As we seek to transform education facilities, we are also seeking to systemically transform curriculum and instructional practices. Austin ISD is developing curriculum, professional development, and tools that promote students' voice, foster social emotional knowledge and skills, and identify the teacher as the designer of the experience. Spaces, facilities, and tools can enable our students to better experience a new kind of learning by designing flexible spaces that promote collaboration, communication, and the use of technology.

This brief highlights some of the major work that occurred or is occurring in the district that supports the use of flexible spaces, increased technology access, and other modernization themes that will be addressed in the new Facilities Master Plan. Additionally, the district is developing an instructional framework and professional development plan that will support teachers to collaboratively design powerful learning experiences that promote 21st century learning including creativity, collaboration, communication, connection, critical thinking, and cultural proficiency. Assessment design is transforming to incorporate a growth mindset with a strong emphasis on capturing student performance in real time for teachers to make critical instructional decisions to personalize student learning. The changes to curriculum, instruction, professional development, and assessment require a fundamental shift in the learning environment.

Literacy Plan:

The Austin ISD Literacy Plan focuses on strengthening core instruction with a balanced literacy approach and goal of all students reading and writing on grade level. The plan encompasses literacy with the following three approaches: 1) throughout the day with specific district-wide literacy strategies in all content areas, 2) inside the language arts classroom with recommended class schedules (for general education, English as a Second Language, and dual language), and vertically aligned instructional norms, and 3) beyond the school day with community partnership projects. Designated "Literacy Leads" oversee and support the efforts for every campus in Austin ISD, providing professional development and resources to ensure quality implementation. The Year 1 focus is daily structured independent teaching where students actively read and discuss books and other texts. Facilities and furniture that support the implementation of high quality literacy instruction allow for flexible grouping and notably allows for teacher-led small group instruction. Additionally, structures that support classrooms libraries (adequate shelving, comfortable and inviting areas for students to read) promote literacy-centered learning.

Whole Child:

'Whole Child' is a multi-faceted approach to ensure students are a part of a psychologically, physically, and emotionally safe learning environment. This includes efforts for:

- Coordinated School Health, a systemic approach of advancing student academic performance by promoting and practicing school health education and services for the benefit and well-being of students. Coordinated School Health includes counseling and mental health, the establishment and maintenance of a healthy and safe school environment, health education, health services, nutrition services, parent and community involvement, physical education, and staff wellness promotion.

- Creative Learning Initiative, to provide a quality arts-rich education for every child in Austin ISD. In partnership with the City of Austin, MINDPOP, local artists, businesses and philanthropic organizations, we provide professional development and ongoing support for teachers in arts-based instruction strategies. The Creative Learning Initiative is implemented in a phased 10-year approach in AISD schools to allow the district to provide training for approximately 1,500 teachers at 36 schools at a time.

- Cultural Proficiency and Inclusiveness, an understanding that an adult's personal culture, background, and experiences impact their students' learning and social emotional development. Austin ISD's Cultural Proficiency and Inclusiveness work seeks to provide ongoing, meaningful professional learning opportunities for staff to engage in critical self-reflection regarding their interaction with students and their families in a manner that considers the diverse needs of all.

- Social Emotional Learning (SEL), a fundamental research-driven approach where students learn critical life skills such as recognizing and managing emotions, solving problems effectively, and establishing positive relationships through explicit instruction and adult-modeling. Austin ISD is moving into the next stage of implementation that includes a deep integration of Social Emotional Learning into core teaching and learning in every classroom, maximizing implementation on every campus, and ensuring seamless delivery systems of intervention and support.

Technology Integration:

Technology integration in Austin ISD is fueled by a mission to increase equity in the students' access and use of transformative technology practices. Technology integration is fundamentally a learning effort that takes into account designing for the whole child. An expertly facilitated, blended approach which elevates the interactions students have with one another, their teachers, and the content requires both a shift in mindset and in practice. The Austin ISD Technology Design Coaches provide the professional learning experiences needed to make this shift. They are peer coaches who engage side-by-side with teachers in job-embedded professional learning around designing and implementing technology in the classroom. Additionally, each campus has a designated Campus Innovation Coach (CIC) who partners closely with the Technology Design Coach to build increased capacity on campus to create these learning environments in which technology amplifies student creativity, collaboration, contribution, and connection to the world.

Academic Reinvention Projects:

New or enhanced academic programs to promote power skill development, increase equitable access to programming, and increase student enrollment.

Proposed Program	Location	Description
World Language Academy	To be determined	Students would enroll in multi-year courses in English, Spanish, and one or more other languages. Students would participate in inquiry-based seminar language courses, internships, service learning, study abroad or language flagship opportunities, and capstone projects in their selected languages.
P-TECH Early College High Schools	Crockett High School Lanier High School LBJ Early College High School Reagan Early College High School	The P-TECH 9-14 model addresses postsecondary degree completion and career readiness by smoothing the transitions between high school, college, and the professional world. The P-TECH 9-14 model is designed to motivate and enable more students to earn a college degree and successfully transition into the workplace with the preparation and skills needed by employers.
A+ Federal Credit Union Partnership	Akins High School	A+ Federal Credit Union is establishing a bank branch at Akins High School for the campus community and public. This partnership will enhance the financial literacy curriculum and instruction by partnering with teachers for professional development and training.

