



## Stage 4: Restructuring

*Forms to be completed and returned to SIRC by: March 15, 2008*

<b>Campus:</b>	Positive Solutions	<b>District:</b>	Positive Solutions Charter—San Antonio
<b>Campus Person(s) Completing Form:</b>	Pamela Solitaire	<b>District Person(s) Completing Form:</b>	Pamela Solitaire
<b>Title(s):</b>	Principal	<b>Title(s):</b>	Principal
<b>Contact Information: (phone/email)</b>	210-299-1025	<b>Contact Information: (phone/email)</b>	210-299-1025
<b>Date completed:</b>	March 12, 2005	<b>Date received by SIRC:</b>	<i>(to be completed by SIRC)</i>

In Stage 4, the LEA plans to undertake a major reorganization of a campus, making fundamental reforms, such as significant changes in the campus' staffing and governance. You will be required to present your Restructuring plan to TEA staff for review and discussion. Your restructuring plan will then be implemented at the start of the following school year, should the campus advance to Stage 5 of School Improvement.

*Once you have completed this form, please maintain a copy for your records and submit an electronic copy to the School Improvement Resource Center (SIRC) by March 15, 2008. Depending upon the Restructuring option selected by the LEA, additional information may be required. Please refer to the instructions for each Restructuring option and, if requested, include required information with the completed document as an attachment.*

*Please email an electronic copy to: [liz.garcia@esc13.txed.net](mailto:liz.garcia@esc13.txed.net)  
Subject: Stage 4 Form\_Campus Name\_Region Number*

Documentation requested on site visits conducted by the School Improvement Resource Center will focus on the restructuring action to be implemented.

Although the campus is in Stage 4 of School Improvement, some of the requirements for previous stages, including SES, must continue. Please ensure these requirements are also being implemented in the current school year (see below).

**STEPS FOR COMPLETING STAGE 4 RESTRUCTURING FORM**

- Previous Stage Requirements**      **NOTE: ALL STAGE REQUIREMENTS COMPLETED**
  - Notified parents of School Improvement status, School Choice options, and Supplemental Educational Services
  - Offer School Choice and transportation to school of choice
  - External technical assistance provided by LEA
  - LEA offered Supplemental Education Services (SES)
  - Revised the Campus Improvement Plan

- Create a Restructuring team** that could include members such as Superintendent, District Curriculum Director/Title I Director, Campus Principal/Administration, Teacher Leader(s), Technical Assistance Provider (TAP), Site Based Decision Making team member, parent, community member, and/or student. This team should work together to complete the following steps and determine which Restructuring option is best for the campus.
- Collect data**, including longitudinal data on student performance (assessments, rubrics, TAKS, etc.); campus climate; needs assessments; interviews with parents, teachers, and administrators. *(See Principal Planning Guide (PPG) on benchmarks/assessments.)*
- Analyze data and establish goals** to help determine areas of strength and areas in need of improvement. (Questions to consider may be: Why are we still in school improvement? What is keeping us from meeting AYP? What things have we already tried to this point? What strategies/programs have or have not been successful for our students? How are we evaluating each intervention? Are we failing all subgroups in all areas/specific groups/areas? Have there been successes that we can build upon? Goals should be based on areas of need as determined by campus data. A review of the Restructuring options should then be conducted to determine which option best meets the needs of the campus.
- Select a Restructuring option** that best meets the needs of the campus.
- Design a comprehensive plan for implementing the Restructuring option.** Establish a focus for content, individuals who will be involved, timelines, persons responsible for varying areas, etc.
- Determine a method for monitoring** the implementation and progress of the Restructuring option chosen.
- Set a timeline** for measurements and evaluation of progress.
- Parental Notification of Restructuring.** The LEA must publish and disseminate information regarding any Restructuring to the public and the parents of each student enrolled in the school identified for Restructuring in an understandable and uniform format and in a language that parents can understand. The information can be shared through such means as the Internet, the media, and public agencies.
- Complete Restructuring form** (pages 1-5 of this document, along with the corresponding page for the Restructuring option chosen) **and submit to SIRC office by March 15, 2008.**

