School Changes 2019

AUSTIN INDEPENDENT SCHOOL DISTRICT

DRAFT WORKING DOCUMENT SUBJECT TO CHANGE

SEPTEMBER 5, 2019
Schools are often the heart of the community where people learn, play, meet, share ideas and access resources.

That’s why it’s so important we do everything we can to strengthen our campus communities to best serve our students and families.

With the unity, collaboration and leadership of the AISD Board of Trustees, together with AISD administration, and after listening to the community, we are proposing school changes that align with board-adopted guiding principles with equity in mind. Key milestones will be important throughout this journey. However, beyond process milestones, the magnitude of our vision will impact the trajectory of our community for decades to come.

Austin’s school district has a lot to be proud of.

The School Changes process builds on important initiatives already in place, such as college and career programs that are expanding with Career Launch now at four campuses, and Early College High School offerings at seven campuses.

We’re offering dual language programs in Spanish and Vietnamese to help bridge both language and culture across the district, allowing students to learn from each other and start early to build a bilingual foundation for learning. For us, a student who comes into school speaking a language other than English begins with a powerful asset, and through multilanguage programming we will graduate students that are biliterate, bilingual, and bicultural.

Our youngest learners in Pre-K are getting new opportunities. After receiving the district’s first Head Start grant, we are now able to serve more than 250 more families in Pre-K–3 (3-year-old students) with a strong early childhood education and wraparound services for the whole family. Those wraparound services include support for children’s physical, mental and oral health, nutrition, and the needs of students who receive special education services. Additionally, parenting instruction and other family engagement activities are included.

We’re also strengthening our commitment to student mental health by operating school mental health centers that bring resources directly to families at 43 campuses.

Good things are happening in Austin’s school district.

But we can do better.

In order to create an even brighter future, we have to learn from our past. We have a history of inequity that must be acknowledged, addressed, and overcome. For more than 100 years, race has divided Austin’s school district, and because of that, it has worked for some students, but not for all. We need the courage to face that truth, we must be honest with ourselves about how to change it, and we owe it to all of our children to change it for the better. Austin can no longer afford to think in terms of “they” or “me.” We can only move forward by thinking and acting as “we”—Austin’s School District.

The quality of teaching and learning varies across the district. Each and every student deserves to experience the highest level of engaging, challenging, and student-centered learning wherever they attend. We are committed to making the changes necessary to realize better results so that every classroom lifts academic excellence. We know that great teachers, quality resources, and enhanced programming can get us there.

We also recognize that core academics in the areas of special education delivery, student health and wellbeing, and fine arts need to be a prioritized focus.

Looking to the future, the learning experience in Austin’s schools needs to change. Right here in our own city, entire industries are being reshaped in ways that we never imagined even five years ago. Educating our children means preparing them with critical thinking skills for a changing world. It means ensuring every child has the mindset to understand people different from themselves, whether it be race, ethnicity, nationality, physical ability, sexual orientation, or gender identity. And it takes instilling in each child the confidence and emotional intelligence to overcome any challenge as they pursue their personal and professional goals and dreams.
To address inequities meaningfully here at home and a changing economy around the world, we are investing in three areas:

1. PEOPLE. It begins with well-paid, highly-qualified educators who know every child’s name and needs. That’s why this year’s budget includes across-the-board pay raises for all district employees. They were the largest raises in our history, and the raises are permanent. We’re also investing in training to ensure we have a culture where every educator sees each child as an individual expected to achieve excellence. But it takes more than investing in educators. It takes our entire community, working together with purpose, to hold us accountable and to help us succeed.

2. PROGRAMS. We are looking at all of our campuses and offerings to ensure every student has access to coursework that is challenging, engaging, and goal-driven. We expect every student to graduate high school prepared to succeed in life. We understand that it takes more than programming to achieve equity and address the whole child, and our investments in this area set us on the right path.

3. PLACES. Learning happens in places that inspire students and where teaching can be optimized. In 2017, 72% of our community voted in favor of a $1 billion bond to modernize campuses and build new schools across the city—and we are executing our community’s long-term facilities master plan now.

School changes will strengthen all schools and deliver on the promise of access and opportunity for all of our students.

We have gathered community input, collected and reviewed years of data, and considered factors including student achievement, academic performance, race and ethnicity, facility conditions, budget and operations, poverty levels, and the many languages spoken across our district. Details on the process and data are included in the Appendix.

Several scenario options are for systemic changes that address racial inequity and provide better support to parents and families by extending the school day. Some options include new, expanded or enhanced programming like multicultural studies, esports, pre-k to pre-med, social justice and legal studies, and green tech. Some options also better serve our teachers by investing in teacher collaboratives where educators can thrive, learn and excel.

Some options include school closures and consolidations that will result in inspiring new programs, vibrant spaces and learning experiences that nurture the whole child. This is a direct benefit when dollars go to classrooms and kids instead of to costly building maintenance and repairs. Buildings are important, but kids are more important and at the center of every proposed change.

What happens next?

Together we will arrive at a plan that builds on strengths, addresses the needs across our district, and fulfills our vision of opportunity and access for all students. Therefore, the scenario options here are draft and not final. Each one is a starting point for conversation that will lead us toward finalizing scenario recommendations later this fall. There will be opportunities for further community collaboration. We will listen to understand perspectives, and scenario options may change as we do. Working together as one community, we can create opportunities for all that don’t come at the expense of some.

Why now?

We refuse to accept the status quo any longer and we owe it to every child to do better. This document gives us a framework for the kind of discussion and decision making that will set Austin’s school district on a new path. It will not happen all at once, and it won’t happen overnight. But together we can make it happen over time.

The opportunity before us comes once in a generation, and we must make the most of it.

While the decisions ahead of us will not be easy, we know that a failure to act would be a failure to do what is right. Our children deserve no less and we have it within us to give them more. By rising to this moment, we see a future where diverse student populations contribute to magnet school program experiences, excel in rigorous coursework and enrich the overall learning environment for all students. We see a future where every Austin child in every campus learns in a modern school with outstanding teachers and inspiring programs so they can graduate high school prepared to succeed in life.
Five Guiding Principles
The Austin ISD Board of Trustees approved the following School Changes 2019 Guiding Principles at its regular board meeting May 20.

1. **Ensure equitable access to programmatic opportunities that engage and inspire all students.**
   a. Ensure services are provided to meet the diversity of student needs and remove barriers to academic success.
   b. Increase the comprehensive menu of rich options to appeal to diverse student interests that mitigate programmatic deserts.
   c. Consider all regions for a districtwide, holistic approach.
   d. Strengthen the connection of programming within the feeder pattern.
   e. Increase the number of students who have after school and extracurricular offerings.
   f. Consider staffing and staff performance (retaining high quality)

2. **Put more students in reimagined, 21st-century learning environments that engage and inspire.**
   a. Increase average Education Suitability Assessment score.
   b. Increase average Facility Condition Assessment score.
   c. Ensure strong culture, climate, and safety at campuses (families, students and staff feel welcome at a school).
   d. Increase building utilization while considering programs and boundaries.
   e. Reduce portable classrooms.
   f. Do not add students to create over-enrolled schools.
   g. Strengthen and stabilize student population levels within feeder patterns.
   h. Cap the percentage of economically disadvantaged students experiencing school closures after more information has been received and an equity officer has been hired.

3. **Maintain assigned-school concept and other choices options.**
   a. Optimize opportunities for socio-economic diversity while balancing proximity to neighborhood schools
   b. Consider road patterns, travel duration, proximity and start/stop times to increase number of students with reasonable access to an elementary school

4. **Reduce financial obligations not directed toward student learning and support.**
   a. Redirect investments to student support.
   b. Mitigate projected increase in transportation costs (Consider impact of transportation cost on program access.).
   c. Minimize negative impact to taxpayers
   d. Reduce deferred maintenance costs.

5. **Optimize facility use to benefit students, families and communities.**
   a. Partner with municipalities, health care organizations, county government, the city of Austin, Travis County and others to align assets with our community need (affordable housing, private development, recreation spaces, shared use, social services, and workforce housing).
   b. Maximize opportunities for co-locating non-governmental organizations, nonprofits and other partners in facilities or shared sites.
We Want To Hear From You

The draft scenarios are not final

Together we will arrive at a plan that builds on strengths, addresses the needs across our district, and fulfills our vision of opportunity and access for all students. The scenario options here are draft and not final. Each one is a starting point for conversation that will lead us toward finalizing scenario recommendations later this fall.

There will be opportunities for community collaboration. We will listen to understand perspectives, and scenario options may change as we do. Working together as one community, we can create opportunities for all that don’t come at the expense of some.

A list of community meetings and an online portal for community feedback will be posted on Monday, September 9, at www.austinisd.org/schoolchanges/meetings

Please join us in this important community conversation.
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AISD Teacher Collaborative

Workforce housing is a serious challenge in Austin, particularly for our educators, who tend to move outside of Austin where housing is more affordable. A lack of workforce housing creates stress on personal lives and burdens educators with long commutes that remove them not only from the communities they serve, but also from where they form important bonds with our families. To help address this challenge, Austin ISD will invest in and develop workforce housing. AISD will work with educators to develop a housing program that creates a supportive, learning environment for our educators where they live. A site will be determined based on the assessment and implementation of the broader School Changes plan.

Serving Students
As AISD strengthens its Ready, Set, Teach program for existing students as well as other AISD career programs, this housing option serves as a recruitment and retention strategy.

Preparing Our Kids To Succeed By
• Providing opportunities for AISD educators to live in their individual communities.
• Investing in teachers committed to urban education.
• Improving teacher recruitment and retention to increase the quality and depth of our educators—teachers with a higher quality of life provide a higher quality education.

SCENARIO Summary

Meets Guiding Principles 5

Anticipated Date
Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario
Housing site for educators dependent upon School Changes plan and facilities assessment

Financial Implications

| Academic Program Cost | TBD |
| Reinvested 2017 Bond Funds | N/A |
| Deferred Maintenance Savings | N/A |
| Annual Operations & Maintenance Savings | N/A |

Summary of Changes

- Districtwide Changes
  - Housing affordability for AISD educators
  - New Program
  - Enhanced Program
  - Campus Consolidation
- Campus Repurpose
  - Location to be determined
- Facility Improvement
- Boundary or Feeder Implications

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Districtwide Cultural Proficiency and Inclusivity

The Human Capital and Equity offices, in collaboration with district staff whose work encompasses race, equity and cultural proficiency, will develop a framework for a comprehensive, multi-year plan to ensure all students—regardless of race, gender, language, ability, sexual orientation, gender identity, religion, and other human differences—will be led, taught and supported by culturally proficient teachers, staff and administration.