Proposed Program	Location	Description
Life Ready Autism Academy	Rosedale	The Life Ready Autism Academy will use a transdisciplinary approach to learning that is authentic and relevant to the real world. Tailored specifically to meet students with Autism Spectrum Disorder and Intellectual Disability, students will have the chance to access the educational programming with increased success and independence.
Dyslexia Middle School Program	Covington (pilot); all middle schools	Teachers will be receive comprehensive professional learning to understand the challenges of the dyslexic student and will enable them to deliver instruction in a manner that is more accessible to a student with dyslexia. Students will be able to participate with general education peers in all courses available on each campus.
Fine Arts Academy Facility Enhancements	Blackshear Elementary Covington Middle School Lamar Middle School McCallum High School	The renovated facilities will expand upon current fine arts offerings by school and expand the potential for new fine arts program development. Experiential and lab learning in both performing and visual arts will be the core components to the students' academic fine arts experiences. Based on the program, space will be allocated or enhanced for practicing, performing, or collaboration.

Proposed Program	Location	Description
Montessori Program	Winn Elementary	The Montessori Method is a child-centered educational approach based on scientific observations of children. Multi-age groupings are the hallmark of the program where younger and older learners reciprocally benefit from experiencing the program together. Children work collaboratively using problem-solving skills and social skills, fostering brain development through the work with their senses.
Potential New South Magnet	Expand Liberal Arts Science Academy (LASA) at a central facility	LASA is a heavily sought-after program, but its capacity for expansion is limited. If the District can offer a larger magnet program that is geographically accessible, then the District can increase the number of magnet seats available, increase the geographic accessibility of magnet programming to families across the district, and increase the diversity of magnet student population.

Austin ISD Strategic Initiatives (See handout for more information)
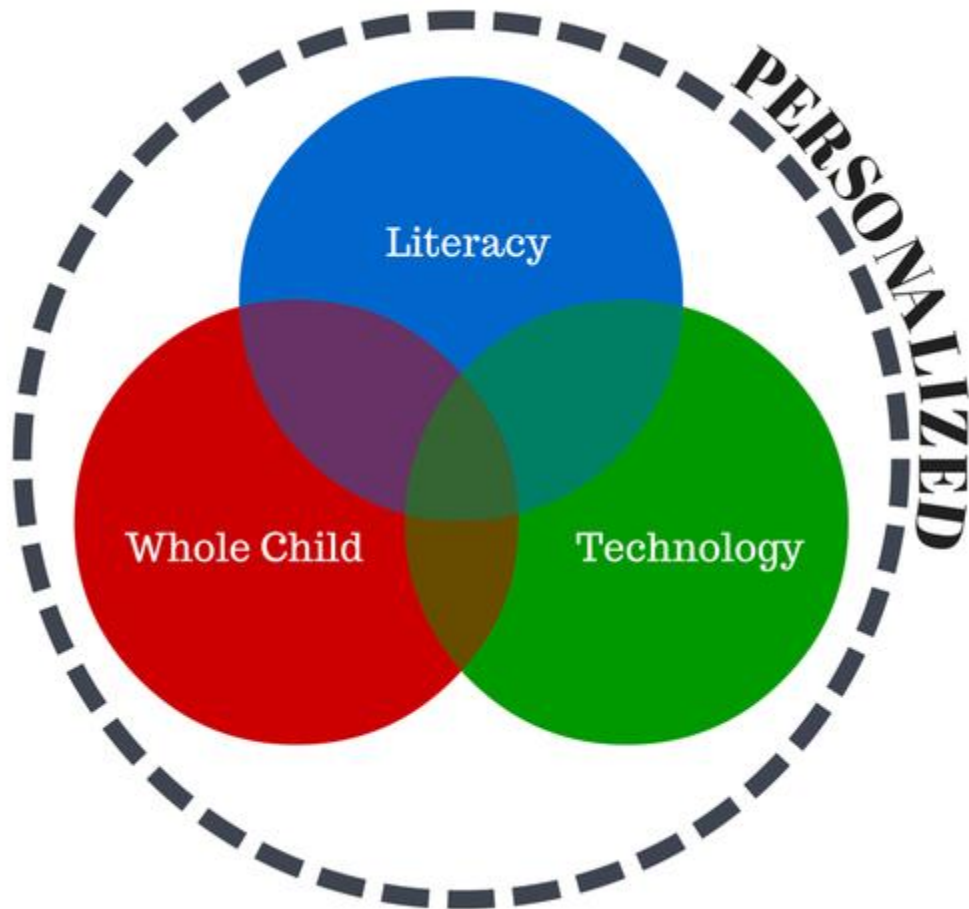
Facility Master Plan (FMP) Timeline

AUSTIN Independent School District

OCT 2015 – SEPT 2016

Data gathering and analysis; Community Collaboration Series #1; FABPAC presentations to the Board of Trustees

OCT 11 – 15, 2016

Community Collaboration Series #2: Present planning strategies, modernization definition, and school trends and themes from facility assessments

NOV 2016 - JAN 2017

FABPAC received and discusses consultants FMP options

JAN 24 - FEB 2, 2017

Community Collaboration Series #3: Present preliminary FMP recommendations

FEB 13, 2017

FABPAC presents at Board of Trustees Work Session the preliminary FMP recommendations

FEB 21 - MAR 2, 2017

Community Collaboration Series #4: Present refined preliminary FMP recommendations

MAR 6, 2017

FABPAC presents at Board of Trustees Work Session the Draft FMP Update, including FMP recommendations

MAR 27, 2017

Board of Trustees approve FMP Update

APR 2017

Pre-Design process could begin potentially accelerating the design and construction of new school(s)

APR 2017

FABPAC to develop draft bond program proposal and group projects into propositions

MAY 8, 2017

FABPAC presents at Board of Trustees Work Session the draft bond program proposal

MAY 2017

Community Collaboration Series #5: Present draft bond program proposal

JUNE 12, 2017

FABPAC presents at Board of Trustees Work Session the refined bond program proposal

June 19, 2017

Regular Board Meeting to adopt Order Calling for the November 2017 Election

November 7, 2017

Bond Election

FMP

Purpose of the Facility Master Plan

It's a plan designed to lay out the district's vision to provide students with appropriate "modernized" facilities that support academic programs. This long-term plan will inform the timing and content of future bond packages. Depending on the condition of the facility, projects will be prioritized by greatest need. Following the approval of the FMP, the most critical needs will be further evaluated and prioritized for a November bond.