**DOCUMENTATION OF STEPS FOR COMPLETING STAGE 4 FORM****Restructuring Team**

List the name and position of the restructuring team leader and the method of selecting the team leader:

Name:	Position:	Method of selecting leader:
Pamela Solitaire	Principal	Position

List the names, positions/or group represented (such as teachers, students, parents, community members, outside experts, etc) and methods for selecting them:

Name:	Position:	Method of selecting stakeholders:
Arturo Suarez	Superintendent	Leadership Team
Pamela Solitaire	Principal	Leadership Team
Lina Flores	Technical Assistance Provider	SIRC & Leadership Team
Beth Farr	Instructional Lead	Leadership Team
Norma	Student Facilitator/Counselor	Leadership Team
Ruby Torres	Staff Scheduler	Leadership Team
Sandra Medina	Staff Data Contact	Leadership Team
Patrick Brown	Teacher Instructional Cadre Leader	Leadership Team
Zandra Cardenas	Teacher Organizational Cadre Leader	Leadership team
Melissa Davis	Community Representative	Leadership Team
Ms. Alonso	Parent	Leadership Team
Joey Longoria	Student	Leadership Team

List any other stakeholders who will have input in the recommendation of a restructuring strategy and the method of input (i.e. public forums, public meetings, private meetings, surveys, etc.) in addition to how input is obtained:

Stakeholder(s):	Method of input:	How and when input is obtained:
Teachers	Focus Discussion & Cadre Meetings	Group meetings with TAP & Administration 1-2008
Teachers	Surveys	Data gathered, analyzed, assessed 2-10-08
Students	Surveys	Data gathered, analyzed, assessed 2-10-08
Parents	Public Meetings	Every six weeks
Administration	Meetings	Focus Discussions i.e. data, restructuring, CIP, evaluation, staffing
Students	Data Analysis	AEIS, AYP, academic results, special populations, attendance, graduation profiles; comprehensive data analysis charts to identify academic needs; at-risk student profiles.

**Who will be kept informed of restructuring decisions and progress, by what methods will stakeholder(s) be informed, and how often?**

Stakeholder(s):	Method of keeping stakeholder(s) informed:	How often:
Teachers	Cadre Meetings and Lunch Meetings	Weekly Tues. & Thurs.
Parents	Parent Nights, Letters, Committee Meetings & Student Facilitators	Monthly
Students	Notices, Letters, Phone Calls	Monthly
Restructuring Team	Restructuring Team Meetings	Weekly—Mondays and Wednesdays

### Data Analysis

Indicate the data used and the results of the analysis. Be sure to include longitudinal data to see progress over the last several years and to provide more reliable information on what areas are in greater need.

Data Collected	Analysis Results/Information Revealed/Areas of Strength or Need
Student Surveys & at-risk profiles for the Dropout Prevention Plan	<p><b>NEEDS:</b></p> <ol style="list-style-type: none"> <li>18% of students need transportation;</li> <li>29% want to increase time to advance faster; 10% want additional tutoring; 29% would attend tutoring in the school; 29% want to attend TAKS preparation classes;</li> <li>29% are working; 27% want an occupation certificate; <ol style="list-style-type: none"> <li>5% want to join the military;</li> </ol> </li> <li>96% of students are low-socio economically disadvantaged.</li> <li>Teen pregnancy affected 44% of 9<sup>th</sup> graders, 30% of 10<sup>th</sup> graders are parenting, 33% of 11<sup>th</sup> graders and 40% of seniors.</li> <li>89% of 9<sup>th</sup> graders, 90% of 10<sup>th</sup> graders, 78% of 11<sup>th</sup> grader have been retained.</li> </ol> <p><b>STRENGTHS:</b></p> <ol style="list-style-type: none"> <li>39% are interested in online courses, an indication of a potential initiative.</li> <li>53% own a computer, an indication of the potential to increase continued instruction in the home with increased technology opportunities.</li> <li>93% want to finish high school; 68% want to attend college, an indication that students are motivated to accomplish goals.</li> <li>Students have opportunities to attend all day classes, given the new restructured schedules as well as tutorial opportunities during the school day. Students attend attendance "attendance make-up" classes on Tues., Wed., and Thurs. from 5:00-7:30. Approximately 30% of students who attend "attendance make-up sessions" have shown progress.</li> </ol> <p><b>Recommendations:</b></p> <ol style="list-style-type: none"> <li>Ensure students receive opportunities for supplemental tutorials services beyond the school day.</li> <li>Examine (6 of 140 students) and increase the number of</li> </ol>