Serving Students
Respect and cultural proficiency support the needs of staff, students and their families from diverse cultures and provide a safe, welcoming environment, and an example for others to follow.

Preparing Our Kids To Succeed By
- Building on the district’s strengths, diversity and Cultural Proficiency and Inclusivity work.
- Eliminating racial disparities in the identification of special education and academically advanced students.
- Reducing, with the goal of eliminating, racial disparities in detention and suspension rates of children of color.
- Increasing literacy for students of color and English language learners by third grade.
- Decreasing, with the goal of eliminating, racist, Islamaphobic, transphobic and other dehumanizing language and incidents throughout the district.
- Ensuring that equity and cultural proficiency are woven into the fabric of AISD’s culture by creating systems that reflect these values.
- Attracting, developing and retaining the nation’s most experienced and culturally responsive teachers and administrators to build on the strengths and meet the needs of historically underserved groups, and to enhance the cultural proficiency of all other students.

SCENARIO Summary
Meets Guiding Principles 1

Anticipated Date
Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario
Districtwide

Financial Implications
Academic Program Cost .................................. TBD
Reinvested 2017 Bond Funds .............................. N/A
Deferred Maintenance Savings .......................... N/A
Annual Operations & Maintenance Savings .......... N/A

Summary of Changes

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To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Elevating the Secondary Multicultural Studies Curriculum

We will create a vibrant, connective, strengths-based Multicultural Studies curriculum where students affirm and cultivate identity and voice in all middle and high schools. Leveraging our location as the capital city and our students’ natural civic-mindedness, we will prepare our students for success to address challenges they may face in their school, community, city, and the world.

Serving Students

Students develop strong critical thinking skills in Multicultural Studies courses by learning to shift perspectives, question what they read, and develop their own connections to the history that is traditionally delivered. Students both see themselves and others as they connect to history and cultural studies, identifying and problem-solving real-world issues that impacts their lives and communities.

Preparing Our Kids To Succeed By

- Requiring Multicultural Studies at all middle and high schools and where possible substituting course sequences required for graduation.
- Embedding real-world social justice learning experiences in the newly designed Multicultural Studies courses.
- Affirming and cultivating students’ identity and voice by fostering students’ personal connections to local and national history with a vibrant, connective, strengths-based curriculum.
- Elevating themes of social justice and equipping students to address challenges they may face in their school, community, city, and the world by focusing the coursework on political, social, and economic connections.
- Implementing extensive professional learning for educators to deliver child-centered, culturally-responsive, and social-emotional learning, in a safe, welcoming, inclusive environment.
- Partnering with universities to support the development curriculum and with organizations for summer internships.

SCENARIO Summary

Meet Guiding Principles

- Anticipated Date
  - Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario

- All middle schools and high schools

Financial Implications

- Academic Program Cost: TBD
- Reinvested 2017 Bond Funds: N/A
- Deferred Maintenance Savings: N/A
- Annual Operations & Maintenance Savings: N/A

Summary of Changes

- Districtwide Changes: Enhanced and expanded Multicultural Studies and Social Justice curriculum
- New Program
- Enhanced Program
- Campus Consolidation
- Campus Repurpose
- Facility Improvement
- Boundary or Feeder Implications

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Expanded Access to Magnet and Application-Based Programs

Provide greater equity, access and inclusion for the magnet and application-based programs. This includes a comprehensive review of the recruitment, application and admission processes. This will increase socio-economic and racial diversity in schools, producing better student outcomes. It will also allow for diverse student populations to excel in rigorous coursework and contribute to the overall magnet and application-based program experiences, enriching the learning environment for all students. Rising sixth- and ninth-grade students from every campus will be recruited based on diversity standards to ensure equity, access and inclusion. The Austin ISD Human Capital and Equity Offices will serve as a coaching and consultative resource to ensure magnet campuses are supported in meeting the new standards.

Serving Students
Students who currently may be overlooked or who might not consider magnet and application-based options will have the opportunity to attend and contribute their talents to the student bodies of those schools.

Preparing Our Kids To Succeed By
- Ensuring all students from every campus can contribute their unique gifts and talents to the magnet and application-based school program experiences.
- Strengthening and enriching the experiences at the magnet and application-based programs by expanding the student body to include more economic and cultural diversity.
- Providing opportunity and access to rigorous coursework and learning experiences.
- Enriching the magnet and application-based programming experiences.

SCENARIO Summary

Meets Guiding Principles
1

Anticipated Date
Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario
Districtwide

Financial Implications
- Academic Program Cost: TBD
- Reinvested 2017 Bond Funds: N/A
- Deferred Maintenance Savings: N/A
- Annual Operations & Maintenance Savings: N/A

Summary of Changes

Districtwide Changes
- Provide greater equity, access, and inclusion for magnet and application-based schools

New Program

Enhanced Program
- Increasing magnet and application-based program opportunities and access for diverse student groups

Campus Consolidation

Campus Repurpose

Facility Improvement

Boundary or Feeder Implications

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Families-First Expanded School Hours

We understand the difficulties families face trying to secure reliable, engaging, and fun before- and after-school care for their children, and we want to help all of our families. AISD will meet the needs of all families of all socio-economic backgrounds by expanding the school hours from 6 a.m. to 6:30 p.m. across the entire district, ensuring all students have safe, engaging, and reliable care before and after school.

Serving Students
Students districtwide will experience the benefits of extended hours for a safe and engaging place to spend time before and after the school day. Families with varying work or transportation schedules will be able to benefit from this program at every school.

Preparing Our Kids To Succeed By
- Providing safe, reliable, engaging care before and after school.
- Creating high-quality academic enrichment programs, like robotics, dance, music and arts programs, and civic engagement.
- Putting the needs of our kids and families first.
- Ensuring all families and children, regardless of socio-economic background, will be able to participate.

SCENARIO Summary

Meets Guiding Principles
- 1
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Anticipated Date
Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario
Districtwide

Financial Implications
- Academic Program Cost: TBD
- Reinvested 2017 Bond Funds: N/A
- Deferred Maintenance Savings: N/A
- Annual Operations & Maintenance Savings: N/A

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To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Weighted Student Funding and School Autonomy

Austin ISD will launch a pilot program for Weighted Student Funding that will allocate district funding based on the number of students and their individual needs using objective, measurable student characteristics. The current allocation system for school-based funding restricts a principal’s ability to design programs that best match students’ needs. By using a weighted funding formula, AISD will increase funding equity, transparency and flexibility, and will empower principals to design programs that best serve their school communities.

Preparing Our Kids To Succeed By
- Taking into account the needs of different learners and putting resources where they are needed most.
- Giving principals greater flexibility to determine the most strategic use of funds to meet students’ needs.
- Allocating resources where they are needed most.

SCENARIO Summary

Meets Guiding Principles
- 0
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Anticipated Date
Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario
Innovation Zone and 1882 campuses

Financial Implications

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<tr>
<td>Boundary or Feeder Implications</td>
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</tbody>
</table>

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Feeder Pattern Alignment

Austin ISD will continue to examine student assignment areas in order to improve academic program alignment from elementary school through middle school and high school, and address overcrowding. Minimizing the number of campuses to which an elementary or middle school tracks to improves academic alignment and helps ensure that students are prepared for and will be successful when progressing to middle or high school. Balancing a schools’ enrollment to match its capacity allows us to avoid overcrowding, which leads to portable buildings — limiting the technology, innovative instruction and collaboration between classrooms. Additionally shared spaces, like the gym and cafeteria, become stressed and schedules become restricted to accommodate the larger number of students.

Serving Students
A more balanced student population allows for even distribution of program selections and better program alignment prepares our students for success.

Preparing Our Kids To Succeed By
- Increasing alignment of programs from elementary through middle and high school will better prepare students as they progress through secondary schools.
- Reducing the number of students receiving instruction in portable buildings will increase opportunities for collaboration amongst students and teachers, and expand options for flexibility within the learning environment.

Meets Guiding Principles

Anticipated Date
Timing will be determined upon a comprehensive assessment of complete School Changes project phasing.

Campuses in this Scenario
Campuses will be determined upon a comprehensive assessment of complete School Changes scenarios.

Financial Implications

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Summary of Changes

- Districtwide Changes
- New Program
- Enhanced Program
- Campus Consolidation
- Campus Repurpose
- Facility Improvement
- Boundary or Feeder Implications

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Pre-K to Pre-Med

Beginning in Pre-K and continuing through to high school graduation, students will engage in innovative and multi-age programming. The program will focus on medical professions, health and human systems, and health, wellness, nutrition, and preventive care to nurture interest in and prepare students for careers in the medical field. The expanded programming will ultimately improve the health of our students and our community. Students attending Jordan and Overton elementary schools will continue this programming at the middle school and high school level, and students attending the New Northeast Middle School that do not feed into LBJ Early College High School can choose to attend the LBJ Health Professions program.

Serving Students
Students with a curiosity about health and human services will be exposed to all manner of programs, and have opportunities to interact with physicians, surgeons, researchers, and other professionals in the medical field. Exploration of the many aspects of health affords an early start to a focused career path.

Preparing Our Kids To Succeed By
- Offering engaging curriculum focusing on medical professions and exploring health and medical care disparities between ethnicities and cultures.
- Preparing students to be doctors, nurses, nutritionists, and researchers in the community they serve.
- Providing access to college, career, and life opportunities with industry-based certifications and degrees throughout the program.
- Partnering with community nonprofit organizations and hospitals for mentorships and real-world opportunities.
- Creating opportunities to learn in facilities that support programming through intentional design for clinical rotations in areas such as biomedical engineering, world health, physiology, and preceptorships.
- Adjusting boundaries and feeder patterns to meet the needs of students.

SCENARIO Summary
Meets Guiding Principles
- 1
- 2
- 3
- 0

Anticipated Date
Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario
- Jordan Elementary
- Norman Elementary
- Overton Elementary
- New Northeast Middle
- LBJ ECHS

Financial Implications
- Academic Program Cost: TBD
- Reinvested 2017 Bond Funds: $210,000
- Deferred Maintenance Savings: $8.7 MILLION
- Annual Operations & Maintenance Savings: $500,000

Summary of Changes
- District-Wide Changes
  - New Program: Health and wellness curriculum, offerings, and certifications
  - Enhanced Program
  - Campus Consolidation
  - Campus Repurpose
  - Facility Improvement
- Boundary or Feeder Implications: Refine attendance areas to align programming

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Personalized Learning for Homeschooled Students

Austin ISD’s goal is to serve and meet the educational needs of every child, including those who are homeschooled or those who may not thrive in a traditional school setting. We will serve students in grades 6-12 who are currently enrolled in homeschool programs in a fully realized, blended and personalized learning environment that meets the needs of each learner and strengthens partnerships with parents and families. A dedicated space at the Anita Ferrales Coy Facility will have on-site learning activities with expanded hours each day, grade levels based on subject and mastery instead of student age, access to individual classes, and a focus on social and emotional learning and mindfulness.

