

Pearce Repurposing Plan 2011-2012 Pre-K-8 Early College Prep Academy

The Pearce Repurposing Plan 2011-2012 is submitted in accordance with TEC 39.107 (f) and with the intent of execution in the event Pearce Middle School is unable to meet state academically acceptable standards for the fifth consecutive year ending in 2009-2010 and is ordered by the commissioner to be repurposed. TEC 39.107 (f) calls for the following:

- Creation of a rigorous and relevant academic program
- Ability of students in the attendance zone to choose an other school(s)
- Change of the campus principal unless the Commissioner determines that students enrolled at the campus have demonstrated significant academic improvement
- Non-retention of teachers unless the Commissioner or the Commissioner's designee grants an exception at the request of a school district

Creation of a Rigorous and Relevant Academic Program (TEC 39.107 (f))

In the event Pearce Middle School does not meet state standards for the 2009-2010 school year, the District will create a Pre-K – 8 Early College Prep Academy for the 2011-2012 school year. Internal capacity to create a middle school college prep academy will be developed via partnerships with proven partners such as the University of Texas Elementary School, the University of Texas College of Education, the University of Texas Division of Diversity and Community Engagement, and the Texas High School Project. Staff will work on a proposal to present to representatives with the University of Texas at Austin.

The Early College High School Initiative focuses on the education of students for whom a smooth and successful transition into postsecondary education is a challenging experience. This initiative would begin in the elementary and middle grades to ensure that students are academically prepared to experience success in their high school classes.

The creation of a rigorous and relevant academic program requires planning and programming during the Fall semester, 2010 by the Pre-K-8 Early College Prep Planning Team This planning team, consisting of the principal, assistant principal, counselor and four teachers, will participate in structuring a framework for school improvement to include data analyses, professional development, budget analyses campus and district leadership support.

The Pre-K-8 Early College Prep Planning Team will participate in site visits to enlist the professional advice and collaboration of colleagues from outside the district. They will collect and review information on researched-based strategies and models. Following input from the community, the planning team will work on organizational issues to include building a master schedule, hiring faculty and staff, and recruiting students. The Pre-K-8 Early College Model will focus on creating a learning environment where students are motivated to learn in a safe and orderly environment; an environment where faculty, staff and the community find to be warm and inviting.

Response to Intervention (RTI) will be implemented to prevent academic failure through early intervention, frequent progress measurement and increasingly intensive research-based instructional interventions for students who continue to have academic and/or social challenges. The campus will

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integrate and align Response to Intervention (RtI) with Positive Behavior Support (PBS) tiered strategies and the IMPACT process to address the barriers to learning and the academic needs of all students

In addition to the Early College initiative, the school will assess each student using the innovative Internet-based system *Naviance* for individual career interests and to determine areas of academic strengths and weaknesses. *Naviance* was included in the 2009-2010 school year, and this tool is aligned with the feeder high schools.

Access to a rigorous, common curriculum for all Austin ISD students is an evidence-based best practice and a non-negotiable expectation. In compliance with Board policy and goals, and to ensure equal access to rigorous learning across all disciplines, for all students, student groups, and special program areas, the following procedures regarding the district's instructional program have been established. Within these parameters (the "whats") of teaching and learning as described below, principals and teachers are encouraged and will be supported to employ autonomy in the instructional processes (the "hows") of implementing the curriculum and instructional program. The District has provided parameters for Academically Unacceptable schools for curriculum, instruction, assessment, intervention, budget, staffing and scheduling.

The District's rigorous curriculum standards will apply to the grade level teams. These are based on the TEKS and are designed to ensure that students learn the skills and knowledge to be successful in college and careers. Pearce students can and will be prepared to be successful as they transition from middle school to high school. To meet the demands of the high school curriculum, students must be able not only to recognize and recall knowledge, but also to analyze, synthesize and evaluate information. A strong instructional model—due to daily collaborative planning of instruction through focused PLCs, thematic-based instructional units (including culminating activities, project-based learning, field-based experiences), and systematic monitoring of student assessment data leading to effective intervention and enrichment opportunities and data-driven instruction—i.e., teaching students what they need to learn.

