

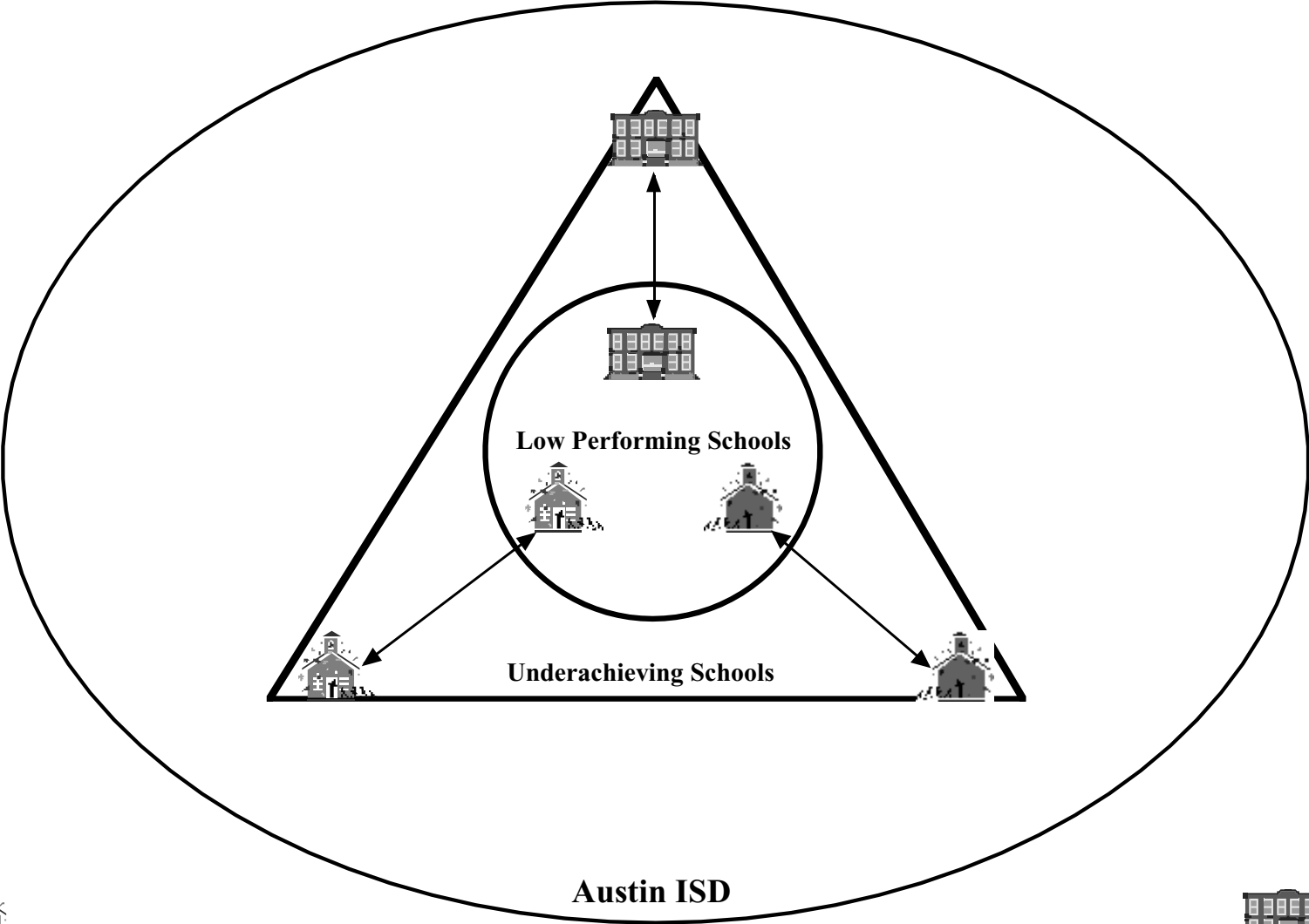
The Austin Blueprint


To Leave No Child Behind


*An Agreement
Between the Austin Independent School District
and the Austin Community*

