goals**
 - Design and implement specially designed instruction grounded in UDL principles
- The platform emphasizes professional learning and capacity-building, ensuring teachers understand instructional decision-making—not just compliance documentation.

Benefits

- Reduces redundancy, errors, and time spent on clerical tasks through
- Improves consistency and compliance across programs, disciplines, and age levels (birth–22)
- Supports evidence-based practices through a systemic, district-wide approach
- Integrates AI-supported tools to enhance efficiency, planning, and instructional quality
- Repositions compliance as a support for instruction rather than a competing demand

Process utilized to determine adoption of Goalbook

- Dr. Knudsen has successfully implemented this process in former district
- Executive Cabinet Overview
- Special Education Leadership Team Overview (with vendor and team discussions)
- Overview (with vendor) and discussion with Katie, Corey, Amy
- Shared staff development needs with Instructional Leadership Team (ILT)
- Worked with Special Education Finance Specialist to determine funding
- Shared at Comprehensive Achievement and Civic Readiness (CACR) District Committee
- Sharing overview at School Board Meeting 2.23.26

Implementation Plan (Tentative)

- Initial half-day training (workshop week)
- Professional development sessions during PD days (district-wide) throughout the 2026-27
- PLC work focused on Goalbook 2026-27 (specifics TBD)
- Three-year phased implementation
- Early-adopter cohort beginning spring 2026

Questions?

Thank you!