The Austin Independent School District's curriculum focuses a rigorous and relevant curriculum for all students, including non-native English speaking students who require additional instruction and resources for acquiring English so that they are able to communicate within the English speaking community, have access to the academic content and instruction in their mainstream classes and have those skills and resources needed to become independent learners and productive citizens

The ESL initiative in the Middle Level Education Plan is centered around a framework for improvement which includes the following components: Data Analysis, Leadership Development, Curriculum and Instruction, Professional Development, and District Level Support. Within these components a co-accountability structure will exist between and among all stakeholders, including district leadership, campus leadership, and classroom teachers. A special emphasis will be placed on the teaching and learning of math and science. The Office of Bilingual Education/ESL will provide support in the implementation of the TEKS and ELPS through collaboration with the Curriculum Office and Special Education Office to ensure the ELPS strategies and content are embedded in the Instructional Planning Guides. The English as a Second Language (ESL) Program for middle students is an intensive instructional program designed to meet the linguistic needs of English Language Learners in preparation for success in the more rigorous content and elective courses they will face in their academic futures. The expectations for ELLs are to be able to learn academic content through the English language and to compete academically with primary English speaking students. All students who speak a language other than English will be provided with the opportunity and resources to learn English as a second language so

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that they may achieve academic success in general education classes, pursue their lifetime goals and function effectively as informed, productive members in our society.

Based on feedback from the LPAC committee, student schedules would reflect ESL courses and sheltered courses that use second language acquisition strategies to make instruction more comprehensible and meaningful. Sheltered courses include math, science, social studies, and language arts. Elective courses should require listening, speaking, reading, writing and comprehension skills based on the language proficiency of the students assessed at the start of the school year.

All courses for ESL students provide instruction based on the Texas Essential Knowledge and Skills (TEKS). The ESL program addresses the affective, linguistic, and cognitive needs of all students and provides ELLs with instruction for the acquisition of basic interpersonal communicative skills and cognitive academic language proficiency. The program ensures that ELLs are provided the same academic and extracurricular opportunities as the students enrolled in general education classes.

Instruction is made comprehensible for ELLs by providing intensive English language development and sheltered content courses that each use proven ESL methodologies. ESL teachers use state-adopted materials and supplementary materials to provide instruction based on the TEKS. Sheltered courses are general education courses that provide the same content as is offered to English proficient students, but the instruction is modified to include second language teaching strategies. They use the same state approved texts and follow the same TEKS from those courses. Sheltered courses are taught by teachers who are certified in their subject areas with ESL certification or with extensive training in sheltered instruction/ESL methodologies. It is recognized that native language development and support are powerful ESL strategies that can lower the anxiety level and facilitate the academic achievement of ELLs.

Feedback regarding ELL planning and student progress will be provided to campus leadership and teachers for the purpose of improving quality instruction and learning for ELLs. The Office of Bilingual Education/ ESL will provide professional development, guidance, and tools for monitoring instruction, and emphasis will be placed on effective integration of the ELPS in core curriculum instruction, with a focus on content based language and literacy. In addition, the Office of Bilingual Education/ ESL, in conjunction with the Middle School Office, would work directly with campus administrators to develop culturally and linguistically responsive instruction for ELLs at each grade level, that focuses on eliminating the achievement gap and creating an exemplary program for ELLs. Leadership development would include:

- Development of a common vision of instructional support for ELLs
- Analysis of issues related to the schooling of ELLs organized around: structures, resources, teaching and learning, and data gathering and analysis
- An understanding of the process of language acquisition
- An understanding of the principles that characterize quality instruction for English learners and a common language for communicating expectations
- The creation of a vertically aligned vision of quality schools and programs for ELLs

To address the achievement gap, the teacher and administrator professional development model will focus on key strategies for increasing student achievement. The professional development model will provide teachers with intensive skill development in utilizing assessments, data analysis, interventions by using the Driven by Data framework by Paul Bambrick-Santoyo. The outcome of the professional development will provide the staff with rigorous assessments that drive great teaching and engage teachers in deep analysis

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of interim assessment results to facilitate in-course corrections that guarantee higher student learning results.

The professional development for the principal will be driven by the *Behavior Event Interview* results conducted by the Texas Turnaround Leadership Academy. The leadership team will receive professional development in these critical areas: 1) developing and implementing the Early College initiative; 2) leading and facilitating effective assessment analysis meetings; and 3) fostering a productive data-driven culture that defines a higher bar for rigor for all students. The major goal of professional development is the identification and implementation of effective actions that addresses challenges related to teacher effectiveness and student learning and reduces the discrepancies between the school and district's goals for student learning and achievement.