	<p>students who attend school for both 8:00-12:00 and 1:00-5:00 sessions.</p> <ol style="list-style-type: none"> <li>3. Extend online technology opportunities to continue credit accrual with continued work at home through login passwords and evidence of completion.</li> <li>4. Explore opportunities to provide business support for students to have computers at home.</li> <li>5. Continue to support weekly postsecondary education information sessions, testing, and scholarship opportunities through partnerships with San Antonio College and St. Phillips College.</li> </ol>
<p>Teacher Surveys on Student-Centered Learning and Focus Discussion</p>	<p>NEEDS:</p> <ol style="list-style-type: none"> <li>1. Teachers and administration are challenged to ensure integration of TEKS into their daily instructional modules and lessons.</li> <li>2. The cadre meetings need to focus on instruction---the "what and how" of teaching and learning.</li> <li>3. Teachers are challenged in their management of different courses and instructional levels of students which have already been reduced by the restructuring of schedules.</li> <li>4. The tutoring process needs to be defined: What is happening during tutorials? How are students being taught and is it effectively preparing students for TAKS? Are the objectives most heavily weighted</li> </ol> <p>STRENGTHS:</p> <ol style="list-style-type: none"> <li>1. Teacher surveys revealed that the school is a student-centered school where teachers are dedicated to student success.</li> <li>2. About 66% of the teachers are newly hired and experienced teachers.</li> <li>3. Math and Science staff development is providing instructional support for teachers.</li> <li>4. The restructured schedule offers teachers opportunities to focus on TAKS although they feel the time is still insufficient. Teachers are providing TAKS preparation two days a week and offering TAKS Blitz tutoring in preparation for the TAKS test. Different teachers are using different TAKS resources.</li> <li>5. Tutorial opportunities are extended to students during the day. Tutorial session beyond-the-school-day as well as during-the-day need to be evaluated: How many students are participating and what evidence exists to determine effectiveness (that tutorials are improving student academic performance)?</li> </ol> <p>RECOMMENTATIONS:</p> <ol style="list-style-type: none"> <li>1. Ensure all teachers are consistently using the TAKS study guides and uniform TAKS resources that model hands-on and interactive lessons for students.</li> <li>2. Set-up a teacher-mentor program to ensure new teacher orientation to curriculum and instructional programs.</li> <li>3. Define tutorials as direct teaching opportunities for teachers to reach students who are lacking prerequisite skills in reading and mathematics.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Complete Curriculum alignment to TEKS in June for 2008-2009.</li> <li>5. Evaluate the effectiveness of tutorial programs.</li> </ol>
AEIS	<p><b>NEEDS:</b></p> <ol style="list-style-type: none"> <li>1. The school's mobility rate is 78%.</li> <li>2. The dropout rate is a significant challenge because of the high mobility rate of 78%, an attendance average of 84.5%, and the limited credits accrual of students. For example, 40% of students with four years of prior high school have accrued an average of 10 credits when they enrolled in the school. This school is an open enrollment charter that serves all of the San Antonio school district schools. Therefore, the dropout rate increased from 4.9% in 2005 to 27.3% in 2006 due as a result of the new definition for a dropout excluding GED graduates. Results are pending for 2007.</li> <li>3. ELA decreased by 4 percentage points while Mathematics declined by 13 percentage points for the TAKS spring 2007 results.</li> <li>4. The enrollment rate has also declined from 311 in 2005 to 150 at the school start-up.</li> </ol> <p><b>STRENGTHS:</b></p> <ol style="list-style-type: none"> <li>1. The economically disadvantage subgroup TAKS results indicated a gain of 2 percentage points in ELA for the Economically-disadvantage subgroup. Although, the 06-07 Mathematics data indicated a significant decline, math teachers report that most students are showing progress ranging from a 1900 to 2100 scale score on the benchmark tests. The alignment of the benchmark tests to the TEKS tests is recommended.</li> <li>2. In all tests given (Summed across all grades), Table 6 of the Campus Improvement Plan (CIP), the economically disadvantaged subgroup made a 10 percentage point gain and the Hispanic and Female subgroups made a 9 percentage point gain.</li> </ol> <p><b>RECOMMENDATIONS:</b></p> <ol style="list-style-type: none"> <li>1. Examine factors impacting mobility and explore initiatives in an effort to decrease the mobility rate.</li> <li>2. Increase enrollment and attendance through demonstrated student academic success as well as media communication.</li> <li>3. Increase communication with students and parents concerning attendance and the importance and expectations to remain in the school for the duration of the school year to increase continuity of instruction.</li> </ol>
AYP	<p><b>NEEDS:</b></p> <ol style="list-style-type: none"> <li>1. The school is in stage 4 because of low performance in Mathematics. If the ELA performance measure is not met this year, the school may enter Stage 1 for Reading for the 2008-2009 school years. The 2006 TAKS results indicate a 52% passing rate of the 55% required in Reading last spring.</li> <li>2. There is a need to align the curriculum to TEKS to ensure TAKS mastery. The school is currently planning to align its curriculum to TEKS as well as to examine best instructional practices to promote</li> </ol>