Serving Students

Partial integration can offer resources and flexibility to homeschooled students by way of facility use and personalized curriculum, giving a more well-rounded education and socialization to those on an individual schooling path.

Preparing Our Kids To Succeed By

- Receiving personalized, blended learning for each student.
- Creating a variable personalized learning model, including time, place, path and pace.
- Basing grade levels on subject and mastery versus the age of the student.
- Expanding hours of operations.
- Increasing academic rigor with access to college prep courses and materials, high school graduation, and internships and career opportunities.

Meets Guiding Principles

Anticipated Date

Timing will be determined upon a comprehensive assessment of complete School Changes project phasing.

Campuses in this Scenario

Alternative Learning Center at Anita Ferrales Coy Facility

Financial Implications

Academic Program Cost .................................................. TBD
Reinvested 2017 Bond Funds .......................................... N/A
Deferred Maintenance Savings ..................................... N/A
Annual Operations & Maintenance Savings ...................... N/A

Summary of Changes

| Districtwide Changes | | | |
|---------------------|----------------|
| ✔ New Program       | Blended and personalized learning program for homeschooled students |
| Enhanced Program    | |
| Campus Consolidation| |
| Campus Repurpose    | |
| ✔ Facility Improvement | Space improvements to serve new programming |
| Boundary or Feeder Implications | | | |

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Bilingual, Biliterate, Bicultural: Dual-Language and Immersion at Elementary Schools

Increase and expand two-way dual-language and immersion programs in at least eight elementary schools. By increasing and expanding access to two-way dual-language programs in elementary school, all students, regardless of their native language, will have opportunities to learn a second language while communicating with, learning from, and forming connections with students from diverse cultures and backgrounds. The programs would set the stage for cultural appreciation and global awareness.

Serving Students

English and Spanish language learners will mutually benefit from authentic language exchange. Simultaneously, both groups work together to become bilingual and biliterate, fostering cultural appreciation and camaraderie in a diverse community. Students in immersion programs will accelerate in their second language acquisition.

Preparing Our Kids To Succeed By

- Beginning language expansion programs in Pre-K and kindergarten, creating globally-minded kids from the first level of education.
- Expanding two-way dual-language programs, students will learn a second language while communicating with and learning from their peers—setting the stage for cultural appreciation and global awareness.
- Increasing the number of schools that can accept transfers into two-way dual-language and immersion programs.

Campuses in this Scenario

- Andrews Elementary
- Boone Elementary
- Cook Elementary
- Jordan Elementary
- Mills Elementary
- Pickle Elementary
- Winn Elementary
- New Southwest Elementary

Financial Implications

- Academic Program Cost: TBD
- Reinvested 2017 Bond Funds: N/A
- Deferred Maintenance Savings: N/A
- Annual Operations & Maintenance Savings: N/A

Summary of Changes

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<td>Boundary or Feeder Implications</td>
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To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Norman-Sims and Pecan Springs Enrichment Partnership

Students from Norman, Sims, and Pecan Springs elementary schools will have the opportunity to learn in a bright, modern school with flexible classrooms to serve all communities at the Norman site. The Sims and Pecan Springs facilities will close, and resources will be combined and invested to enhance academic programming in the welcoming and inspiring learning spaces. Students from Pecan Springs, south of 51st St., will attend Norman-Sims, while the remainder of Pecan Springs will attend Winn Elementary School (see Austin’s Only Bilingual, Biliterate, Bicultural Montessori School at Winn scenario on page 20). The campus communities will have the opportunity to provide input on the programming offered at the modernized Norman-Sims school.

Serving Students

Students from Norman, Sims and Pecan Springs elementaries will have access to a modernized facility and collaborative education initiatives that will affect all three populations as one joined community. Additional academic opportunities and after-school programs will maximize the resources available to a greater number of students.

Preparing Our Kids To Succeed By

- Creating modern, flexible, inspiring learning spaces.
- Combining resources and talents into one school, improving student outcomes and success.
- Providing students more academic and after-school program opportunities.
- Offering Science, Technology, Engineering, Art and Mathematics (STEAM) learning experiences to prepare students to excel in the academic programs at Martin Middle School.

The idea for this scenario will work independently of all other ideas, however, it will be significantly stronger and can achieve the intended results when combined with the STEAM and Humanities Program at Martin and Feeder Schools scenario on page 32 and Austin’s Only Bilingual, Biliterate, Bicultural Montessori School scenario on page 20.

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.

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SCENARIO Summary

Meets Guiding Principles

Anticipated Date

Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario

Norman-Sims Elementary
Pecan Springs Elementary

Financial Implications

<table>
<thead>
<tr>
<th></th>
<th>TBD</th>
<th>$210,000</th>
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Summary of Changes

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<td>✓ Campus Consolidation</td>
<td>Students at Sims and a portion at Pecan Springs (those who live south of 51st Street) will attend the modernized Norman-Sims</td>
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<td>Modernization at Norman</td>
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<td>✓ Boundary or Feeder Implications</td>
<td>Norman, Pecan Springs, Sims</td>
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Austin’s Only Bilingual, Biliterate, Bicultural Montessori School at Winn

Creating dedicated Bilingual, Biliterate, and Bicultural programming at Winn Elementary School, rooted in the Montessori methods of early childhood education, will spark imagination and abstract thinking and develop the incredible talents in our students. The Pecan Springs Elementary School facility will close and students will have the opportunity to learn in a bright, modern school with flexible classrooms at either the modernized Winn campus or the new Norman-Sims campus (see Norman-Sims and Pecan Springs Enrichment Partnership scenario on page 19). Winn students living in the attendance area adjacent to Pickle Elementary School will attend Pickle, allowing students to attend a school in their neighborhood.

Serving Students

Students who are able to communicate in multiple languages are an asset to our community. The program will serve students who already speak multiple languages or wants to learn multiple languages in a setting that is conducive to meeting them where they are so they may explore their passions and develop their talents.

Preparing Our Kids To Succeed By

- Creating modern, flexible, inspiring academic spaces for students to learn.
- Combining resources and talents to expand academic programs to improve student outcomes and success.
- Creating a two-way dual-language program and increasing opportunities for students to become bilingual, biliterate, and bicultural.
- Providing opportunities for students to learn a second language while communicating with and learning from their peers—setting the stage for cultural appreciation and global awareness.
- Expanding the Montessori program at Winn and increasing the number of Montessori-certified Educators, allowing more students to learn in a Montessori environment.
- Adjusting boundaries and feeder patterns to meet the needs of students.

SCENARIO Summary

Meets Guiding Principles

- 1
- 2
- 3
- 4

Anticipated Date

Timing will be determined upon a comprehensive assessment of complete School Changes project phasing.

Campuses in this Scenario

- Pecan Springs Elementary
- Pickle Elementary
- Winn Elementary
- Norman-Sims Elementary

Financial Implications

- Academic Program Cost: TBD
- Reinvested 2017 Bond Funds: $3.79 MILLION
- Deferred Maintenance Savings: $13.07 MILLION
- Annual Operations & Maintenance Savings: $500,000

Summary of Changes

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<td>✓ Facility Improvement</td>
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<tr>
<td>✓ Boundary or Feeder Implications</td>
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To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Maplewood/Campbell Consolidation and Blackshear School for Digital Media and Performing Arts

Students from Campbell and Maplewood elementaries will have the opportunity to learn in a bright, modern school with flexible classrooms to serve both communities at the Campbell site. The Maplewood facility will close and resources will be combined and invested to enhance academic programming within welcoming and inspiring learning spaces. The Maplewood culture, programming, and students will move to a modernized site at Campbell Elementary. Uniting the Campbell and Maplewood campuses will allow students to benefit from the strengths of each community. The Blackshear campus will have modernized and improved facility spaces dedicated to fine arts programming. Campbell students may choose to either join the arts-rich Maplewood programming at the Campbell site or attend Blackshear — Austin’s first Fine and Performing Arts Academy with Digital Media programs for K-5 students.

Serving Students
Students who are passionate about art, music, performing arts, and exploring the arts through film and photography will have additional learning, performance, and competition opportunities they won’t find at any other elementary school in Austin. Already a Blue Ribbon school, students who attend Blackshear will be able to increase their knowledge, develop their creative passions, and further their academic performance through the new and expanded programs. Maplewood’s positive culture and academic excellence will take root at the improved Campbell facility, providing an elevated experience to both communities.

Preparing Our Kids To Succeed By
• Expanding arts programs and increase literacy, math and critical thinking skills.
• Implementing the Campbell Digital Media programs at Blackshear.
• Leveraging the positive culture and academic excellence from Maplewood and Campbell to merge the best elements of both campuses to create one premier school community.
• Strengthening the fine arts and performing arts programs at Blackshear.
• Working with community arts partners to offer additional learning programs.
• Repurposing an aging facility (Maplewood) into a new, beneficial space for the community.
• Adjusting boundaries and feeder patterns to meet the needs of students.

SCENARIO Summary

Meets Guiding Principles

Anticipated Date
Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario
Blackshear Elementary
Campbell Elementary
Maplewood Elementary

Financial Implications
Academic Program Cost ......................................... TBD
Reinvested 2017 Bond Funds ................................. $900,000
Deferred Maintenance Savings ......................... $8.11 MILLION
Annual Operations & Maintenance Savings ........ $500,000

Summary of Changes

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<td>✓ Boundary or Feeder Implications</td>
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To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Legal Studies and Social Justice Program at Gus Garcia Young Men’s Leadership Academy

Gus Garcia Young Men’s Leadership Academy will expand to serve 6–12 grade students and develop a Legal Studies and Social Justice Program with blended and personalized learning, additional professional and career opportunities, and increased interactions with colleges focusing on legal systems, policy, and social justice.

Serving Students
Students will develop profound leadership skills to increase advocacy in their communities while laying the groundwork for a career in policy and legal professions. Students will cultivate leadership and increased independent thought through a robust curriculum.

Preparing Our Kids To Succeed By
- Transitioning Gus Garcia to serve 6–12 grade with strengthened leadership opportunities.
- Implementing new programming focused on legal studies, politics and policy.
- Expanding career and technical education opportunities.
- Extending after school hours.
- Providing students with blended and personalized learning.
- Partnering with universities, professional and community organizations to develop and enhance curriculum.
- Serving as a flagship and demonstration site for implementing the districtwide middle and high school’s social justice programs.

