

The Austin Blueprint: To Leave No Child Behind

Principal Compact

Because it is imperative that every student achieve at high levels, Austin ISD pledges to:

- ❖ Educate every child every day,
- ❖ Leave no child behind, and
- ❖ Accept no excuses.

Our commitment: AISD will raise student expectations and performance for all students and will close the achievement gap among all student groups.

For schools that are consistently underachieving, the district pledges a new initiative for success as outlined below.

Non-Negotiables:

- Additional time during the school day or outside of normal school hours to assist students who need extra help
- Certified teachers with 2 or more years of teaching experience who participate in required staff development (Current teachers with 1 year may stay in their positions.)
- Qualified principals who can establish a clear mission, focus on student achievement, and build a sense of community among teachers, students, and parents
- Qualified principals willing to accept full-time direction, mentoring, and coaching from a master principal with a proven record of increasing student achievement among economically disadvantaged students
- A strong, non-negotiable curriculum that aligns with state and district curriculum standards and that is engaging and challenging for students
- A daily schedule and specific amount of time spent for each subject area, allowing for flexible grouping (*i.e.*, three hour literacy block in elementary; required reading class in secondary)
- Consistent systems, procedures, and an organizational structure across the initiative schools
- Implementation of specific programs that have a proven record of success
- Focused professional development and planning for teachers and administrators July 29 – August 9, 2002
- Focused professional development and planning for teachers and administrators during the school year
- A student performance data system in which teachers frequently assess the progress of student learning, including the use of six or nine week and/or unit assessments and of benchmark assessments three times a year in all content areas
- Intensive extra instruction daily through smaller group instruction and tutorials for students who are determined to be behind based on on-going assessments
- Consistent planned interventions for students who are behind or who need additional help, using programs that have proven track records in improving learning among high needs students
- A system for measuring student proficiency in reading and math when a student enters a school so immediate interventions can be provided
- Frequent monitoring, guidance, and assistance from district leaders and support staff
- Quarterly conferences and a quarterly parent compact completed with each parent
- Commitment to consistent instructional and administrative uses of technology
- Evaluation criteria that focus on implementation of the initiative and on student gains

Revised May 2, 2002

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Principal Compact

Incentives:

- Administrative team selected by principal at each campus
- Principals paid at a higher salary schedule
- Extra duty pay for teachers for after school, Saturday, and/or summer school classes as needed, and for participation in additional professional development
- In-class coaching and assistance by a campus based math specialist and literacy specialist
- Technology rich environment for students and staff supported by a technology specialist at each school
- Assignment of a Cohort II School Leadership Academy intern as an Assistant Principal
- Assignment of a Cohort III School Leadership Academy intern
- Account for Learning resources: Parent Support Specialist, tutorials, field trips, supplies
- Additional on-site support by team of central office curriculum specialists
- Direct assistance with data analysis and planning for the Campus Improvement Plan
- Personal satisfaction
- A representative from Human Resources on campus to help teachers determine their options

Other Expectations

- ❖ Be willing to make a 3-year commitment to the program.
- ❖ Work closely with *The Austin Blueprint* team.
- ❖ Treat all staff members fairly and with respect.
- ❖ Make all decisions in the best interest of students first; before making a decision, think about the impact of your decision on the entire school.
- ❖ Adhere strictly to the *Code of Ethics and Standard Practices for Texas Educators*.
- ❖ Be a positive public relations agent for your campus.
- ❖ Be flexible and willing to change to do what is in the best interest of children.
- ❖ Ensure a positive learning environment.
- ❖ Work, plan, and share willingly with your team.
- ❖ Offer a recommendation for improvement with every concern expressed.

I have read and understand the Principal Compact and will comply with it to the best of my ability.

Printed Name

Date

Signature

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Teacher Compact

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- A strong, non-negotiable curriculum that aligns with state and district curriculum standards and that is engaging and challenging for students
- A daily schedule and specific amount of time spent for each subject area, allowing for flexible grouping (*i.e.*, three hour literacy block in elementary; required reading class in secondary)
- Implementation of specific programs that have a proven record of success
- Focused professional development and planning for teachers and administrators July 29 – August 9, 2002
- Focused professional development and planning for teachers and administrators during the school year
- A student performance data system in which teachers frequently assess the progress of student learning, including the use of six or nine week and/or unit assessments and of benchmark assessments three times a year in all content areas
- Intensive extra instruction daily through smaller group instruction and tutorials for students who are determined to be behind based on on-going assessments
- Consistent planned interventions for students who are behind or who need additional help, using programs that have proven track records in improving learning among high needs students
- A system for measuring student proficiency in reading and math when a student enters a school so immediate interventions can be provided
- Frequent monitoring, guidance, and assistance from district leaders and support staff
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- Commitment to consistent instructional and administrative uses of technology
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Teacher Compact

Incentives:

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- In-class coaching and assistance by a campus based math specialist and literacy specialist
- Technology rich environment for students and staff supported by a technology specialist at each school
- Account for Learning resources: Parent Support Specialist, tutorials, field trips, supplies
- Additional on-site support by team of central office curriculum specialists
- Direct assistance with data analysis and planning for the Campus Improvement Plan
- Personal satisfaction
- Recruitment stipends to serve as campus lead teachers.
- Incentives from local businesses.

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- ❖ Make all decisions in the best interest of students first; before making a decision, think about the impact of your decision on the entire school.
- ❖ Adhere strictly to the *Code of Ethics and Standard Practices for Texas Educators*.
- ❖ Be a positive public relations agent for your campus.
- ❖ Be flexible and willing to change to do what is in the best interest of children.
- ❖ Ensure a positive learning environment.
- ❖ Work, plan, and share willingly with your team.
- ❖ Offer a recommendation for improvement with every concern expressed.

I have read and understand the Teacher Compact and will comply with it to the best of my ability.

Printed Name

Date

Teacher Signature

Principal Signature

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Staff Compact

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- ❖ Ensure a positive learning environment.
- ❖ Work, plan, and share willingly with your team.
- ❖ Offer a recommendation for improvement with every concern expressed.

I have read and understand the Staff Compact and will comply with it to the best of my ability.

Printed Name

Date

Signature

Principal Signature

Parent-Student-Teacher Compact

Parents for Excellence

(School Name) SCHOOL'S PLEDGE

(School Name) is committed to the belief that all children can learn and acknowledges that all of us - teachers, administrators, and parents - working together can make a positive difference in student achievement. (School Name) will provide the very best learning environment where students will experience success and achieve excellence in learning.

PARENT'S PLEDGE

As parents, we want our children to have the best possible education and we realize that strong schools are essential. We, therefore, join forces with the staff of (School Name) in providing for our children the best possible learning environment at home.

1. I will insist that my child do homework assignments each night.
2. I will discuss with my child every day what he/she has learned in school.
3. I will remind my child of the importance of good behavior in school and I will help him/her to develop self-discipline.
4. I will provide for my child a minimum of one hour, three times a week, of uninterrupted time (without TV), which will be devoted to an instructional activity.

PARENT _____

CHILD _____

TEACHER _____

PRINCIPAL _____

DATE: _____