	<p>student TEKS mastery through effective instruction and teacher training.</p> <p><b>STRENGTHS:</b></p> <ol style="list-style-type: none"> <li>3. The school has restructured instructional schedules, hired new experienced staff, and is providing staff development in Mathematics and Science as well as offering Accelerated Math and Reading classes.</li> <li>4. Additional laptop and classroom computers have been acquired as well as hands-on manipulatives.</li> <li>5. Parental involvement has increased with meetings every six weeks.</li> </ol> <p><b>RECOMMENDATIONS:</b></p> <ol style="list-style-type: none"> <li>1. Evaluate the impact of READ 180 on students' reading progress by profiling pre and post results.</li> <li>2. Explore extension of learning to the home with textbooks as well as lessons online.</li> <li>3. Evaluate the Accelerated Mathematics instruction through pre and post TEKS benchmark assessments with AEIS-It, TAKS release tests for instructional planning and TABE for diagnostic and placement purposes.</li> <li>4. Review TAKS blueprints and TAKS Information Booklets to ensure teachers understand what is tested with special attention to understanding the testing vocabulary and objectives that are more heavily weighted.</li> <li>5. Focus in instructional leadership to ensure implementation of research-based instructional practices for reading and math instruction.</li> <li>6. Administer skill checks (2-4 Questions) to assess student achievement on TAKS objectives being taught weekly or biweekly to expose students to test format, language, vocabulary, skills, and concepts for teachers to target TAKS objectives for daily tutoring as well as classroom instruction.</li> <li>7. Increase administrator's facilitation of instructional focus i.e. jointly examine data, identify strategies to address instructional issues and concerns, provide instructional support for teachers and students.</li> <li>8. Research and purchase resources that provide higher order thinking activities for each core subject area.</li> </ol>
Parent Meetings	<p>Six week's meetings held to inform parents of supportive services and to obtain input with an average of 30 or more parents in attendance.</p> <p><b>RECOMMENDATION:</b></p> <ol style="list-style-type: none"> <li>1. Continue parental involvement meetings which indicate a significant increase in parental involvement.</li> </ol>
At-risk Student Profiles for the Dropout Prevention Plan	<p><b>NEEDS:</b></p> <ol style="list-style-type: none"> <li>1. Analysis of at-risk student profiles of revealed primary factors impacting students: 29.43% of 9<sup>th</sup> graders and 32% of 11<sup>th</sup> graders dropped out. Primary reasons delineated in the leaver reports included: teen pregnancy/parenting, low-socio-economic status,</li> </ol>