Who is the FABPAC

The Board of Trustees appoints citizens to the Facilities and Bond Planning Advisory Committee (FABPAC) to evaluate capital improvement needs of the district and to provide recommendations to the Board of Trustees on long-range facilities planning; amendments to the Facility Master Plan; and the scope of work and timing of future bond programs.

Facility Conditions Assessments & Educational Suitability Assessments

FACILITY CONDITIONS ASSESSMENT

FCA SCORES DISTRICT-WIDE

The Facility Conditions Assessment is a process that is used to understand the deficiencies of a facility.

**For example:** HVAC systems, roofs, windows and doors, stairwells, etc.

EDUCATIONAL SUITABILITY ASSESSMENT

ESA SCORES DISTRICT-WIDE

The Educational Suitability Assessment measures the degree to which the facility supports teaching and learning.

For example: Security, technology in classrooms, desks and learning spaces, etc.

ESA pie chart values: 30, 9, 2, 24, 53
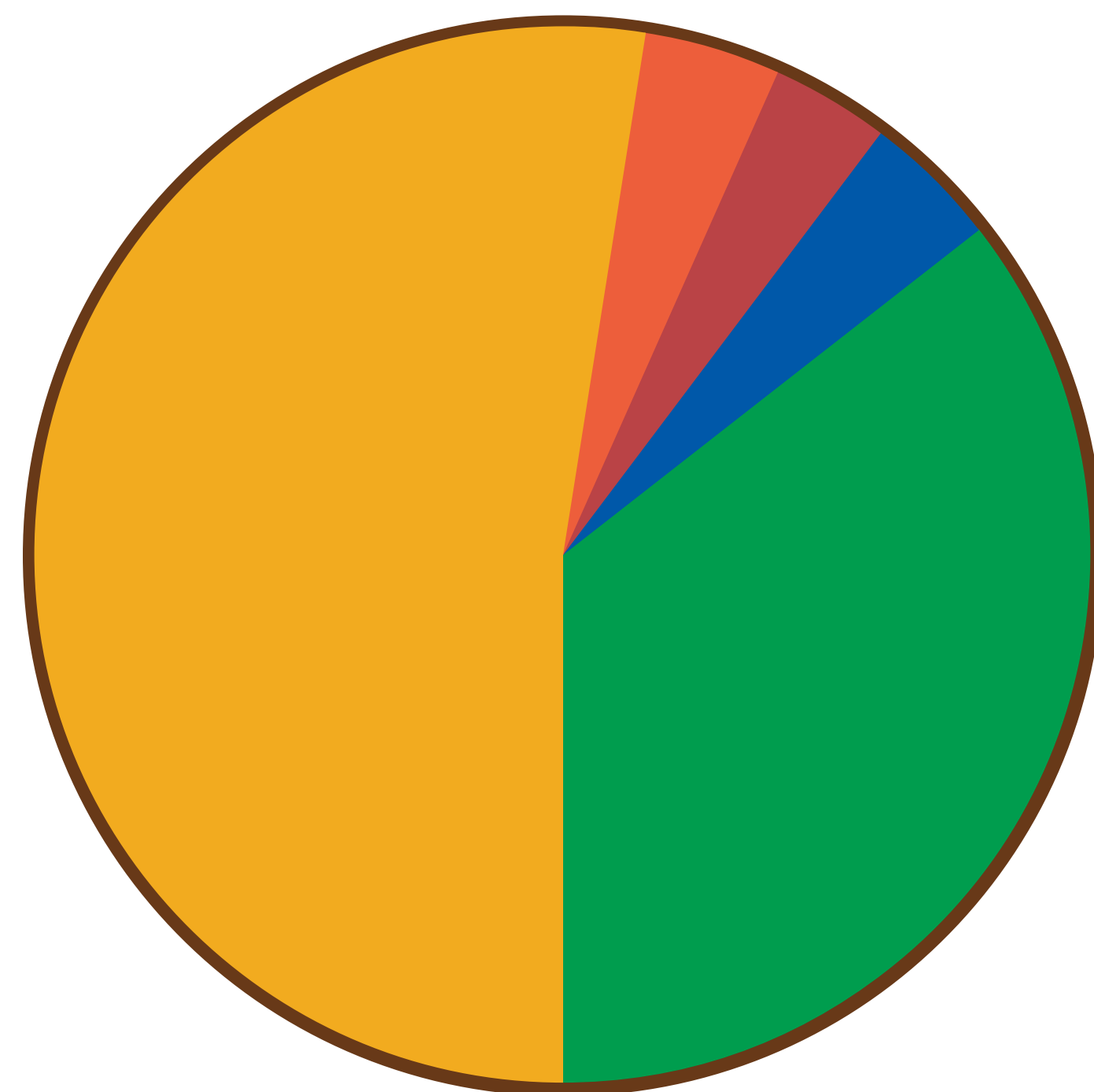
Legend:
- Very Poor
- Poor
- Average
- Good
- Excellent