April, 2002

The Austin Blueprint: To Leave No Child Behind



 Elementary School

Middle School 

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1. Guaranteed improved student achievement to meet rigorous state standards (<i>Texas Essential Knowledge and Skills and the Texas Assessment of Knowledge and Skills</i>).			
How might this look?	Person(s) responsible	Time frame	Budget/Comments
1.1 Provide training and assistance on the development of the Campus Improvement Plan.	Ms. Doner	April, 2002	
1.2 Develop evaluation criteria that focus on implementation of the program and on student gains.	Ms. Doner, Dr. McLarty	May-August, 2002	
1.3 Develop a system to provide intensive assistance for teachers and principals.	Ms. Tousek	May-August 2002	
1.4 Determine training needs and need for Central Office support and resources.	Dr. Collier, Ms. Moore, Ms. Morganti-Fisher	May, 2002	
1.5 Make expectations clear and meet with principals regularly to monitor progress and make adjustments to systems and procedures.	Ms. Tousek	Jul 02-Jun 03	
1.6 Train and work with Instructional Specialists.	Dr. Collier, Ms. Morganti-Fisher	Jul 02-May 03	
1.7 Assure that all special services (e. g., Special Ed, GT, Migrant, ESL, Bilingual, Title I, etc.) are appropriately coordinated with the core curriculum.	Dr. Collier, Ms. Moore, special services staff	Jul 02-May 03	
1.8 Monitor principals and teachers closely and provide support as needed.	Ms. Tousek, Ms. Doner	Jul 02-Jun 03	
1.9 Establish a growth plan for principals and teachers whose schools or classes are not progressing as expected.	Ms. Tousek, Principal	Aug 02-May 03	

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Guaranteed student achievement (continued)			
How might this look?	Person(s) responsible	Time frame	Budget/Comments
1.10 Monitor classroom implementation to determine if teachers have all materials, are following schedules, are using procedures from programs, and are able to keep students attentive and engaged.	Ms. Tousek	Aug 02-May 03	
1.11 Provide technology training for staff on data analysis and interpretation.	Project Technology Specialist	Sep 02-May 03	
1.12 Remove the principal if it is clear that interventions are not working.	Dr. Forgione	May, 2003	

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2. More time for Reading, Writing, Grammar, and Math every day for every child.			
How might this look?	Person(s) responsible	Time frame	Budget/Comments
2.1 Provide additional instructional time during the school day for reading, writing, grammar, and math every day.	Ms. Tousek, Principals	April, 2002	
2.2 Provide after school classes taught by classroom teachers for selected students.	Dr. Forgione	April, 2002	
2.3 Provide Saturday classes for students who need additional help.	Dr. Forgione	April, 2002	
2.4 Provide summer school for low performing students.	Dr. Forgione	April, 2002	
2.5 Determine daily schedule and amount of time spent for each subject area, allowing for flexible grouping (<i>i.e.</i> , three hour literacy block in elementary; required reading class in secondary).	Ms. Tousek, Principals	April, 2002	
2.6 Hire two additional certified teachers at each campus to provide at least 30 minutes of intensive extra instruction daily through smaller group instruction and tutorials for students who are determined to be behind based on on-going assessments.	Dr. Forgione	August, 2002	

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3. Required, rigorous, and proven curricula in Mathematics, Reading and Writing.			
How might this look?	Person(s) responsible	Time frame	Budget/Comments
3.1 Make visitations to districts with projects that have produced high levels of student achievement in multiple schools with similar populations to those in target schools.	Dr. Collier, Ms. Doner, Ms. Moore, Ms. Tousek	March-May 2002	
3.2 Determine the specific curriculum for each subject area in reading, writing and math, to be implemented consistently across all project schools (specifically evaluate Open Court and math curriculum that emphasizes numeracy and is used by high performing schools according to Just for the Kids).	Dr. Collier, Ms. Moore, Ms. Tousek	April, 2002	
3.3 Meet with faculties to share research on reading and instruction and to review the specific curriculum that will be implemented in these schools.	Dr. Collier, Ms. Moore, Dr. Vaughn	May, 2002	
3.4 Provide transfers for current teachers to other AISD schools if they do not wish to teach this curriculum.	Dr. Fuentes, Mr. Houser	May, 2002	
3.5 Evaluate software that could be used for supplemental tutorials.	Dr. Collier	May, 2002	
3.6 Determine regular and bilingual materials needed and order them in time to be in the schools at the beginning of the school year.	Dr. Collier, Ms. Moore	May, 2002	
3.7 Determine the AISD Scope and Sequence of Skills taught each grading period.	Dr. Collier	July, 2002	
3.8 Provide inservice training on selected curriculum using district staff and external consultants.	Dr. Collier, Dr. Vaughn, Ms. Morganti-Fisher	July, 2002	

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Curricula (continued)			
How might this look?	Person(s) responsible	Time frame	Budget/Comments
3.9 Develop a process to identify staff members who can serve as school-based coaches: curriculum coordinators to train campus instructional specialists, campus level master teachers provided with release time to work with peers.	Dr. Collier, Ms. Moore	Aug-Sep 2002	