	<p>and grade level performance of 3-4 years behind their grade level as indicated by prior retention rates as well as their reading and mathematics instructional levels.</p> <ol style="list-style-type: none"> <li>2. Reading is a significant factor impacting student performance.</li> <li>3. Academic performance is impacted by the students reading at least three grade levels below their grade level: 61% of 9<sup>th</sup> graders read at 6<sup>th</sup> grade, 76% of 10<sup>th</sup> grader read at 7.88 grade level, 74% of 11<sup>th</sup> graders read at 8.78 grade level, 73.6% of 12<sup>th</sup> graders read at 7.75 reading level.</li> <li>4. A high percentage of students are performing at least three levels below grade level in mathematics: 82% of 9<sup>th</sup> graders were performing at 5.88 grade level, 82% of 10<sup>th</sup> graders read at 6.4 grade level, 84% of 11<sup>th</sup> graders read at 7.58 grade level, and 84% of seniors at 7.75 grade level.</li> <li>5. Credit accrual is another significant factor impacting student academic performance: The average credits for 9<sup>th</sup> graders are 2.1, for 10<sup>th</sup> graders 7.89, for 11<sup>th</sup> graders 15.2, for 12<sup>th</sup> graders were 20.8. However, this year, 40% of 4-year high school students who enrolled had accrued and average of only 10 credits. Therefore, within a year, student are expected to earn at least 8-20 credits in order to meet graduation standards when they have only accrued 2 to 18 credits with about 5-6 years of prior high school experience since most of them have been retained.</li> </ol> <p><b>Recommendations:</b></p> <ol style="list-style-type: none"> <li>1. Provide supportive services for students based on three priority areas: teen pregnancy, socio-economic factors, and attendance.</li> <li>2. Direct teach to accelerate and build prerequisite skills in mathematics and reading through a collaboratively developed plan of instruction that targets students' TEKS non-mastery skills.</li> <li>3. Provide technology programs to accelerate instruction and extend learning to the home.</li> </ol>
PEIMS Attendance	<p><b>NEEDS:</b></p> <ol style="list-style-type: none"> <li>1. The average attendance for 2005 -2006 was 87.5% with an ADA of 164 and for 2006-2007 the average attendance percentage was 83% with an ADA of 111. This year's current attendance rate is 84.5%.</li> </ol> <p><b>STRENGTH:</b></p> <ol style="list-style-type: none"> <li>1. The school currently makes parent phone call daily, conducts parent conferences, and informs parents during parent nights and letters concerning attendance.</li> </ol> <p><b>RECOMMENDATIONS:</b></p> <ol style="list-style-type: none"> <li>1. Request TAKS data for incoming students from the ESC 20.</li> <li>2. Collaboratively solicit input from other charter schools as well as sending districts serving similar populations to investigate initiatives and strategies to retain students.</li> <li>3. Conduct an analysis of attendance patterns by grade level, grading period, and teacher as well as by individual students.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Analyze attendance data to determine enrollment and withdrawal patterns and reasons by grading periods to identify patterns of low attendance to create interventions.</li> <li>5. Develop a plan to improve attendance.</li> <li>6. Establish a daily preventative process and incentives to ensure students attend school daily.</li> <li>7. Establish student expectations for 90% attendance through parent notices and website communications of consequences for lack of compliance with compulsory attendance state laws.</li> <li>8. Orient parents and students to attendance requirements such as truancy court referrals and apply them.</li> </ol>
Dropout Rate	<p><b>NEEDS:</b></p> <ol style="list-style-type: none"> <li>1. The dropout rate for 9<sup>th</sup> graders was 29.43%, 28.47% for 10<sup>th</sup> grade, 32% for 11<sup>th</sup> grade and 15% for 12<sup>th</sup> grade. The highest dropout rate occurs in 9<sup>th</sup> and 11<sup>th</sup> grade. A significant increase in dropouts is due to the new definition for a dropout.</li> </ol> <p><b>RECOMMENDATIONS:</b></p> <ol style="list-style-type: none"> <li>1. Conduct an analysis of the impact of attendance and credit accrual on students who dropout.</li> <li>2. Initiate increased opportunities for credit accrual with technology and supplemental instruction, as well as scheduling options.</li> <li>3. Align curriculum alignment to TEKS and offer direct instruction that engages students and ensures student mastery.</li> <li>4. Evaluate the degree of implementation and effectiveness of the dropout prevention plan.</li> </ol>