Numbers = Schools that fall within that category.
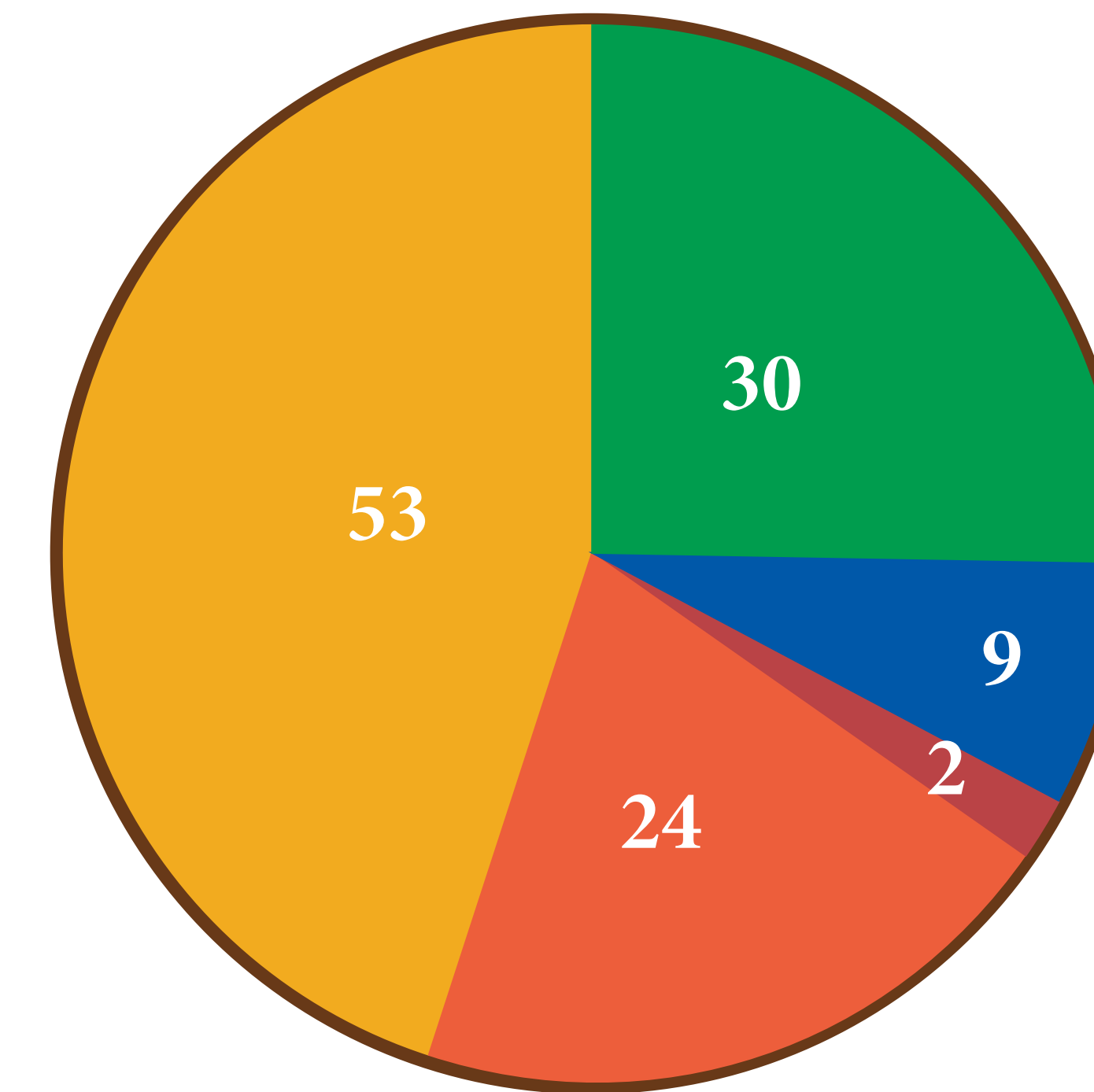
"Modernization" means bringing an existing building up to like "new" conditions consistent with AISD design standards for new construction projects. This may involve major renovation work or the full replacement of a building.

- **Flexible learning spaces in all schools; and;**
- **State-of-the-art technology in all schools;**
- **Community spaces:**

    a) dedicated meeting space at all schools to support parent and community organizations. This space should be of similar size to a classroom, have an option for secure access, and have restroom availability; and,

    b) dedicated space to provide wrap-around services to support community needs, such as after-school programming, mentoring, adult education, or health care. The size and programming of this space is dependent on the needs of the surrounding community; and should be incorporated into schools strategically throughout the district, within eight (8) geographic regions at a minimum.

Planning Strategies

Planning Strategy

What it Means

1. Focus on facilities with the highest need(s) based on objective data.

Based on data gathered from independent assessors, fix first what is clearly broken.

2. Implement a long-term modernization approach:
- Flexible learning space in all schools
- State-of-the-art technology in all schools
- Dedicated community space to support parent and community organizations at all schools and wrap-around services to support community needs, regionally as needed.

Take a long-term (20 to 30 year) approach to modernize facilities. Facility modernization should include improved access to technology and offer a variety of teaching and community spaces that meet the needs of each school community.

3. Balance needs of Planning Clusters and the desire to minimize operating and capital costs district-wide.

Look at the relative condition of schools within small geographic areas that share the same vertical team to determine the area's most critical needs, including the need to make efficient use of existing facilities.

4. Distribute projects across Planning Clusters using objective data.

Based on the AECOM facility condition assessments and educational suitability assessments, look at the relative condition of each small geographic area in comparison to other areas to determine the District's most critical needs and balance projects regionally.

5. Incorporate logistical considerations.

Make sure the number and amount of projects within each bond program is logical and "do-able" under current market conditions.

AUSTIN
Independent School District

Comprehensive Project Types

NEW — **New School Construction**

A new school may be built to reduce overcrowding or to accommodate an academic program.

RS — **Replacement School**

Demolish and rebuild a school campus as a fully modern facility serving the requirement of 21st-Century learning, may increase school capacity if necessary.