The idea for this scenario will work independently of all other ideas, however, it will be significantly stronger and can achieve the intended results when combined with Elevating the Secondary Multicultural Studies Curriculum scenario on page 11.

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
A New Northeast Middle School

As part of the 2017 Bond Program, a new 800-student-capacity middle school will be built. Middle school students who reside in the Jordan, Overton, Blanton, the northernmost area of Pecan Springs, and the southernmost area of Winn will have the opportunity to learn in a bright, modern school with flexible classrooms to serve all communities at a new site. These campus communities will have the opportunity to provide input on the programming offered at the new middle school. Student assignments to the new middle school will be reassessed closer to the opening date of the school as these areas are anticipated to decline in population. Additional students from the new Norman-Sims (including the southernmost portion of Pecan Springs) and Maplewood (within the Mueller subdivision) attendance areas may be included if it is determined that space is available.

Middle school attendance areas will be adjusted at Dobie, Lamar, Martin, and Webb. Additionally, the Sadler Means Young Women’s Leadership Academy will close, and students attending Sadler Means will have the option to attend Ann Richards School for Young Women Leaders or their assigned school. When the Sadler Means facility closes, the resources from that facility will be invested to enhance academic programming at Dobie, Lamar, and Martin.

Serving Students
Building the new middle school in the Northeast area of the district provides these students with the opportunity to learn in a bright, modern school with flexible classrooms.

Preparing Our Kids To Succeed By
- Creating modern, flexible, inspiring academic spaces for students to learn.

The idea for this scenario will work independently of all other ideas, however, it will be significantly stronger and can achieve the intended results when combined with Elevating the Secondary Ethnic Studies Curriculum scenario on page 11.

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
The Dobie-Webb Modernization Project

Students from Webb and Dobie middle schools will learn in a new, bright, modern school with flexible classrooms to serve both communities at the Dobie campus. To better serve families in the area, the International Welcome Center will also be located at the site. The Webb facility will close and students will attend the phased modernization of the Dobie campus with additional capacity, if needed. Combining the two student populations will increase the resources and access students have to enhanced academic programs, athletic teams, and elective choices like band, choir, and the arts. The campus communities will have the opportunity to provide input on the programming of the modernized Dobie school.

Serving Students

Students from the Dobie and Webb campuses will thrive with modern facility improvements and the spirit of collaboration and partnership in a shared environment.

Preparing Our Kids To Succeed By

- Creating modern, flexible, inspiring academic spaces for students to learn with additional capacity, if needed.
- Combining resources and talents into one school, improving student outcomes and success.
- Creating opportunity for more elective choices for athletics, music, and arts classes.
- Moving the International Welcome Center to the modernized Dobie.

The idea for this scenario is dependent on the proposed Northeast Middle School scenario on page 23.

Anticipated Date

Timing will be determined upon a comprehensive assessment of complete School Changes project phasing.

Campuses in this Scenario

- Dobie Middle
- Webb Middle

Financial Implications

- Academic Program Cost: TBD
- Reinvested 2017 Bond Funds: $3.18 MILLION
- Deferred Maintenance Savings: $17.53 MILLION
- Annual Operations & Maintenance Savings: $1 MILLION

Summary of Changes

- Districtwide Changes
- New Program
- Enhanced Program
- Campus Consolidation: Students from Webb will attend Dobie
- Campus Repurpose: Webb
- Facility Improvement: Phased modernization at Dobie to better serve students and programming
- Boundary or Feeder Implications: Dobie, Webb

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Garza Independence School of Choice

To give more students the flexibility of the individualized learning offered at Garza Independence High School, Austin ISD will consider placing satellite programs at additional sites throughout the district. By retaining one administration to oversee the program but expanding geographically, AISD will strengthen the overall program and ensure more students have access to a graduation pathway that fits their individual needs.

Serving Students
Students who attend Garza receive highly personalized pathways to graduation through self-paced curriculum. Locating the program at additional sites allows for better access and opportunity.

Preparing Our Kids To Succeed By
- Creating Garza satellite locations that are accessible to more students.
- Offering more students flexibility in their pathway to graduation.

SCENARIO Summary

Meets Guiding Principles

Anticipated Date
Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario
Garza Independence High School

Financial Implications
Academic Program Cost ........................................... TBD
Reinvested 2017 Bond Funds .................................... $540,000
Deferred Maintenance Savings ............................. $7.5 MILLION
Annual Operations & Maintenance Savings .......... $500,000

Summary of Changes

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<td>Boundary or Feeder Implications</td>
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To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
First Look at First Responders at LBJ ECHS

A focus on first responder pathways at LBJ Early College High School will offer opportunities to receive certifications in police, fire and emergency medical technician careers. LBJ Early College High School currently offers career and technology classes in audio and video production, digital electronics, and health sciences. With these additional certifications, students can either directly enter in-demand, sustainable careers or build on them for future opportunities through college and additional professional paths.

Serving Students

Any student in AISD who is interested in becoming a first responder, whether as a career or for additional education opportunities, will find their place in this program. Students will receive first-hand knowledge and mentorship from first responders in our community.

Preparing Our Kids To Succeed By

- Creating a Career Launch for students interested in first responder professions.
- Building on the first responder certifications through college and additional career paths to help students acquire sustainable jobs.
- Partnering with AISD School Resource Officers and Austin Police, Fire, and Austin-Travis County EMS for mentorship opportunities.
- Training AISD School Resource Officers and students in cultural proficiency side by side.

SCENARIO Summary

Anticipated Date

Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario

LBJ ECHS

Financial Implications

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Summary of Changes

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To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Early Steps to College Prep at Northeast ECHS 6–12

Northeast Early College High School will expand to grades 6–12 to educate both middle and high school students. The expanded programming will better prepare students for college and increase the number of students who graduate high school with a tuition-free associate degree. By accelerating their preparation for college readiness, more students will be ready to start their college course work in the ninth grade. All students who feed into Northeast ECHS will have the option to attend the school beginning in sixth grade.

Serving Students
Students in grades 6–12 at Northeast can benefit from year-round college preparatory curriculum and early exposure to technology through strategic partnerships. Students who want a jumpstart on their higher education can receive their associate degree tuition-free while still in high school, opening doors to pursue further degrees or begin careers.

Preparing Our Kids To Succeed By
• Providing students the opportunity to earn free college tuition toward an associate degree while attending Northeast ECHS.
• Creating an avenue for students to advance at their own pace with flexible multi-grade classrooms.
• Offering experience-based curriculum with internships, college and industry visits, problem-based learning, and competency-based grading.
• Accelerating academic skills so more students are college-ready in ninth grade.
• Creating peer-to-peer mentorship opportunities.
• Developing a program for middle school students to participate in annual college visits.
• Moving to standards-based grading better aligning with the collegiate experience.
• Reducing the number of transitions for students between grade levels.
• Building an on-site Family Resource Center with full-time social workers to support students and families.

SCENARIO Summary

Meets Guiding Principles
1
2
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4
5

Anticipated Date
Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario
Northeast ECHS

Financial Implications
Academic Program Cost .................................................. TBD
Reinvested 2017 Bond Funds ........................................... N/A
Deferred Maintenance Savings ........................................ N/A
Annual Operations & Maintenance Savings ....................... N/A

Summary of Changes

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<td>Boundary or Feeder Implications</td>
</tr>
</tbody>
</table>

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Brooke, Govalle, Linder Partnership

Students from Brooke Elementary School will learn in a bright, modern school with flexible classrooms at the Govalle and Linder elementary school campuses. Students living north of Lady Bird Lake will attend the new Govalle Elementary School; students living south of Lady Bird Lake will attend the modernized Linder. Brooke will close, and resources will be combined and reinvested to enhance academic programming within the modernized learning spaces. Most students will attend schools closer to their homes, decreasing travel time and increasing opportunities to walk or bike to school. The campus community will have the opportunity to provide input on programming offered at the modernized Linder school.

Serving Students
Students at Brooke, Govalle and Linder elementary schools will learn in modernized facilities and new outdoor spaces, continuing high-quality and successful learning programs, and incorporating new programs.

Preparing Our Kids To Succeed By
- Creating modern, flexible, inspiring academic spaces.
- Combining resources into fewer schools to expand opportunities.
- Shortening travel time and increasing opportunities to walk or bike to school.

Financial Implications
- Academic Program Cost: TBD
- Reinvested 2017 Bond Funds: $250,000
- Deferred Maintenance Savings: $9.98 MILLION
- Annual Operations & Maintenance Savings: $500,000

Summary of Changes

<table>
<thead>
<tr>
<th>Districtwide Changes</th>
<th>New Program</th>
<th>Enhanced Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Consolidation</td>
<td>Students from Brooke will attend either the new Govalle (those who live north of Lady Bird Lake) or the modernized Linder (those who live south of Lady Bird Lake)</td>
<td></td>
</tr>
<tr>
<td>Campus Repurpose</td>
<td>Brooke will be repurposed for affordable or workforce housing</td>
<td></td>
</tr>
<tr>
<td>Facility Improvement</td>
<td>Modernize Linder</td>
<td></td>
</tr>
<tr>
<td>Boundary or Feeder Implications</td>
<td>Brooke, Govalle, Linder</td>
<td></td>
</tr>
</tbody>
</table>

Meets Guiding Principles
1  2  3  4  5

Anticipated Date
Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario
Brooke Elementary
Govalle Elementary
Linder Elementary

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Outdoor Leadership Schools

Austin ISD will create Outdoor Leadership Schools at Widén and Perez elementary schools and at Paredes Middle School by leveraging nearby natural resources, parks and green spaces. The schools will offer experiential learning, and provide additional cognitive, physical, academic, mental and emotional benefits to students through increased time spent outdoors. Palm Elementary School will close, and resources will be combined and reinvested to enhance academic programming. If capacity is needed to serve both school communities, it will be provided within a modernized addition. Students from Palm will attend Perez and some Perez students will be reassigned to Langford Elementary School.

Serving Students

Students at elementary schools in Southeast Austin will learn in green spaces and natural landscapes while embarking on a leadership pathway with expanded academic programs in modern facilities.

Preparing Our Kids To Succeed By

- Increasing time outdoors, which leads to multiple positive improvements in health, well-being, cognitive and academic abilities, and mental, physical and emotional states.
- Addressing student interest in, and community need for, conservation and stewardship of natural resources.
- Providing opportunities for students to participate in outdoor discovery and leadership curriculum.
- Allowing students to engage multidisciplinary projects in green spaces.
- Creating modern, flexible, inspiring academic spaces.
- Combining resources and talents to expand academic programs, improving student outcomes and success.
- Adjusting boundaries and feeder patterns to meet the needs of students.