### Establish Goals

After analyzing above data, identify goals to improve in areas of need. Be sure to include the indicators identified as not meeting AYP and address progress towards meeting standards in these areas.

Area of Need	Goal	Plan for Achieving Goal
<ul style="list-style-type: none"> <li>▪ Align the curriculum to TEKS to ensure that the curriculum modules and/or S-Scope provide lessons with the level of depth and rigor represented in the TEKS student expectations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Align the curriculum modules to the TEKS standards with the C-Scope curriculum as a resource as well as an instructional guide.</li> </ul>	<ul style="list-style-type: none"> <li>▪ . Align curriculum to TEKS by comparing API Modules and C-Scope to identify TEKS represented in Math and Reading to ensure all TEKS are incorporated in the curriculum and instructional scope and sequence used by teachers.</li> <li>▪ Follow C-Scope curriculum to assist in developing sequence for teaching objectives.</li> <li>▪ Research and purchase</li> </ul>

		resources that provide higher order thinking activities for each core subject area.
Assess means to strengthen instructional leadership and focus on the campus.	Ensure cadres focus on teaching and learning based on analysis of students' academic benchmark results to focus group and individual instruction on TEKS to ensure student mastery.	<ol style="list-style-type: none"> <li>1. Conduct weekly walk-through observations to address instructional needs, to reinforce school wide instructional focus, and to provide teacher support with professional development and resources, and instructional direction.</li> <li>2. Develop an instructional focus for the school leads by administrative team i.e. jointly examine data, identify strategies to address instructional issues and concerns, provide instructional support for teachers and students.</li> </ol>
<ul style="list-style-type: none"> <li>▪ Accelerate Student academic skills and concepts through integration, expansion of technology in school and extend learning to the home.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All students will be offered opportunities to access instructional technology programs that accelerate reading and mathematics at school and at home.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide technology programs to accelerate instruction and extend learning to the home.</li> <li>▪ Extend online technology opportunities to continue credit accrual at home through login passwords and evidence of completion.</li> <li>▪ Explore opportunities to provide business and college support for students to have technology opportunities at home.</li> <li>▪ Continue to support postsecondary education information sessions, testing, and scholarship opportunities through partnerships with San Antonio College and St. Phillips College.</li> </ul>
Accelerate instruction through direct teaching, hands-on manipulatives, modeling, student engagement, and classroom	Ensure students' are provided direct teaching by monitoring instruction through daily classroom observations as well as support,	<ol style="list-style-type: none"> <li>1. Focus in instructional leadership to ensure implementation of research-based instructional practices</li> </ol>