FM — **Full Modernization**

Replace and/or restore an existing school to like "new" and modern conditions, transforming it into a fully modernized school serving the requirements of 21st-Century learning, may increase school capacity if necessary.
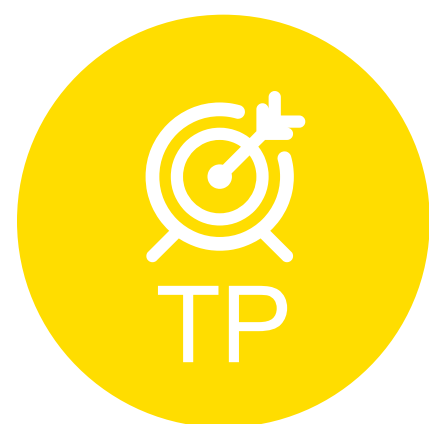
RENO — **Renovation**

Restore an existing school campus to like "new" and modern conditions, transforming it into a fully modernized school serving the requirements of 21st-Century learning, may increase school capacity if necessary.

RP — **Repurpose**

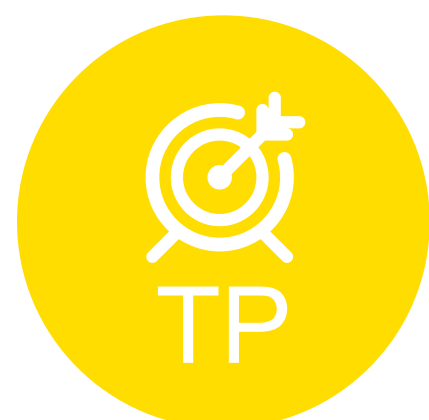Adapt an existing campus for another district or community use.

Targeted Project Types

TP

System(s) Upgrade

Short-tem effort for a limited range of building systems in advance of a major project (most likely for the newer buildings in the district).
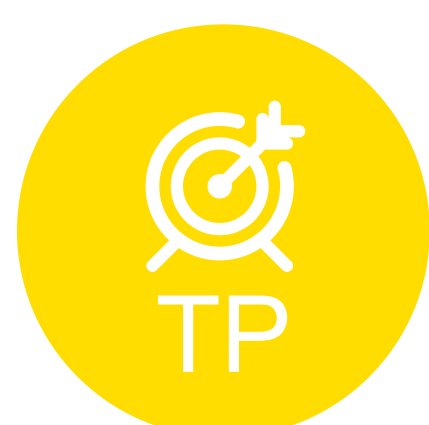
Examples include: *Air conditioning, lighting, roofing etc.*

TP

Renewal Project

Short-term building project to address a variety of educational suitability needs of the facility while waiting for a longer-term comprehensive project.

Examples include: *Classroom furniture, science labs, maker space, etc.*

TP

Reinvention Facility Upgrade

A specific project to support new academic initiatives.

Examples include: *Montessori School, World Languages & Cultural Immersion Academy*

School Consolidation Criteria

Our Commitment: Students impacted by a potential consolidation will be assigned to a school that has been modernized.

Round 1: Preliminary Identification as Candidate for Consolidation

1. Enrollment & Utilization: Does the school have a current rate and/or a historic trend of capacity below 75 percent?
2. Population & School Size: Does a school have consistent declining population (3-years or more)?
3. Geographic Proximity: Is there another school program(s) within geographic proximity that could be an opportunity for combining the two programs?

Round 2: Opportunities & Needs Review

1. Has the facility been identified for a comprehensive project based on its conditions?
2. Capital & Operating Cost Benefits: Is there an opportunity to maximize capital investments and ongoing maintenance and operational costs by combining programs to one site? (e.g. playgrounds and athletic fields)
3. Excess Space: Are there opportunities to improve the utilization rate of the existing facility to above 75%? (e.g., incorporating a new use such as community wrap around services or other partnership; grade level reconfiguration; new program or district leadership initiative)
4. Program Continuity: Would the consolidation either disrupt or potentially advance the continued opportunities for similar programs?
5. Transportation Impacts: Would the consolidation significantly impact travel time and/or transportation costs?
6. Facility Repurpose Options: Is there an opportunity to repurpose the consolidated facility to allow it to continue to serve the community?
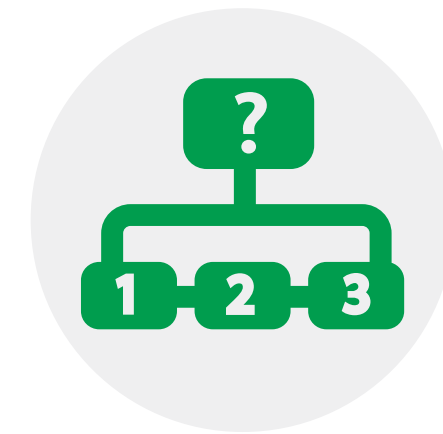
Round 3: Detailed Review of Other Factors & Engagement

In some cases, an additional review of Environmental Impacts may be needed to determine if site size would need to significantly change (e.g. traffic and drop off impact study, parking, utilities, etc.)