SCENARIO Summary

Meets Guiding Principles

Anticipated Date

Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario

<table>
<thead>
<tr>
<th>Language</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Langford</td>
<td>Palm Elementary</td>
</tr>
</tbody>
</table>

Financial Implications

- Academic Program Cost: TBD
- Reinvested 2017 Bond Funds: $1.66 MILLION
- Deferred Maintenance Savings: $14.83 MILLION
- Annual Operations & Maintenance Savings: $500,000

Summary of Changes

<table>
<thead>
<tr>
<th>Districtwide Changes</th>
<th>New Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Outdoor discovery and leadership curriculum</td>
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<tr>
<td>Enhanced Program</td>
<td></td>
</tr>
<tr>
<td>Campus Consolidation</td>
<td>Students from Palm will attend a modernized Perez</td>
</tr>
<tr>
<td>Campus Repurpose</td>
<td></td>
</tr>
<tr>
<td>Facility Improvement</td>
<td>Modernize Perez</td>
</tr>
<tr>
<td>Boundary or Feeder Implications</td>
<td>Langford, Perez, Palm</td>
</tr>
</tbody>
</table>

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Metz & Sanchez Partnership

Students from Metz and Sanchez elementary schools will learn in a bright, modern school with flexible classrooms (a $25 million investment from the 2017 Bond Program), serving both communities at the Sanchez site. Metz will close and resources will be combined and invested to enhance academic programming at Sanchez. The campus communities will provide input on the programming offered at the modernized Sanchez school.

Serving Students
Students from Sanchez and Metz will attend a modernized facility that offers collaborative education initiatives. Additional academic and after-school programs will enhance the resources available to all students.

Preparing Our Kids To Succeed By
- Creating modern, flexible, inspiring learning spaces.
- Combining resources and talents into one school, to improve student outcomes and success.
- Providing students with more academic and after-school programs.

Financial Implications
- Academic Program Cost: TBD
- Reinvested 2017 Bond Funds: $300,000
- Deferred Maintenance Savings: $7.81 million
- Annual Operations & Maintenance Savings: $500,000

Summary of Changes

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<tr>
<td>New Program</td>
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<tr>
<td>Enhanced Program</td>
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</tr>
<tr>
<td>Campus Consolidation</td>
<td>✔</td>
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<tr>
<td>Campus Repurpose</td>
<td>✔</td>
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<tr>
<td>Facility Improvement</td>
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<tr>
<td>Boundary or Feeder Implications</td>
<td>✔</td>
</tr>
</tbody>
</table>

Anticipated Date
Timing will be determined upon a comprehensive assessment of complete School Changes project phasing.

Campuses in this Scenario
Metz Elementary
Sanchez Elementary

SCENARIO Summary
Meets Guiding Principles

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Wooten Neighborhood Fine Arts Academy

Wooten Elementary School will become a neighborhood Fine Arts Academy with specialized programming and studio lesson opportunities, helping to further cultivate and develop a student’s talents in the arts. The campus will have modernized and improved facility spaces dedicated to fine arts programming. Students that participate in arts programs during elementary school are more likely to succeed academically and engage in learning.

Serving Students
Students who may not have access to private lessons at an early age will be enriched through singing, dancing, movement, and artistic endeavors that are powerful drivers for learning. The highly diverse campus draws students from all socio-economic backgrounds and provides a foundation for a well-rounded group to embark on a fine arts path at the secondary level.

Preparing Our Kids To Succeed By
- Implementing specialized fine arts programming beyond what is typically offered at elementary schools, including dance, theater, instrumental music, chorale music, 2D and 3D visual arts, and digital arts.
- Using classrooms as a studio space for private lessons outside the school day.
- Allowing students to thrive in a modernized school with dedicated fine arts facilities.
- Setting a strong foundation to be more competitive for later fine arts schools, such as Lamar Middle School and McCallum High School.

Financial Implications
- Academic Program Cost: TBD
- Reinvested 2017 Bond Funds: N/A
- Deferred Maintenance Savings: $9.7 MILLION
- Annual Operations & Maintenance Savings: N/A

Summary of Changes
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<th>Districtwide Changes</th>
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<td>✓ New Program</td>
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<tr>
<td>Specialized fine arts programs and studio lessons</td>
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<tr>
<td>Enhanced Program</td>
</tr>
<tr>
<td>Campus Consolidation</td>
</tr>
<tr>
<td>Campus Repurpose</td>
</tr>
<tr>
<td>✓ Facility Improvement</td>
</tr>
<tr>
<td>Modernization for enhanced fine arts programming</td>
</tr>
<tr>
<td>Boundary or Feeder Implications</td>
</tr>
</tbody>
</table>

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
STEAM and Humanities Program at Martin Middle School and Feeder Schools

Martin Middle School students will be able to explore and develop their talents and skills in preparation academies that will invigorate their learning and prepare them to succeed in their feeder high schools. Specific learning communities will be designed for students interested in the newly modernized Eastside ECHS Career Launch Health Science program and for Travis Early College Tech. Students who desire a more exploratory experience will thrive in a STEAM academy.

Serving Students

Students attending Martin Middle School will be equipped for futures at Eastside Memorial Early College High School and Travis Early College High School.

Preparing Our Kids To Succeed By

- Aligning programs to better prepare students for advanced technology and health sciences careers.
- Nurturing the development of problem-solving, critical thinking and collaboration skills that will transfer into any pathway a student chooses later in their educational career.

SCENARIO Summary

Meets Guiding Principles 1 2 3

Anticipated Date

Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario

<table>
<thead>
<tr>
<th>Allison Elementary</th>
<th>Sanchez Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooke Elementary</td>
<td>Zavala Elementary</td>
</tr>
<tr>
<td>Govalle Elementary</td>
<td>Martin Middle</td>
</tr>
<tr>
<td>Metz Elementary</td>
<td>Eastside Memorial ECHS</td>
</tr>
<tr>
<td>Ortega Elementary</td>
<td></td>
</tr>
</tbody>
</table>

Financial Implications

- Academic Program Cost ........................................... TBD
- Reinvested 2017 Bond Funds ..................................... N/A
- Deferred Maintenance Savings .................................. N/A
- Annual Operations & Maintenance Savings ...................... N/A

Summary of Changes

<table>
<thead>
<tr>
<th>Districtwide Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Program</td>
</tr>
<tr>
<td>✓ Enhanced Program  Innovation Academy expansion at Martin and STEAM program</td>
</tr>
<tr>
<td>Campus Consolidation</td>
</tr>
<tr>
<td>Campus Repurpose</td>
</tr>
<tr>
<td>Facility Improvement</td>
</tr>
<tr>
<td>✓ Boundary or Feeder Implications Changes to boundaries and feeder patterns may occur to strengthen programmatic alignment</td>
</tr>
</tbody>
</table>

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Esports Learning Expansion Pack

The competitive video game industry is one of the fastest growing sports, with an audience of more than million fans around the world each year. Austin is positioned to be at the center of this growth through its thriving technology and video game industries. The new esports program at Eastside Memorial Early College High School and Austin High School will create engaging, hands-on learning opportunities and high-tech career paths for all students. The program will explore partnerships with businesses, sports organizations and colleges with esports curriculum and teams, and will ensure equity is embedded.

Serving Students

Students who are drawn to gaming can connect their favorite hobby to a lucrative career path. Programs at Eastside Memorial ECHS and Austin High will help develop a community of gamers and encourage social interaction in what is sometimes an isolating activity.

Preparing Our Kids To Succeed By

- Providing high-tech, engaging, hands-on learning.
- Helping students develop programming skills.
- Fostering teamwork and collaboration among students.
- Creating a competitive sports team serving students of all abilities and backgrounds.
- Developing a premier esports venue at a central location operated by students, and partners, and available for participation by all AISD students.
- Partnering with major local technology companies and professional sports organizations.
- Partnering with esports curriculum and teams at colleges.
- Tapping into growing esports college scholarship opportunities.

Scenario Summary

Meets Guiding Principles

| 1 | 2 | 5 |

Anticipated Date

Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario

Austin High
Eastside Memorial ECHS
International High

Financial Implications

| Academic Program Cost | TBD |
| Reinvested 2017 Bond Funds | N/A |
| Deferred Maintenance Savings | N/A |
| Annual Operations & Maintenance Savings | N/A |

Summary of Changes

<table>
<thead>
<tr>
<th>District-Wide Changes</th>
</tr>
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<tbody>
<tr>
<td>✓ New Program</td>
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<tr>
<td>Enhanced Program</td>
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<tr>
<td>Campus Consolidation</td>
</tr>
<tr>
<td>Campus Repurpose</td>
</tr>
<tr>
<td>Facility Improvement</td>
</tr>
<tr>
<td>Boundary or Feeder Implications</td>
</tr>
</tbody>
</table>

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Reilly-Ridgetop Two-Way Dual-Language Program

Students from Reilly and Ridgetop elementary schools will have the opportunity to learn in a bright, modern school, at the Reilly site, with flexible classrooms and expanded two-way dual-language programs in Spanish, Chinese (Mandarin) and English. It will provide opportunities for all students to learn a second language while communicating with, learning from, and forming connections with students from diverse cultures and backgrounds. The Ridgetop facility will close, and resources will be combined and invested to enhance academic programming within welcoming and inspiring learning spaces.

Serving Students

Students who speak English, Spanish, or Chinese (Mandarin) as their primary language will grow and learn together—and from each other—as they gain fluency in a new language in a modern, immersive environment.

Preparing Our Kids To Succeed By

- Emphasizing the value of diverse classrooms where students are evenly, or nearly evenly split between native English and native secondary language learners.
- Allowing students who speak English, Spanish, and/or Mandarin (Chinese) to learn in the same classroom and share knowledge as they develop multilingual skills as part of the program.
- Beginning language expansion programs in Pre-K, creating globally-minded students from the first level of education.
- Creating modern, flexible, inspiring academic spaces for students to learn.
- Combining resources and talents into one school, improving student outcomes and success.
- Creating outdoor learning environments at Reilly and surrounding park space.
- Adjusting boundaries and feeder patterns to meet the needs of students.

Scenario Summary

Meets Guiding Principles

1. 2. 3. 4.

Anticipated Date

Timing will be determined upon a comprehensive assessment of complete School Changes project phasing.