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4. Every new teacher with at least two years' experience. All teachers certified in the subjects they are teaching.			
How might this look?	Person(s) responsible	Time frame	Budget/Comments
4.1 Conduct presentations for current staff at each of the project campuses to announce the project, making expectations, as well as incentives, clear and non-negotiable.	Dr. Forgione, Dr. Westbrook, Area Superintendents, Ms. Tousek	April, 2002	
4.2 Publicize the project within the district and encourage highly qualified teachers to request transfers.	Dr. Forgione, Dr. Fuentes, Mr. Houser	April, 2002	
4.3 Provide extra duty pay for after school, Saturday, and/or summer school classes as needed, and for participation in additional professional development.	Dr. Forgione	April, 2002	
4.4 Immediately begin hiring unassigned highly qualified teachers and hold them to be interviewed by project schools first.	Human Resources, Dr. Fuentes, Mr. Houser	April, 2002	
4.5 Institute a rigorous interview process that includes assessing the applicant's willingness to incorporate the use of technology.	Ms. Tousek, Principals	April, 2002	
4.6 Assign only certified teachers with 2 or more years experience to project schools except in unusual circumstances.	Dr. Forgione, Dr. Fuentes, Mr. Houser	May, 2002	
4.7 Provide transfers to other AISD schools for current teachers who do not match the model or are not willing to meet the non-negotiables of the teacher compact.	Dr. Forgione, Dr. Fuentes, Mr. Houser	May, 2002	

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5. Required, targeted training – including 10 additional days - and on-going support for teachers.			
How might this look?	Person(s) responsible	Time Frame	Budget/Comments
5.1 Determine discipline management program and provide training for implementation in project schools (<i>e. g.</i> , Region 13 Foundations Program).	Dr. Collier, Ms. Tousek, Dr. Lyons	Apr-Aug 2002	
5.2 Determine character education program and provide training for implementation in project schools. (<i>e. g.</i> , Building Good Citizens for Texas).	Dr. Collier	Apr-Aug, 2002	
5.3 Analyze TAAS 2002 results in Reading, Writing, Math, Science, and Social Studies for current teachers in order to determine training needs and to identify teachers who need immediate intervention and/or should be advised to transfer out of the school.	Ms. Doner, Ms. Morganti-Fisher, Ms. Tousek, Principals	May, 2002	
5.4 Conduct one week of content specific, non-negotiable professional development incorporating the Principles of Learning during the summer of 2002 and provide time for team building and setting up systems, procedures, and structures before school starts.	Dr. Collier, Ms. Tousek, Ms. Morganti-Fisher	Jul-Aug, 2002	
5.5 Provide inservice and in-class coaching to improve the behavior management skills of individual teachers.	Principal, Instructional Specialist	Aug 02-May 03	
5.6 Conduct classroom observations and Learning Walks and provide feedback that is directly tied to professional development opportunities.	Principals, Instructional Coaches, Master Teachers	Aug 02-May 03	
5.7 Provide in-class coaching.	Dr. Collier, Instructional Coaches, Master Teachers	Aug 02-May 03	

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Training (continued)			
How might this look?	Person(s) responsible	Time frame	Budget/Comments
5.8 Hire 1-2 permanent substitutes for each school to cover teachers' classes when teachers are absent to insure continued quality instruction.	Ms. Tousek, Mr. Houser	August, 2002	
5.9 Establish weekly grade level or content area meetings for instructional planning.	Ms. Tousek; Principal	August, 2002	
5.10 Place two Instructional Specialists with clearly defined responsibilities at each campus, one literacy specialist and one math, who will train and support teachers and help create activities and materials for tutorials.	Ms. Tousek, Principal, Ms. Doner, Ms. Morganti-Fisher	August, 2002	
5.11 Provide ongoing on-site content specific training incorporating the Principles of Learning, rotating a cadre of permanent subs between campuses as a group to allow additional time for grade/department level professional development and/or planning during the day.	Dr. Collier, Ms. Tousek, Ms. Morganti- Fisher	Aug 02-May 03	
5.12 Following each session, try something learned in the classroom and reflect on it at the next session. Make connections between lessons learned in sessions and lessons learned in classrooms. Monitor impact of student learning through analysis of student work.	Dr. Collier, Ms. Tousek, Ms. Morganti- Fisher	Aug 02-May 03	