<p>monitoring of direct teaching to target student TEKS mastery.</p>	<p>interventions, and professional development.</p>	<p>for reading and math instruction.</p> <ol style="list-style-type: none"> <li>2. Integrate TEKS to daily instruction referencing C-Scope and aligned curriculum.</li> <li>3. Examine data, identify strategies to address instructional issues and concerns, provide instructional support for teachers and students.</li> <li>4. Review required TEK-related math manipulatives to ensure all classrooms are completely equipped.</li> <li>5. Continue to provide math lesson modeling by consultant.</li> <li>6. Ensure all teachers have updated TEKS as well as TAKS resources inclusive of blueprints, informational booklets, and websites; TAKS study guides, and research-based practices.</li> <li>7. Research and purchase resources that provide higher order thinking activities for each core subject area</li> </ol>
<p>Assess effectiveness of the tutorial program and define a process or plan of action for to conduct TEKS tutorials for students.</p>	<p>Direct teach during tutorials to accelerate and build prerequisite skills in mathematics and reading through a collaboratively developed plan of instruction/process that analysis and students' TEKS nonmastery skills</p>	<ol style="list-style-type: none"> <li>1. Review TAKS blueprints and TAKS Information Booklets to ensure teachers understand what is tested with special attention to understanding the testing vocabulary and objectives that are more heavily weighted.</li> <li>2. Increase focus on instructional leadership to ensure implementation of research-based instructional practices for reading and math instruction.</li> <li>1. Administer skill checks 2-4 Questions) to assess student achievement on</li> </ol>

		TAKS objectives being taught weekly or biweekly to expose students to test format, language, vocabulary, skills, and concepts for teachers to target TAKS objectives for daily tutoring as well as classroom instruction.
Evaluate the READ 180 and Accelerated Mathematic program interventions by profiling pre and post assessment results.	Adapt program interventions in READ 180 and Accelerated Mathematics based on pre and post assessment results.	<ol style="list-style-type: none"> <li>1. Evaluate the impact of READ 180 on students' reading progress by profiling pre and post results.</li> <li>2. Explore extension of learning to the home with textbooks as well as lessons online.</li> <li>3. Evaluate the Accelerated Mathematics instruction through pre and post TEKS benchmark assessments with AEIS-It as well as TAKS release tests.</li> </ol>
Assess the degree of implementation and effectiveness of the dropout prevention plan	Develop plans for specific intervention and support systems will be incorporated in Individual Graduation Plans (IGPs) for potential student dropouts that address attendance, credit accrual opportunities, as well as social, economic, and accelerated academic support by teachers, student facilitators, and administrators.	<ol style="list-style-type: none"> <li>1. Conduct an analysis of the impact of attendance and credit accrual students who dropout</li> <li>2. Initiate increased opportunities for credit accrual with technology and supplemental instruction, as well as scheduling options.</li> <li>3. Align curriculum and instruction to TEKS.</li> <li>4. Offer direct instruction that engages students and ensures student TEKS mastery.</li> <li>5. Evaluate the degree of implementation and effectiveness of the dropout prevention plan.</li> </ol>
Increase student attendance and decrease mobility rate.	Collaboratively solicit input from other charter schools as well as sending districts serving similar	<ol style="list-style-type: none"> <li>1. Analyze data to determine which instructional grading</li> </ol>

	populations to investigate initiatives and strategies to retain students.	<p>periods in the instructional process are impacted to identify patterns of low attendance to create interventions.</p> <ol style="list-style-type: none"> <li>2. Develop a plan to improve attendance.</li> <li>3. Establish a daily preventative process and incentives to ensure students attend school daily.</li> <li>4. Establish student expectations for 90% attendance through parent notices and website communications of consequences for lack of compliance with compulsory attendance state laws.</li> <li>5. Orient parents and students attendance to requirements such as truancy court referrals and apply them</li> </ol>
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### Restructuring Notification

The LEA must provide prompt notice to teachers and parents of the campus identification for restructuring with adequate opportunity for them to comment before taking action. Parents and teachers should also be invited to participate in the development of the restructuring plan.