AUSTIN
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Academic Improvements | Building Improvements | Community Services

Ability to offer more diverse programming, expanded curriculum, and educational experiences

Ability to facilitate more specialized programming

Ability to expand before- and after-school programming

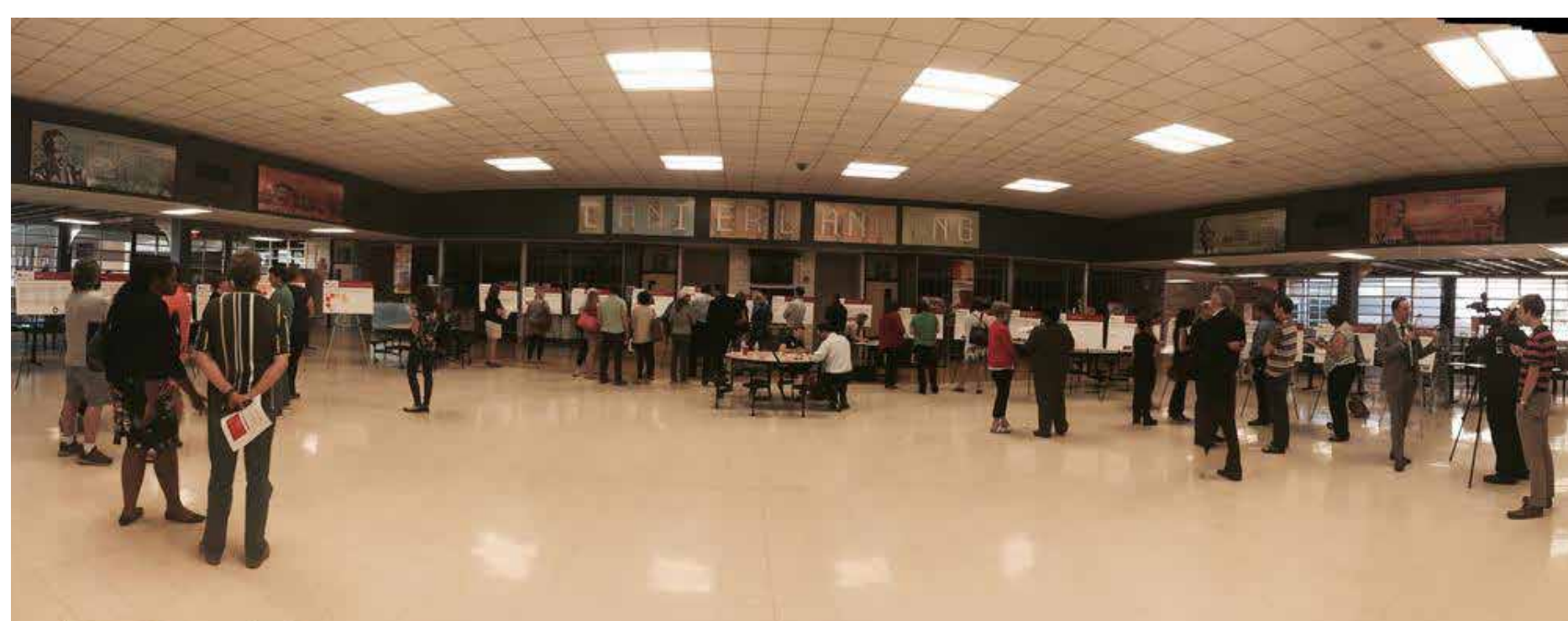Could improve teacher to student ratio for programs like Pre-K

Could provide more energy efficient building systems

Could expand health and wellness clinics to more of our AISD school campuses

AUSTIN Independent School District

Engagement Survey

At the beginning of the Facility Master Plan (FMP) Update we surveyed the community to find out how to best engage with you.

Community Collaboration Series #1

Community Collaboration Series #1 took place from April 30 – May 4, 2016. The primary objective of Series#1 was to begin to inform the public about the FMP update and what it hopes to accomplish.

Community Collaboration Series #2

Community Collaboration Series #2 took place from October 11 – 15, 2016. The primary objective of Series #2 was to seek feedback on planning strategies, modernization definition, and school trends and themes gathered from facility assessments.

AISD Future Cup

On September 10 and September 17, 2016 AISD hosted a soccer tournament at SoccerZone in South Austin. Dozens of teams and 300+ community members participated in the event and had the opportunity to engage with FABPAC members on the FMP update.

Collaboration Roadshows

Throughout the summer and fall AISD staff and FABPAC members conducted roadshow meetings at various community events and neighborhood association meetings. There have been more than 300 roadshows conducted to date.

Twitter Chats

AISD staff and FABPAC members have hosted two Twitter Chats on May 2, 2016 and October 6, 2016 (#AISDFuture) to engage community members on social media about the FMP.

Collaboration Opportunities

Community Collaboration Series #3

(January 24 - February 2, 2017) Receive feedback on preliminary FMP recommendations.

Community Collaboration Series #4

(February 21 - March 2, 2017) Receive feedback on refined preliminary FMP recommendations.

Community Collaboration Series #5

(May 2017) Receive feedback on November 2017 bond program proposal.

Collaboration Roadshow

Please let us know about your upcoming events, as we would love to attend to present information about the FMP Update and seek your feedback.

Online Collaboration

Community members can visit **www.aisdfuture.com** or email **future@austinisd.org** to learn more, provide feedback, and engage.

The ability to extend the classroom allows for a variety of learning activities, key for building the power skills.

Cafeterias become multi-use spaces for independent or group study. The natural light improves well-being.

Every space can be a learning space to provide students areas to collaborate.

Technology-filled, flexible learning spaces support self-paced learning.

Lee High School
Baton Rouge, Louisiana
Photo by: Michael Robinson

Lee High School
Baton Rouge, Louisiana
Photo by: Brandon Stengel

Kodiak High School
Kodiak, Alaska
Photo by: Ken Graham Photography

Falcon Virtual Academy
Colorado Springs, Colorado
Photo by: LaCasse Photography

Technology can be infused throughout the entire school experience.

A variety of seating allows all students to be comfortable while they learn.

Multi-purpose spaces provide possibilities for shared public use.