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6. Strong, experienced principals under the direction of a Master Principal.			
How might this look?	Person(s) responsible	Time frame	Budget/Comments
6.1 Appoint a proven, experienced Master Principal who will create a leadership team to implement the project.	Dr. Forgione	April 1, 2002	
6.2 Appoint successful, experienced principals to lead the designated schools.	Dr. Forgione	April, 2002	
6.3 Make expectations clear with principal compact. (see attachment)	Dr. Forgione	April, 2002	
6.4 Provide a higher salary for principals.	Dr. Forgione	April, 2002	
6.5 Select administrative team for each campus.	Principals, Ms. Tousek	May, 2002	
6.6 Review Basic Table of Organization (BTO) of selected schools and revise to incorporate components of plan.	Principals, Ms. Tousek	May, 2002	
6.7 Meet weekly as a cadre for training and planning and for monitoring and evaluating the implementation of the major components of the initiative.	Ms. Tousek	May 02-June 03	
6.8 Place one Cohort II School Leadership Academy intern as an Assistant Principal at each project school.	Dr. Wagstaff, Dr. Juarez, Dr. Nolly	May, 2002	
6.9 Provide training on non-negotiable curriculum and how to monitor student progress and performance.	Dr. Vaughn, Ms. Tousek, Dr. Collier, Ms. Morganti-Fisher	June-July 2002	
6.10 Establish consistent systems, procedures and an organizational structure across the project schools.	Ms. Tousek	July, 2002	
6.11 Assist principals and teams of teachers with implementation of systems.	Ms. Tousek	July 02-June 03	

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Principals (continued)			
How might this look?	Person(s) responsible	Time frame	Budget/Comments
6.12 Provide consultation individually and as a cadre.	Ms. Tousek	July 02-June 03	
6.13 Visit with each principal at a set time every week on his or her campus.	Ms. Tousek	July 02-June 03	
6.14 Place one Cohort III School Leadership Academy intern at each project school.	Dr. Nolly	August, 2002	
6.15 Conduct classroom observations and Learning Walks and provide feedback.	Ms. Tousek	Aug-May, 2003	
6.16 Meet with each principal about each teacher's 6 or 9-week assessments and discuss intervention strategies.	Ms. Tousek	Sep 02-May 03	
6.17 Meet with each principal to review disaggregated data from benchmark results and discuss intervention strategies.	Ms. Tousek, Ms. Doner	Sep 02-May 03	

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7. Frequent assessment of students and immediate interventions.			
How might this look?	Person(s) responsible	Time frame	Budget/Comments
7.1 Determine early intervention programs for implementation in project schools.	Dr. Collier	April, 2002	
7.2 Provide 2002 TAAS and summer school scores on each student prior to opening of school so that teachers know exactly where each student is and do not have to wait for cum folders from other schools.	Ms. Doner	August, 2002	
7.3 Conduct a reading and math assessment on every student.	Dr. Collier, Principals, Teachers	August, 2002	
7.4 Group and place students flexibly according to the results of the assessments.	Principal, Teachers	Aug 02-May 03	
7.5 Develop a system for measuring student proficiency in reading and math when a student enters a school so immediate interventions can be provided.	Dr. Collier, Instructional Specialists	Sep 02-May 03	
7.6 Assess each student's progress weekly, at 9- or 6-week periods, and after benchmarks using the new AISD benchmark assessment system.	Principal, Teacher	Sep 02-May 03	
7.7 Meet with each teacher about each student at 6 or 9 weeks and after benchmarks.	Principal	Sep 02-May 03	
7.8 Provide technology training on data analysis and producing progress reports.	Project Technology Specialist	Sep 02-May 03	
7.9 Conduct grade level/subject area meetings to review disaggregated data from benchmark reports.	Principal, Teacher	Sep 02-May 03	

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Assessment (continued)			
How might this look?	Person(s) responsible	Time frame	Budget/Comments
7.10 Provide immediate and appropriate interventions for teachers whose students are lower performing: model lessons taught by instructional specialists, teacher observing in other classes, additional training, team teaching, etc.	Principal, Teacher	Sep 02-May 03	
7.11 Provide immediate and appropriate interventions for students: tutoring, peer tutoring, one-on-one assistance, IMPACT, LST, parent conference, mentoring, phone call to parents, home visit, warning letter for tardies/absences, taking parent to court, contracts, and counseling.	Principal, Teacher	Sep 02-May 03	