All of this is embedded within a strong instructional leadership model that includes observation and feedback, curriculum planning, and leading professional development.

The Texas Turnaround Leadership Academy includes an innovative approach to the recruitment, selection, and development of principals, one that is specifically geared to insuring the principals are equipped to lead a turnaround campus. The process is multi-phased and builds on the work of Public Impact and its research on consistent cross sector findings of turnaround leader actions (2007).

The process of identifying leadership development needs for principals currently serving in turnaround schools is similar to the process utilized during the past year by the Leadership Development Center, now the Office of Educator Quality, to provide targeted professional development for all AISD principals. Specifically, staff used the Vanderbilt Assessment of Education (VAL-ED), a 360 degree assessment which utilizes a multi-rater, evidence-based approach to measure the effectiveness of school leadership behaviors known to influence teacher performance and student learning. The VAL-ED measures *core components* and *key processes*. Core components refer to characteristics of schools that support the learning of students and enhance the ability of teachers to teach. Key processes refer to *how* leaders create those core components.

As is illustrated in Table 2, the Turnaround Leadership Competencies assessed by the Texas Turnaround Leadership Academy in the Behavior Event Interviews closely align to the core components assessed by the VAL-ED. Indeed, if there are differences, they are differences in degree rather than of kind. Thus, the intervention strategies that the Educator Quality personnel have implemented this past year can be adapted to work with administrators in turnaround schools.

Table 2 Alignment of Turnaround Leadership Competencies and VAL-ED Components/Key Processes

Turnaround Leadership Competency Cluster	VAL-ED Core Components	VAL-ED Key Processes
Driving for Results	High Standards for Student Learning Rigorous Curriculum Quality Instruction	Planning Monitoring Implementing
Influencing for Results	Culture of Learning and Professional Behavior	Supporting
Problem Solving	Connections to External Communities	Communicating
Showing Confidence to	Performance Accountability	Advocating

Lead		
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To ensure fidelity of implementation of the academic program, The Office of Accountability will collaborate with academic and school leadership teams to design progress monitoring tools and structures that will assess implementation quality and provide meaningful feedback to administrators and teachers. Instructional adjustments will be made as a result of the analysis of the progress monitoring tools.

School Choice - TEC 39.107 (f)(1)

A Pre-K – 8 Early College Prep Academy will be open to students in the Pearce Middle School attendance area and students throughout the district. The District will publicize the new PreK -8 College Prep Academy throughout the district and will encourage students to enroll in the school. In response to the possible repurposing of Pearce Middle School, incoming sixth-grade students would be assigned to Webb Middle School and rising seventh and eighth grade students would be assigned to Dobie Middle School.

Possible change of the campus principal – TEC 39.107 (f)(2)

Pearce Middle School replaced the campus principal upon school closure in 2008-2009. The District hired a principal in August 2009. As articulated in TEC 39.107 (f), the District recommends the retention of the campus principal if performance data indicate significant academic progress during the 2009-2010 school year.

Non-retention of teachers in content areas of non-performance – TEC 39.107(f)(3)

The District will use non-subjective criteria to determine which staff members will remain at Pearce Middle School once the school is repurposed. The criteria are based on the following data points:

- TAKS passing rates of students in each of the content areas
- Student growth as measured by TAKS
- Student growth between Beginning of the year benchmarks and Middle of the year benchmarks
- PDAS

The criteria will be used in all content areas that are not at the Academically Acceptable level or higher.

Student Support Services

The Pre-K – 8 Early College Prep Academy will have a master schedule to ensure that all students have access to required courses/programs needed for promotion in core and enrichment areas. The campus master schedule will provide students with access to rigorous courses and college-ready programs and ensure interventions for struggling learners are scheduled within the regular school day (as well as outside of the school day) to accelerate learning.

PBS will be the school-wide student management system. PBS addresses barriers to learning by providing students with a support system predicated on the belief that all children can be academically and socially successful. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional. Additional components of PBS will be implemented such as “Possible Selves” and “Self-Advocacy” that help students develop a belief in themselves and a vision of a successful future.

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Administrators and teachers will receive and review quarterly reports from the AISD evaluation team and will make changes and adjustments based on the data included in the reports.

The counseling staff will expand the Advancement Via Individual Determination (AVID) program. AVID is an in-school academic support program to prepare students for college eligibility and success. AVID places academically average students in advanced classes. AVID levels the playing field for minority, low-income and other students without a college-going tradition in their families.