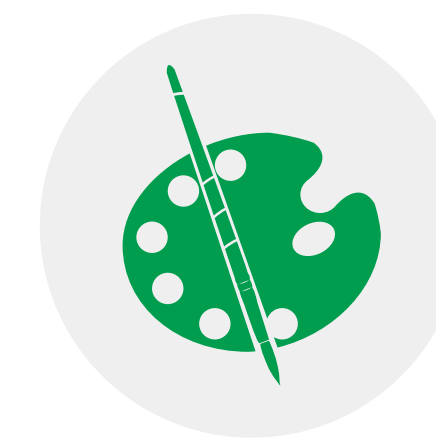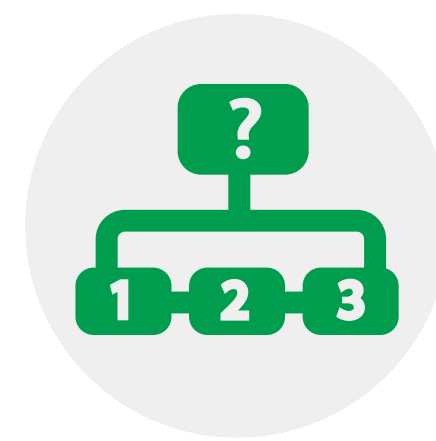**Accessibility features will be integrated into all facilities.**

Lee High School
Baton Rouge, Louisiana
Photo by: Michael Robinson

AUSTIN
Independent School District
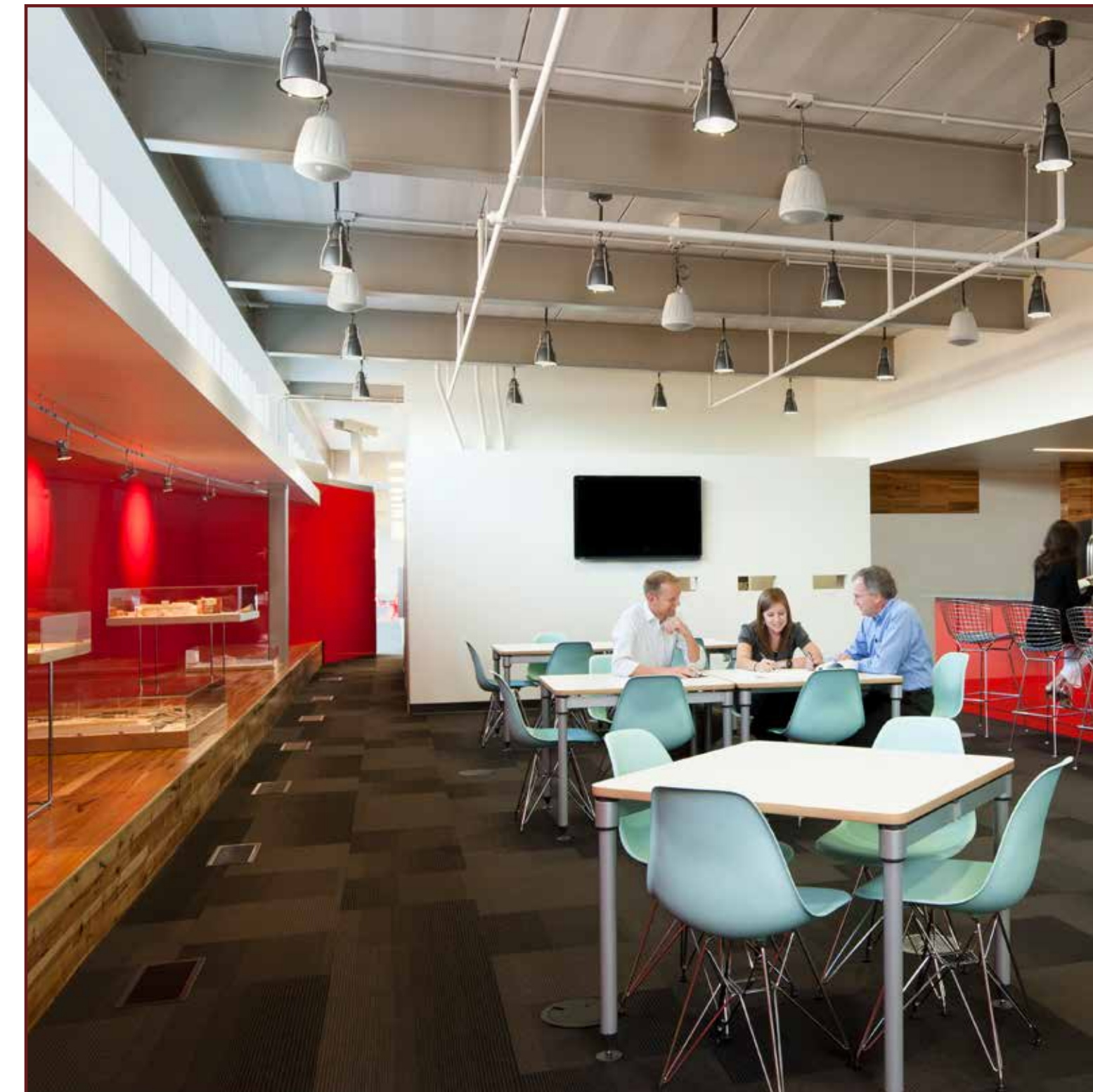
Academic Roadmap to Reinvention