Campuses in this Scenario

Reilly Elementary
Ridgetop Elementary

Financial Implications

Academic Program Cost .................................................. TBD
Reinvested 2017 Bond Funds ......................................... $2.12 MILLION
Deferred Maintenance Savings ................................. $4.51 MILLION
Annual Operations & Maintenance Savings ............... $500,000

Summary of Changes

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<tr>
<td>✓ Enhanced Program</td>
<td>Two-way dual-language programs</td>
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<td>✓ Campus Consolidation</td>
<td>Students at Ridgetop will attend Reilly</td>
</tr>
<tr>
<td>✓ Campus Repurpose</td>
<td>Ridgetop will be repurposed</td>
</tr>
<tr>
<td>✓ Facility Improvement</td>
<td>Space improvements at Reilly to better serve new programming</td>
</tr>
<tr>
<td>✓ Boundary or Feeder Implications</td>
<td>Reilly, Ridgetop</td>
</tr>
</tbody>
</table>

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Burnet Global Languages School

The Burnet Global Languages School will be Austin’s premier middle school for multiculturalism, bilingualism, and entrepreneurship. A rich ethnic and cultural studies curriculum will build on the strengths of students of all races, ethnicities, and cultures, ultimately creating a rigorous and immersive learning environment. The school will also offer an entrepreneurship program with opportunities to solve real-world problems and develop the skills to design, market, and grow their own business.

Serving Students

Students seeking an immersive learning environment with a focus on global languages and cultures will learn alongside students who are proficient in multiple languages, creating a two-way dual-language program. This multicultural curriculum is designed to ignite the entrepreneurial spark in students, encouraging successful careers across the globe.

Preparing Our Kids To Succeed By

- Creating a culturally- and linguistically-rich and immersive learning environment.
- Offering two-way dual-language programs for Mandarin (Chinese), Spanish, Vietnamese, and Arabic.
- Developing an entrepreneurship program with real-world applications.
- Expanding the Career and Technical Education programs to include dual-language focuses.
- Serving both neighborhood and curriculum transfer students, allowing for additional access and opportunity.

Scenario Summary

Meets Guiding Principles

Anticipated Date

Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario

Burnet Middle School

Financial Implications

Academic Program Cost ........................................... TBD
Reinvested 2017 Bond Funds ....................................... N/A
Deferred Maintenance Savings .................................... N/A
Annual Operations & Maintenance Savings .................... N/A

Summary of Changes

<table>
<thead>
<tr>
<th></th>
<th>Districtwide Changes</th>
<th>New Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhanced Program</td>
<td>Blended learning, exploratory project-based learning</td>
<td></td>
</tr>
<tr>
<td>Campus Consolidation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Repurpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facility Improvement</td>
<td>CTE program spaces</td>
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<tr>
<td>Boundary or Feeder Implications</td>
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</tr>
</tbody>
</table>

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Anderson International Baccalaureate Track

Students from Doss, Davis, Hill, Pillow, and Summit elementaries can attend an International Baccalaureate Primary Years Program, preparing them to learn how to think for themselves, take responsibility for their learning through an inquiry-led approach, and develop global awareness through a curriculum that links concepts and skills to real-world issues. Students will gain the understanding and adaptability they need to succeed in our changing world.

Serving Students
Inquisitive, caring students will gain intercultural understanding, which fosters a more peaceful world. These students become compassionate, lifelong learners who appreciate the merits of our differences.

Preparing Our Kids To Succeed By
- Preparing students to excel in International Baccalaureate programs at Murchison Middle and Anderson High.
- Equipping students with the knowledge, concepts, skills, attitudes and action to help them lead successful lives.
- Offering students a rigorous and challenging primary curriculum with an emphasis on international education.
- Providing an interdisciplinary curriculum that links concepts and skills to real-world issues.
- Using an inquiry-led approach, empowering students to think for themselves and take responsibility for their education.
- Developing learners and communicators who are inquisitive, knowledgeable, principled, open-minded, caring, balanced and reflective.

Scenario Summary

Meets Guiding Principles: 1

Anticipated Date
Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario
- Doss Elementary
- Davis Elementary
- Hill Elementary
- Pillow Elementary
- Summitt Elementary

Financial Implications
- Academic Program Cost: TBD
- Reinvested 2017 Bond Funds: N/A
- Deferred Maintenance Savings: N/A
- Annual Operations & Maintenance Savings: N/A

Summary of Changes

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Patton & Small: World Languages and Green Technology Pathways

Patton Elementary School and Small Middle School will have seamless programming that focuses on world languages and cultures and on green technology. Additional capacity to relieve overcrowding at Patton could serve as shared space between Patton and Small to better align programming between the schools. The new programming would also better prepare students for the Global Studies Academy, language programs and Career and Technical Education programs at their respective feeder high schools.

Serving Students
Students can cultivate their curiosities around green technology and multicultural studies to foster real-world changes. An immersive experience in a physical space conducive to flexible participation and global perspectives sets students from both Patton and Small on a path to achievement.

Preparing Our Kids To Succeed By
- Creating flexible grouping and problem-based learning opportunities at the new, modernized addition that extends from Patton toward Small.
- Expanding outdoor classroom spaces and promoting shared uses.
- Offering accelerated language courses, core or elective courses in the selected language, and arts courses with an interdisciplinary focus in the selected language.
- Offering cultural proficiency semester courses, inquiry-based seminar language courses, internships and service-learning.
- Developing bilingual study abroad and capstone project opportunities with a focus on green technology.
- Providing modern, flexible, inspiring academic spaces.
- Relieving overcrowding at Patton.

Scenario Summary

Meets Guiding Principles
- Anticipated Date
  Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario
- Patton Elementary
- Small Middle

Financial Implications
- Academic Program Cost: TBD
- Reinvested 2017 Bond Funds: N/A
- Deferred Maintenance Savings: N/A
- Annual Operations & Maintenance Savings: N/A

Summary of Changes

<table>
<thead>
<tr>
<th>Districtwide Changes</th>
<th>Campus Consolidation</th>
<th>Campus Repurpose</th>
<th>Facility Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ New Program Global Green Tech</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Enhanced Program Language</td>
<td>Addition at Patton Elementary School that extends from Patton to Small Middle School</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
**Pease Reenvisioned**

The Pease Elementary School will be relocated to Zavala Elementary School, and the two schools will combine. The Zavala campus will receive a facility improvement to accept the Pease student enrollment. Pease does not have an attendance area, therefore students will have the option to attend Zavala, return to their assigned school or transfer to another school. The Pease building will be repurposed to support other district needs.

**Serving Students**  
Students will return to their neighborhood schools.

**Preparing Our Kids To Succeed By**  
- Reinvesting resources to enhance academic programming at other district schools.

---

### Scenario Summary

<table>
<thead>
<tr>
<th>Meets Guiding Principles</th>
<th>2</th>
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</thead>
</table>

**Anticipated Date**  
Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

**Campuses in this Scenario**  
Pease Elementary

**Financial Implications**

- Academic Program Cost: TBD
- Reinvested 2017 Bond Funds: $640,000
- Deferred Maintenance Savings: $7,02 MILLION
- Annual Operations & Maintenance Savings: $500,000

**Summary of Changes**

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<thead>
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<th>Districtwide Changes</th>
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<tbody>
<tr>
<td>New Program</td>
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<tr>
<td>Enhanced Program</td>
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<tr>
<td>Campus Consolidation</td>
</tr>
<tr>
<td><strong>Campus Repurpose</strong> Pease facility</td>
</tr>
<tr>
<td>Facility Improvement</td>
</tr>
<tr>
<td>Boundary or Feeder Implications</td>
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</tbody>
</table>

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To give feedback on this scenario visit [https://tinyurl.com/AISDScenarios](https://tinyurl.com/AISDScenarios).
Austin High School Academies Extension

Develop exploratory problem-based learning in Science, Technology, Engineering, Art and Mathematics (STEAM), as well as humanities curriculum at O. Henry Middle School to align with the Austin High School academies. Blended learning programs will be implemented at the elementary schools that feed into O. Henry to give students a seamless transition between grade levels. These programmatic changes will ensure that students are prepared for and will be successful in the Classical Studies, Design & Technology, Global Studies and Science & Innovation academies at Austin High.

Serving Students
Students can cultivate their curiosities in STEAM and the humanities by engaging in real-world scenarios. By integrating some of O. Henry’s educational ideology and approach into earlier studies, students can acclimate to changes incrementally and thrive upon entering high school.

Preparing Our Kids To Succeed By
• Strengthening program alignment between feeder elementary, middle and high schools.
• Implementing blended learning programs at the feeder elementary schools that align with O. Henry.
• Equipping students with transferable critical thinking, problem-solving and collaboration skills at an early age.

Financial Implications
- Academic Program Cost: TBD
- Reinvested 2017 Bond Funds: N/A
- Deferred Maintenance Savings: N/A
- Annual Operations & Maintenance Savings: N/A

Summary of Changes

<table>
<thead>
<tr>
<th>Districtwide Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ New Program</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Blended learning, exploratory project-based learning</td>
</tr>
</tbody>
</table>

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
South First and Manchaca Area Elementary Reinvention and Realignment

Students at Joslin, Dawson, St. Elmo and Galindo elementary schools will learn in bright, modern schools with flexible classrooms to serve all communities. The St. Elmo campus will be modernized with additional capacity if needed, and the Galindo campus will be renovated. Joslin and Dawson will close. The revised St. Elmo attendance area will include students from St. Elmo, Joslin and Galindo who live south of Ben White Boulevard. The revised Galindo attendance area will include students from Galindo, Dawson and Joslin who live north of Ben White Boulevard.

Serving Students

- Students at Dawson, Galindo, Joslin and St. Elmo elementary schools will learn in modernized, upgraded facilities and have access to repurposed and reallocated space that better aligns to needs.

Preparing Our Kids To Succeed By

- Creating modern, welcoming and inspiring spaces for students to learn.
- Combining resources into fewer schools to expand opportunities.
- Increasing opportunities for students to become bilingual while communicating with and learning from their peers—setting the stage for cultural appreciation and global awareness.
- Reassigning special education students who do not live in the Dawson attendance area to their home campuses, reducing unnecessary travel time.
- Adjusting boundaries and possibly feeder patterns to meet the needs of students.