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8. Enhanced technology to monitor and improve student achievement.			
How might this look?	Person(s) responsible	Time frame	Budget/Comments
8.1 Hire a Project Technology Specialist to work with district and campus instructional technology specialists in assisting project campuses.	Ms. Tousek	July, 2002	
8.2 Establish a system for inventory and management of materials purchased through this project.	Project Technology Specialist	July, 2002	
8.3 Establish an email listserv for campus administrators and project team members to facilitate communication.	Project Technology Specialist	July, 2002	
8.4 Provide a technology rich environment at each campus.	Technology Specialists	Jul 02-Jun 03	
8.5 Use email as the primary means of communication within and among campuses.	Principal, Technology Specialists	Jul 02-Jun 03	
8.6 Provide necessary technology training for all staff in order to use email and SASI.	Technology Specialists	Jul 02-Jun 03	
8.7 Create PowerPoint presentations (English and Spanish) to inform the public about this project and the schools involved.	Ms. Gaston	August, 2002	
8.8 Develop a web site for the project on which to publish common information and provide a download site for project templates and documents.	Ms. Gaston	August, 2002	
8.9 Set-up one computer in each school as a kiosk where newly entering students and parents can see an overview of programs and expectations.	Project Technology Specialist	August, 2002	
8.10 Provide training and mentoring for CTLT's (Campus Technology Leadership Teams).	Project Technology Specialist	Aug 02-May 03	

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Technology (continued)			
How might this look?	Person(s) responsible	Time frame	Budget/Comments
8.11 Implement system for analyzing benchmark test results and provide needed assistance and training.	Project Technology Specialist	Sept, 2002	

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9. Partnerships with parents and community to assure student success.			
How might this look?	Person(s) responsible	Time frame	Budget/Comments
9.1 Develop a family support team facilitated by the campus Parent Support Specialist.	Principal	August, 2002	
9.2 Share the Alliance School model and provide training for schools on how to work with parents and the community.	Principal, Austin Interfaith	August, 2002	
9.3 Identify, secure, and coordinate resources to ensure success for every child.	Parent Support Specialist	Aug –Sep 2002	
9.4 Conduct neighborhood walks.	Principal, teachers	Aug 02-May 03	
9.5 Involve parents in site-based decision making through the PTA and CAC.	Principal, Community organizations	Aug 02-May 03	
9.6 Conduct parent training sessions.	Principal, Parent Support Specialist	Aug 02-May 03	
9.7 Recruit mentors and volunteers for tutoring.	Parent Support Specialist, Community organizations	Aug 02-May 03	
9.8 Recruit Partners in Education.	Parent Support Specialist, Community organizations	Aug 02-May 03	
9.9 Administer a survey to measure the satisfaction of parents and students throughout the school.	Parent Support Specialist, Community organizations	April, 2003	
9.10 Offer on-site after school programs to meet the needs of the children of working parents.	Principal	Aug 02-May 03	

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Partnerships (continued)			
How might this look?	Person(s) responsible	Time frame	Budget/Comments
9.11 Place at least one bilingual staff member in each school front office.	Principal	August, 2002	
9.12 Assess customer service (school) environment.	Ms. Todaro	Aug 02-May 03	
9.13 Train project campuses in communication, conflict resolution, and customer service skills.	Ms. Todaro	Aug 02-May 03	
9.14 Coach specific staff members or groups in specific skills.	Ms. Todaro	Aug 02-May 03	
9.15 Deliver problem solving and conflict resolution among providers of service and customers.	Ms. Todaro	Aug 02-May 03	
9.16 Address diversity issues within customer service issues.	Ms. Todaro	Aug 02-May 03	
9.17 Build the capacity of school staffs to prevent problems and address issues where internal and external customers are not satisfied.	Ms. Todaro	Aug 02-May 03	
9.18 Address immediate issues through conflict resolution, mediation, and facilitation of parties.	Ms. Todaro	Aug 02-May 03	

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10. Signed compacts with principals, teachers, parents, and students.			
How might this look?	Person(s) responsible	Time frame	
10.1 Conduct presentations for parents and the community at each of the project campuses to announce the project, making expectations clear and non-negotiable.	Dr. Forgione, Dr. Westbrook, Area Superintendents, Ms. Tousek	May, 2002	
10.2 Require principals to agree to and sign the Principal Compact (see Principal Compact).	Dr. Forgione	May, 2002	
10.3 Require teachers to agree to and sign the Teacher Compact (see Teacher Compact).	Principal	May-Aug, 2002	
10.4 Require parents, students, and teachers to agree to and sign the Parent-Student-Teacher Compact (see Parent-Student-Teacher Compact).	Principal	August, 2002	
10.5 Communicate expectations for required curriculum and for behavior to parents on Back-to-School night.	Principal, teachers	August, 2002	
10.6 Consider adopting a dress code (<i>e. g.</i> , white shirts, dark pants/skirts).	CAC	August, 2002	
10.7 Send home weekly folders/progress reports.	Teacher	Aug 02-May 03	
10.8 Conduct quarterly conferences and complete a quarterly parent compact with each parent.	Teacher	Oct 02-May 03	