AISD Designated "Power" Skills

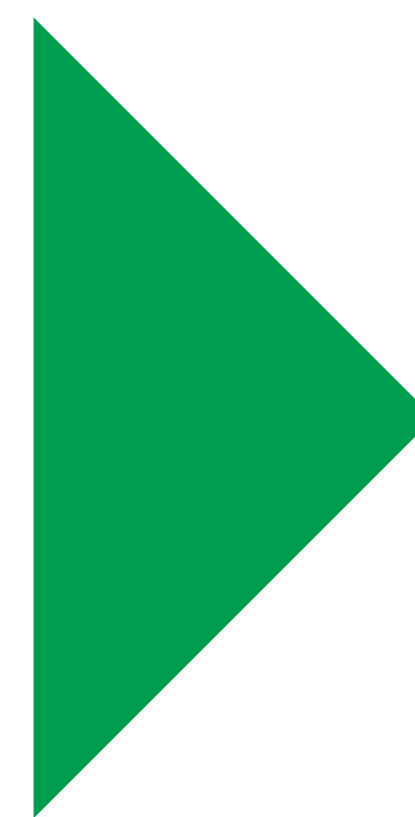**Collaboration | Communication | Connection | Cultural Proficiency | Creativity | Critical Thinking**
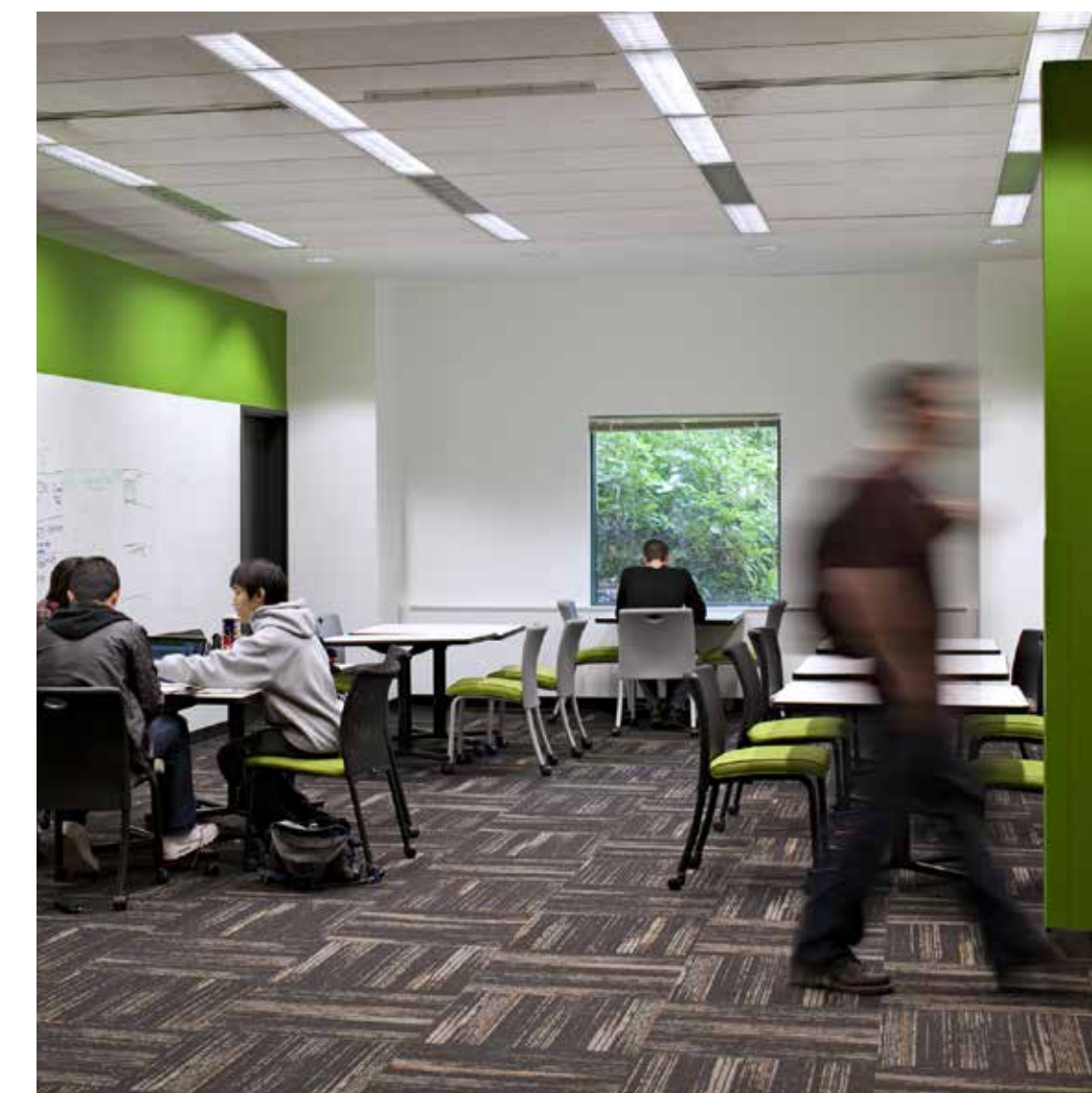
Past Learning Environment

- Rows of Students
- Lack of Lighting
- Standardized Learning
- Rigid Learning Space

Future Learning Environment

- Problem-Based Learning
- Social Emotional Learning
- Student Voice and Choice
- Flexible Learning Space

Academic Reinvention Projects (See handout for project descriptions)

New or enhanced academic programs to promote power skill development, increase equitable access to programming, and increase student enrollment.

Proposed Program	Location
World Language Academy	TBD
P-TECH Early College High Schools	Crockett High School, Lanier High School, LBJ Early College High School, Reagan Early College High School
A+ Federal Credit Union Partnership	Akins High School
Life Ready Autism Academy	Rosedale
Dyslexia Middle School Program	Covington (pilot); all middle schools
Fine Arts Academy Facility Enhancements	Blackshear Elementary, Covington Middle School, Lamar Middle School, McCallum High School
Montessori Program	Winn Elementary
Potential New South Magnet	Expand Liberal Arts Science Academy (LASA) at a central facility

Austin ISD Strategic Initiatives (See handout for more information)