Financial Implications

- **Academic Program Cost**: TBD
- **Reinvested 2017 Bond Funds**: $4.08 MILLION
- **Deferred Maintenance Savings**: $14.51 MILLION
- **Annual Operations & Maintenance Savings**: $1 MILLION

Summary of Changes

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<thead>
<tr>
<th>Districtwide Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Program</td>
</tr>
</tbody>
</table>

- **Enhanced Program**: Two-way dual-language program at Galindo
- **Campus Consolidation**: Students at Dawson will attend Galindo; students at Joslin will attend Galindo or a new St. Elmo; Galindo students living south of Ben White attend the rebuilt St. Elmo; students living north of Ben White will remain at Galindo
- **Campus Repurpose**: Repurpose Dawson and Joslin
- **Facility Improvement**: Renovations at Galindo and a new St. Elmo
- **Boundary or Feeder Implications**: Dawson, Galindo, Joslin, St. Elmo

To give feedback on this scenario visit [https://tinyurl.com/AISDScenarios](https://tinyurl.com/AISDScenarios).
Green Tech at Paredes

Paredes Middle School will serve as the bridge between the outdoor leadership programs at Perez and Widén elementary schools and the Green Tech program at Akins Early College High School. The program will promote community service, allow students to engage in real-world challenges facing our environment and improve students’ mental, physical and emotional states through extended time outdoors.

Serving Students
Students with a passion for engaging with the outdoors will be guided by their curiosity to explore sustainable practices that foster living harmoniously with the environment.

Preparing Our Kids To Succeed By
• Creating new, visionary elective options, including outdoor learning, project-based learning and team collaboration among students.
• Developing hands-on learning experiences, including composting, recycling and water harvesting; raising a variety of animals; and gardening plants and vegetables that can be donated to local food banks.
• Applying math, reading, writing and technology skills learned in core content classes through environmental issues research and study.
• Exploring green tech career interests through Akins career pathways in veterinary medicine, horticulture/floral design and the wildlife management/park ranger cadet program.
• Aligning with Outdoor Leadership Schools at Palm and Perez (see Outdoor Leadership Schools scenario on page 29).

Financial Implications
Academic Program Cost ........................................... TBD
Reinvested 2017 Bond Funds ....................................... N/A
Deferred Maintenance Savings ................................... N/A
Annual Operations & Maintenance Savings .................... N/A

Summary of Changes

<table>
<thead>
<tr>
<th>Districtwide Changes</th>
</tr>
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<tbody>
<tr>
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<td>✓ Enhanced Program</td>
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</tr>
<tr>
<td>✓ Campus Repurpose</td>
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<tr>
<td>✓ Facility Improvement</td>
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</tbody>
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To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Cultivating Tomorrow’s Teachers

The Cultivating Tomorrow’s Teachers program will create pathways for AISD students currently participating in the Ready, Set, Teach programs at Akins and Navarro Early College High Schools. Cultivating Tomorrow’s Teachers facilitates students returning to AISD and serving the school communities where they received their own education. AISD will partner with universities, both local and throughout the state, to accelerate the teacher certificate process and bring former AISD students into our classrooms. They will be student teachers and fully certified teachers at Paredes Middle School and Burnet Middle School in as early as three years following high school graduation. Cultivating Tomorrow’s Teachers will provide continued mentoring and support to novice educators.

Serving Students

Students who are inspired to become teachers themselves will have early exposure and high-quality teacher training that sets the stage for their professional careers. Getting their start in a supportive environment enhanced by strong partnership helps instill a commitment to urban education and the value it brings to the community.

Preparing Our Kids To Succeed By

- Increasing the diversity of our educators so students can see themselves reflected in their teachers.
- Allowing students to learn from educators who trained with the district’s core values of equity, cultural proficiency, diversity and inclusion, student-centered learning, and social and emotional learning, and brain-based trauma-informed instruction.
- Growing the pool of bilingual educators.

Scenario Summary

Meets Guiding Principles

- Anticipated Date
  Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

- Campuses in this Scenario
  Akins ECHS  Burnet Middle
  Navarro ECHS  Paredes Middle

- Financial Implications
  Academic Program Cost ........................................... TBD
  Reinvested 2017 Bond Funds ........................................ N/A
  Deferred Maintenance Savings .................................... N/A
  Annual Operations & Maintenance Savings ........................ N/A

- Summary of Changes
  | Districtwide Changes |
  | New Program |
  | Enhanced Program | Developing and supporting future educators |
  | Campus Consolidation |
  | Campus Repurpose |
  | Facility Improvement |
  | Boundary or Feeder Implications |

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Travis Early College Tech

To prepare our students for work at one of Austin’s innovative, high-tech companies, Austin ISD will create a flagship tech school at Travis Early College High School. This program will provide rigorous training and real-world, hands-on learning experiences, project-based and integrated coursework, and accelerated learning and internship opportunities. AISD will also expand the school’s existing dual-language program to graduate more bicultural, bilingual and biliterate students, preparing them for success after high school.

Serving Students
Passionate students can gain knowledge in the newest technologies and have opportunities to engage with real-world high tech companies in Austin’s ever-growing digital landscape through partner events, internships, and more.

Preparing Our Kids To Succeed By
- Providing project-based learning and integrated course work in real-world design.
- Gaining skills in the growing and evolving technology industry.
- Offering simultaneous course work and internship opportunities to accelerate college graduation.
- Expanding access to dual-language program to graduate more bicultural, bilingual, and biliterate students.
- Partnering with major tech employers to offer internships.

Scenario Summary

Meets Guiding Principles

Anticipated Date
Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario
Travis ECHS

Financial Implications
- Academic Program Cost ........................................... TBD
- Reinvested 2017 Bond Funds ........................................ N/A
- Deferred Maintenance Savings ................................. N/A
- Annual Operations & Maintenance Savings .................. N/A

Summary of Changes

- Districtwide Changes
- New Program
  - Enhanced Program Develop flagship tech school and expand its dual-language programs
  - Campus Consolidation
  - Campus Repurpose
  - Facility Improvement
- Boundary or Feeder Implications

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Space to Learn in Southwest/South Central Elementary Schools

A new elementary school, located in southwest Austin, is under construction as part of the 2017 Bond Program. Austin ISD will provide learning spaces and resources for students to thrive by creating an attendance area for the new Southwest Elementary School (relieving Kiker and Baranoff elementary schools), changing the boundaries between Baranoff and Kocurek elementary schools, and changing the boundaries between Cowan and Boone elementary schools. Overcrowded schools prevent students from learning in the best way possible — they require portable buildings, limiting the technology, innovative instruction and the collaboration between classrooms that can take place. Shared spaces, such as the gym and cafeteria, can become stressed and schedules become restricted to accommodate the larger number of students. The district's Boundary Advisory Committee is nearing completion of final recommended boundary maps that will be incorporated into the School Changes Process.

Serving Students
Students at the affected elementary schools will have better access to resources with a more balanced population, allowing for even distribution of program selections.

Preparing Our Kids To Succeed By
- Creating an attendance zone for the new Southwest Elementary School to provide relief to Kiker and Baranoff.
- Changing boundaries between Baranoff and Kocurek to provide additional relief to Baranoff.
- Changing boundary between Cowan and Boone to provide relief to Cowan.
- Providing a two-way dual-language or immersion program at Boone (scenario on page 18).
- Offering International Baccalaureate Primary Years Program at Kocurek (scenario on page 45).
- Changing boundaries between Bailey and Gorzycki middle schools to allow for all students at the new Southwest Elementary School to attend Gorzycki.

Scenario Summary

Meets Guiding Principles

Anticipated Date
Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario
Baranoff Elementary
Boone Elementary
Cowan Elementary
Kiker Elementary
Kocurek Elementary
New Southwest Elementary
Bailey Middle
Gorzycki Middle

Financial Implications
Academic Program Cost ........................................... TBD
Reinvested 2017 Bond Funds ........................................ N/A
Deferred Maintenance Savings .................................... N/A
Annual Operations & Maintenance Savings ....................... N/A

Summary of Changes

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<td>Two-way dual language or immersion program at Boone, International Baccalaureate Primary Years Program at Kocurek</td>
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<td>✔ Facility Improvement</td>
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<tr>
<td>Improvements to Kocurek and Boone</td>
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<tr>
<td>✔ Boundary or Feeder Implications</td>
</tr>
<tr>
<td>Baranoff, Boone, Cowan, Kiker, Kocurek, new southwest elementary schools; Bailey, Gorzycki middle schools; Additional schools could be affected pending the outcome of the BAC’s recommendation.</td>
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</tbody>
</table>

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Kocurek International Baccalaureate Primary Years Program

Kocurek Elementary School will become an International Baccalaureate Primary Years Program, preparing students to learn how to think for themselves, take responsibility for their learning through an inquiry-led approach and develop global awareness through a curriculum that links concepts and skills to real-world issues. Students will gain the understanding and adaptability needed to succeed in our changing world. Additionally, students will have the opportunity to attend the Fine Arts IB program at Covington Middle School.

Serving Students
Inquisitive, caring students will gain intercultural understanding, which fosters a more peaceful world. These students become compassionate, lifelong learners who appreciate the merits of our differences.

Preparing Our Kids To Succeed By
- Preparing students to excel in the International Baccalaureate middle and high school programs.
- Equipping students with the knowledge, concepts, skills, attitudes and action to help them lead successful lives.
- Offering students a rigorous and challenging primary curriculum with an emphasis on international education.
- Providing an interdisciplinary curriculum that links concepts and skills to real-world issues.
- Using an inquiry-led approach to empower students to think for themselves and take responsibility for their education.
- Developing learners and communicators who are inquisitive, knowledgeable, principled, open-minded, caring, balanced and reflective.

Scenario Summary

Meets Guiding Principles
1

Anticipated Date
Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario
Kocurek Elementary
Covington Middle

Financial Implications

| Academic Program Cost | TBD |
| Reinvested 2017 Bond Funds | N/A |
| Deferred Maintenance Savings | N/A |
| Annual Operations & Maintenance Savings | N/A |

Summary of Changes

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<td>Enhanced Program</td>
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<tr>
<td>Campus Consolidation</td>
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<tr>
<td>Campus Repurpose</td>
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<tr>
<td>✓ Facility Improvement</td>
</tr>
<tr>
<td>Boundary or Feeder Implications</td>
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</tbody>
</table>

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Fine Arts International Baccalaureate at Covington

Covington Middle School will have a new Fine Arts International Baccalaureate program, helping students learn to think critically and independently. The program will also be expanded to include high school students who choose to attend. This concept creates an option for progression from the proposed International Baccalaureate Primary Years Program at Kocurek Elementary School. Covington will be modernized and will include dedicated, premier spaces for the visual and performing arts.

Serving Students
Students with a passion for performing and visual arts will have increased access and opportunity to learn their craft with rigorous programming. The program will be enriched and enhanced by external partners and local talent.

Preparing Our Kids To Succeed By
• Creating an arts-rich school for sixth- through 12th-graders with rigorous academics.
• Increasing literacy, math and critical thinking skills through arts programs.
• Emphasizing critical and independent thinking.
• Encouraging students to consider the local and global contexts of subjects.
• Providing modern, flexible, inspiring academic spaces.