Each student will have a personal 9 Year College, Career and Life plan for long-term achievement that will take them from 6th grade through the first two years of college, identifying specific goals for school success, including TAKS preparation and graduation. In addition, the plan will include specific actions each student will commit to in order to ensure his or her success and the resources to be provided to support students on their journey. The 9-Year College, Career, and Life Plan includes three tiers: planning for middle school, planning for high school, and planning for after high school. Students will base their own individual goals and plan on the tenets of self knowledge, educative and occupational knowledge, and career planning.

Community Services

The Pre-K-8 Early College Model will provide services to the community through its Family Resource Center. The purpose of the Family Resource Center is to provide programs and services that build on family strengths through prevention, education, support and networking in collaboration with other resources in the community.

The Family Resource Center has the potential of impacting not only individual families, but also macro-level systems by aligning external and internal resources and by being a “home” for parents to connect with the various youth focused initiatives that need parent participation and support to be effective. The FRC Manager will sit on the school’s IMPACT team to make and receive referrals for families or youth with support needs. The FRC is developed in full collaboration with the District Parent Support Office and works to align and build capacity for parent services and leadership with the campus Parent Support Specialist. All information will be provided in English and Spanish to parents addressing ways they can continue to support the social and academic development of students.

To increase parent communication, the new Pre-K – 8 Early College Prep Academy will use School Messenger, an automated attendance monitoring system, to communicate with parents on a weekly basis.

Action Plan for Pre-K-8 Early College Prep Academy for 2011-2012

- On-track to completion
- Off-track but recovery plan in place
- Off-track and needs attention

Creation of a Rigorous and Relevant Academic Program

Actions	Who	When	Evidence	Status	Budget
Explore and establish partnerships to develop a PreK – 8 Early College Prep program for the 2011-2012 school year on the campus	Dr. Paul Cruz, Dr. Bergeron Harris, Trana Allen, Dr. Jeanne Spencer, Dr. Maria Hohenstein, Ariel Cloud	May 17, 2010	Meet with Texas High School Project Outline implementation plan Determine cost		\$150,000
Develop a PreK -8 Early College Planning Team to design the program and visit Early College programs	Dr. Cruz, Dr. Harris, Jackie Porter	June 2010	Diverse team representing elementary, middle and high school meet regularly		\$410,000
Identify how Naviance can support the Early College Initiative	Dr. Bergeron Harris, Trana Allen, Barbara Huffman	May 17, 2010	Identify systems to support a middle school model for Early College Initiative		\$8000 for site license, 2 days PD & 3 webinars
Develop a Response to Intervention three-tiered model to meet the needs of struggling learners, and use district-approved programs/resources are used as the primary instructional tools for intervention for Early College Initiative	Dr. Ramona Trevino, Dr. Bergeron Harris, Trana Allen, Rtl Coordinator	May 24, 2010	Outline a plan to identify systems to support an Early College Initiative Research strategies from <u>Driven by Data</u>		\$5,000
Develop a plan to support ELL students	Dr. Ramona Trevino, Dr. Bergeron Harris, Trana Allen, Mollie Avelino	May 24, 2010	Identify strategies to identify systems to support an Early College Initiative		\$5,000

Develop a system to support Early College Initiative through the implementation of AVID	Sally Rothenberg	May 17, 2010	Outline a system to support Early College Initiative		\$55,794
Develop a system and plan to support Early College Initiative through the implementation of 9 Year College, Career and Life plan	Barbara Huffman	May 17, 2010	Outline a plan to implement a 9 Year College, Career and Life Plan		Included in price of Naviance listed above
Develop a system and plan to support Early College Initiative through the implementation of an Opportunity Center (Special Education, 504 and PBS).	Dr. Bergeron Harris, Jane Nethercut, Dr. Spencer, Ann LaQuay, Trana Allen	May 17, 2010	Plan for implementation and cost benefit analysis Plus/Delta list for 2009-2010		BTO
Develop a system and plan to engage community for an Early College Initiative through the Family Resource Center	Claudia Santamaria	May 17, 2010	Plan for implementation and cost benefit analysis		\$99,293
Participate in the Texas Turnaround Leadership Academy Behavior Event Interview and Professional Development	Trana Allen	May 12, 2010	Behavior Event Interview Results		\$96,500
Provide 5-day Early College Institute for Faculty to include Early College, Rtl, SIOP, and content specific strategies	Dr. Ramona Trevino, Mollie Avelino	June 2011-2012	Teachers develop lesson plans to support ELL students		\$45,000
Provide New Teacher Academy Professional Development for Faculty on Early College Initiative	Dr. Ramona Trevino, Dr. Bergeron Harris, Sheila Anderson	June 2011-2012	Teachers work with counselors to develop student plans for all students		NA
School Choice					
Actions	Who	When	Evidence	Status	Budget
Assign sixth grade students to Webb Middle School and seventh and eighth grade students to Dobie Middle School	Dr. Zoe Griffith, Bill Cartij,	May 2010	List of identified campuses		\$315,000- Transportation costs