Scenario Summary
Meets Guiding Principles

Anticipated Date
Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario
Covington Middle School

Financial Implications
Academic Program Cost ........................................... TBD
Reinvested 2017 Bond Funds ........................................ N/A
Deferred Maintenance Savings ...................................... N/A
Annual Operations & Maintenance Savings ........................ N/A

Summary of Changes

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<th>Districtwide Changes</th>
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<td>International Baccalaureate and Performing and Visual Arts</td>
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<tr>
<td>Enhanced Program</td>
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<td>Campus Consolidation</td>
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<tr>
<td>Campus Repurpose</td>
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<tr>
<td>✓ Facility Improvement</td>
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<tr>
<td>Covington</td>
</tr>
<tr>
<td>Boundary or Feeder Implications</td>
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</tbody>
</table>

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Expansion of Bowie High School Engineering and Computer Science Programs

Austin ISD will strengthen and expand Bowie High School’s engineering and computer science pathways by building on the successful robotics, computer science, STEM and engineering programs at the Bowie feeder middle schools. Advanced coursework in these areas, such as SWIFT Apple coding, emerging technologies and engineering design, will help students excel in 21st-century careers. New opportunities to pursue health science careers will be fostered by a partnership with Baylor Scott & White Health. Elementary schools in the Bowie vertical team will provide exploratory, hands-on learning experiences to spark and cultivate students’ interests and talents.

Serving Students
The Bowie vertical team is poised to accelerate computer science and engineering experiences for students from Pre-K through 12th grade. Schools will offer STEM explorations beginning with their earliest learners and continuing to college credit courses for their high school students.

Preparing Our Kids To Succeed By
- Expanding the health science, computer science and engineering curriculum at the elementary and middle schools that feed into Bowie.
- Opening the Health Science Career Launch program at Bowie with Baylor Scott & White Health.
- Expanding the Computer Science Career Launch program at Bowie with Apple.
- Preparing students for success in high school and beyond.

Financial Implications
- Academic Program Cost: TBD
- Reinvested 2017 Bond Funds: N/A
- Deferred Maintenance Savings: N/A
- Annual Operations & Maintenance Savings: N/A

Summary of Changes

<table>
<thead>
<tr>
<th>Scenario Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets Guiding Principles</td>
</tr>
</tbody>
</table>

Anticipated Date
Timing will be determined upon a comprehensive assessment of complete School Changes project phasing

Campuses in this Scenario
- Bowie High
- Bailey Middle
- Covington Middle
- Gorzycki Middle
- Small Middle
- Baldwin Elementary
- Baranoff Elementary
- Clayton Elementary
- Cowan Elementary
- Kiker Elementary
- Mills Elementary
- Oak Hill Elementary
- Patton Elementary

To give feedback on this scenario visit https://tinyurl.com/AISDScenarios.
Timeline

In 2017, 72% of our community voted in favor of a $1 billion bond to modernize campuses and build new schools across the city—and we are executing our community’s long-term facilities master plan now with the first modernized facilities scheduled to open January 2020.

But the work doesn’t stop there—we must also be offer inspiring programs and learning experiences at all our schools, and ensure dollars are going to classrooms and kids instead of costly building maintenance and repairs.

The recommended modernization projects can only be implemented following actions by the AISD Board of Trustees to authorize a bond referendum and the successful passage of that bond by voters.
Factors Used To Develop Scenarios

AISD looks at a variety of factors at each campus when developing scenarios. The full list of data reviewed and compared for each campus included:

- Facility Condition Assessment Score
- Educational Suitability Assessment Score
- 2017 Bond Funds committed
- 2017 Facilities Master Plan timeframe
- Facilities Master Plan recommendation
- Deferred Maintenance Cost
- Annual Transportation Costs
- Percent of teachers with 0-2 years of teaching experience
- Percent of teachers rated Effective or better on their annual evaluations
- Percent of positive ratings from the Customer Service section of the Family Survey
- Percent of positive ratings from the Campus Climate section of the TELL Survey
- Projected 2020 enrollment numbers
- Projected 2020–21 permanent capacity
- Number of students who transfer in to a campus
- Number of students who transfer out of a campus
- Number of portable buildings
- Percent of students receiving special education services
- Percent of students who are economically disadvantaged
- Percent of students reading on or above level by the end of second grade
- College, Career and Military Readiness
- Ethnic diversity of the campus population
- 2018 State Scaled Score
- 2018 Local Accountability System Score
Community Engagement Report

Throughout the spring and summer AISD conducted community workshops, opened a community-wide online Thought Exchange platform, hosted community visioning sessions and recruited members of the community to participate in think tank meetings to share information about the School Changes timeline, better understand concerns, and brainstorm bold ideas to create a better school district for all of Austin’s kids.

Community Workshops
Between April 16 and April 25, 206 community members attended four community workshops about the district’s program planning and potential school closures, consolidations, and repurposing. The workshops were held at Bowie High School, Fulmore Middle School, Alternative Learning Center and Dobie Middle School. Each featured a panel of Austin ISD staff, community members, planners, and developers, followed by facilitated small group conversations to discuss concerns and opportunities in School Changes.

Online Thought Exchange
From April 15 through May 30 Austin ISD opened an online Thought Exchange platform to ensure the entire community could share ideas and concerns about School Changes. Thought Exchange is an online tool that allows community members to share ideas in words or fewer and to rate ideas shared by others in the exchange. 2,161 people shared, 2021 thoughts and gave over 81, ratings to ideas and comments.

Community Visioning Sessions
Eight community visioning sessions were held between May 30 and June 8 at Bedicheck Middle School, Burnet Middle School, Akins High School, Bertha Sadler Means YWLA, Pease Elementary School, O. Henry Middle School, Eastside Memorial Early College High School, and Pan American Rec. Center/Zavala Elementary School. 820 participants provided feedback on the strengths and challenges of each planning region, and feedback from these meetings was used to inform the development of the preliminary scenario options.

Think Tank Meetings
Five think tank meetings were held between June 18 and June 27 at Perez Elementary, Alternative Learning Center, Kocurek Elementary, Padron Elementary and Pickle Elementary. 110 AISD parents, guardians, students, employees, partners and community members with diverse backgrounds and experiences were recruited in an effort to be reflective of the district as a whole. Think tanks were charged with “big thinking” and brainstorming innovative ideas around a given planning region and contributed to the overall universe of ideas.

We thank all community members for their time and for sharing their thoughts and concerns. A full, comprehensive community engagement report is available online at: www.austinisd.org/schoolchanges/meetings
## Committed 2017 Bonds Funds at Each Campus

The 2017 Bond Program planned to invest dollars in every single school and if a school will be closed, consolidated or repurposed as result of the School Changes, we will work with the AISD Community Bond Oversight Committee and the Board of Trustees to reinvest those dollars in the schools in each scenario.

<table>
<thead>
<tr>
<th>School</th>
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<th>School</th>
<th>2017 Bond Funds</th>
<th>School</th>
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## Percent of Economically Disadvantaged and Non-Economically Disadvantaged Students at each Campus

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<th>Non-Economically Disadvantaged</th>
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<td>60.30%</td>
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<tr>
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<tr>
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<td>Zavala Elementary School</td>
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<td>Zilker Elementary School</td>
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# Academic Programs by Vertical Teams

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<tr>
<th>Vertical Team</th>
<th>School</th>
<th>Program Focus</th>
<th>Teachers</th>
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<tbody>
<tr>
<td>Akins VT</td>
<td>*College and Career Prep</td>
<td>Duronna Poth</td>
<td>Akins, Paredes, Blazier, Casey, Kocurek, Langford, Menchaca, Palm, Perez</td>
</tr>
<tr>
<td>Anderson VT</td>
<td>*One World Schools: Global Scholars, Global Action, and Global Cultures</td>
<td>Beth Newton</td>
<td>Anderson, Murchison, Doss, Davis, Hill, Summit, Pillow</td>
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<tr>
<td>Austin VT</td>
<td>*Empowerment through Involvement</td>
<td>Kathryn Ackermann</td>
<td>Austin, O. Henry, Barton Hills, Bryker Woods, Pease, Zilker, Small, Oak Hill, Patton</td>
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<tr>
<td>Bowie VT</td>
<td>*Comprehensive College and Career Pathways</td>
<td>Jennifer Murray</td>
<td>Bowie, Bailey, Baranoff, Cowan, Goryshki, Baldwin, Clayton, Kiker, Mills</td>
</tr>
<tr>
<td>Crockett VT</td>
<td>*AVID, Advancement Via Individual Determination</td>
<td>Sandra McWilliams</td>
<td>Crockett, Bedichek, Odum, Pleasant Hill, St. Elmo, Williams, Covington, Boone, Cunningham, Galindo, Josslin</td>
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<tr>
<td>Eastside Memorial VT</td>
<td>*STEM</td>
<td>Jennifer Stephens</td>
<td>Eastside Memorial, Martin, Allison, Broke, Goveille, Metz, Ortega, Sanchez, Zavala</td>
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<td>Navarro VT</td>
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<td>Rafael Soriano</td>
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<td>Sterlin McGruder</td>
<td>LBJ, Sadler Means, Andrews, Blanton, Harris, Pecan Springs, Oak Springs, Garcia, Jordan, Overton, Sims, Norman</td>
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<tr>
<td>McCallum VT</td>
<td>*Advancing Academics through the Arts</td>
<td>Katie Peña</td>
<td>McCallum, Kealing, Blackshear, Campbell, Lee, Maplemood, Oak Springs, Lamar, Brentwood, Guillett, Highland Park, Reilly, Ridgetop</td>
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<tr>
<td>Travis VT</td>
<td>*Pathways to Success</td>
<td>Tania Jedele</td>
<td>Travis, Travis GPA, Sarah Lively, Becker, Dawson, Linder, Travis Heights, Uphaus, Mendez, Houston, Rodriguez, Widen</td>
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<tr>
<td>SPECIAL CAMPUS VT</td>
<td>*Developing Resilient Learners</td>
<td>Elizabeth Dickey</td>
<td>Garza, LASA, Ann Richards, School for Young Women Leaders, Alternative Learning Center, International</td>
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<td>LEGEND Signature Programs</td>
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<td></td>
<td>AVID, Creative Learning Initiative, Digital Media, Dyslexia Academy, ECCHS, Fine Arts, Foreign Language Experience, Foreign Language Immersion, Gear Up, IB, MYP</td>
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</tbody>
</table>

**In-District Charter**  
**Magnets**  
**Montessori Academy**  
**One Way Dual Language**  
**Two Way Dual Language**  
**Secondary Dual Language**  
**SEL**  
**Single Gender**  
**STEM**  
**Transformation Zone**