Identify campus capacity for available schools of choice	Paul Turner	February – May 2010	List of identified campuses		NA
Identify campus infrastructure for schools	Paul Turner, Curt Shaw	June 2010	List of campus needs		NA

Possible Change of the Campus Principal

Actions	Who	When	Evidence	Status	Budget
Retain the campus principal if performance data indicates significant academic progress during the 2009-2010 school year.	Dr. Harris	June 2010	TAKS Performance Data		NA

Non-retention of teachers in content areas of non-performance

Use non-subjective criteria to determine which staff members will remain at Pearce for the 2010-2011 school year	Bill Cartij, Dr. Lisa Schmitt, Dr. Harris, Michael Houser	June 2010	List of teachers who met criterion		NA
Conduct Meeting with Faculty and HR	Dr. Harris, Michael Houser, Pam Hall	June 2010	Teachers aware of options for the 2010-2011 school year		NA

Communication

Actions	Who	When	Evidence	Status	Budget
Conduct meeting with the faculty of Commissioner's order of closure	Dr. Carlsarphen, Dr. Cruz	June 2010	Faculty Letter Website announcement		NA
Notify parents of Commissioner's order of closure	Dr. Carlsarphen, Dr. Cruz	June 2010	Faculty Letter Website announcement		NA

Conduct Community Meeting	Dr. Cartstarphen, Dr. Cruz	July 2010	Parents aware of options for their child for the 2010-2011 school year		NA
Provide automated phone and email message to ensure parental awareness	Any Welch	June 2010	Parents receive phone calls and emails with notification		NA
Create flyers for distribution to recreation centers	Kathy Anthony	June 2010 2010	Flyers distributed		NA
Conduct meeting with representatives from teacher associations to provide update on staffing issues	Michael Houser	July 2010	Report an update to the teacher associations		NA
Conduct Community Forums Quarterly	Dr. Harris, Trana Allen	Fall and Spring semester	Receive input on Pearce -8 Early College Initiative		NA

Facilities

Actions	Who	When	Evidence	Status	Budget
Identify campus needs for 2011-2012 opening	Paul Turner	2010-2011	List of campus need and action plan to address issues		NA
Identify technology needs for 2011-2012 opening	John Alawneh	2010-2011	Identify campus technology needs		NA

BUDGET PLAN FOR PRE-K- 8 EARLY COLLEGE PREP ACADEMY	
Actions	Budget
Explore and establish partnerships to develop a Pre – K – 8 Early College Prep program for the 2011-2012 school year on the campus	\$150,000
Develop a Pre-K-8 Early College Task Force to design the program and visit Early College programs (7 FTEs: Principal, Assistant Principal, Counselor and four Teachers)	\$410,000
Research and conduct site visit partners, such as Mass Insight, Texas High School Project and the University of Texas Charter School	\$15,000
Identify how Naviance can support the Early College Initiative and develop a system and plan to support Early College Initiative through the implementation of 9 Year College, Career and Life plan	NA
Develop a Response to Intervention three-tiered model to meet the needs of struggling learners, and use district-approved programs/resources are used as the primary instructional tools for intervention for Early College Initiative	NA
Develop a plan to support ELL students	\$5,000
Develop a system to support Early College Initiative through the implementation of AVID	\$55,794
Develop a system and plan to engage community for an Early College Initiative through the Family Resource Center	NA
Participate in the Texas Turnaround Leadership Academy Behavior Event Interview and Professional Development	\$96,500
Provide 5-day Early College Institute/New Teacher Academy for Faculty to include Early College, RtI, SIOP, and content specific strategies	\$45,000
Leadership Development	\$20,000
Transport students to Webb and Dobie Middle Schools	\$315,000
TOTAL	\$1,112,294