**The LEA publishes and disseminates to the public and parents via the internet, media, and public agencies all information regarding any Restructuring.**

Method of sharing information regarding Restructuring (please select all that apply):

- letter
                         
  internet/website
                         
  public meeting  
 media
                         
  Other (please specify):

- A copy of the dissemination to public and parents regarding Restructuring is attached and submitted along with this form. The notification was disseminated on (date): [March 13, 2008](#).

## Restructuring Option

The LEA must create a *plan* for one of the following methods of restructuring. Please check the method of restructuring selected by the LEA. Each choice requires additional information detailed on the pages indicated.

<input type="checkbox"/>	1. Reopen the school as a public charter school, as permitted by state law under TEC §12, Subchapter C.	<b>See pages 6-8, &amp; 22</b>
<input type="checkbox"/>	2. Replace all or most school staff, which may include the principal, relevant to the failure to meet AYP.	<b>See pages 9-11 &amp; 22</b>
<input type="checkbox"/>	3. Contract with a private management company, which has a demonstrated record of effectiveness, to operate the school.	<b>See pages 12-14 &amp; 22</b>
<input type="checkbox"/>	4. State takeover, as permitted by state law under TEC §39, Subchapter G.	<b>See page 15-19 &amp; 22</b>
<input checked="" type="checkbox"/>	5. Any other <u>major</u> restructuring of school governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make AYP.	<b>See page 20-21 &amp; 22</b>

5. Any other **major** restructuring of the school's governance, arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress.

<input checked="" type="checkbox"/>	1. Changing the governance structure of the school to either diminish school-based management and decision making or increase control, monitoring, and oversight by the district. <b>Increase data-driven decision making, classroom monitoring of instruction, administratively lead instructional focus, curriculum alignment, and student academic supplemental services.</b>
<input type="checkbox"/>	2. Closing the school and reopening it as a focus or theme school with new staff or staff skilled in the focus area
<input type="checkbox"/>	3. Reconstituting the school into smaller autonomous learning communities (i.e. schools-within-the-school to better address the needs and interests of various groups of students)
<input type="checkbox"/>	4. Dissolving the school and assigning students to other schools in the district
<input type="checkbox"/>	5. Pairing the school in restructuring with a higher performing school (i.e. so that K – 3 grades from both schools are paired together and the 4 – 5 grades from both schools are together)
<input type="checkbox"/>	6. Expanding or <b>narrowing the grades</b> (i.e. narrow a K – 8 school to a K – 5 elementary school)
<input type="checkbox"/>	7. Changes in the school's governance:

**Reasons to support selecting this restructuring option.**

The school has implemented the option of replacing about 66% of its staff, restructured its schedule to offer full day instruction to students, and offers tutorials during the day, after school, and on Saturday. Several of the options are not applicable for this charter school as they apply more to regular school systems. Increased data-decision-making will inform instructional planning and school initiatives. Curriculum alignment as well as administrative instructional leadership and classroom monitoring will provide staff support and an instructional focus. Increased opportunities for students' to access supplemental, online courses, tutorials, and supplementary instructional services accelerate instruction for students to increase credit accrual.

**Next steps to consider in implementing this restructuring option.**

Hold weekly meetings with the restructuring team to assign tasks to analyze assessments/evaluation results of initiatives, examine recommendations, as well as define goals and plans of action.

Conduct meetings with parents to inform them and the students of the restructuring plan. Integrate plan of action into Campus Improvement Plan.

**Please provide a timeline with dates throughout the year set for planning, implementing, monitoring, evaluating, and possibly even revamping your Corrective Action.**

Weekly, monthly and six-weeks' meetings

**How will you monitor the implementation and effectiveness of your professional development choice?  
Who will be responsible for monitoring?**

Staff development needs assessments, classroom observations, as well as workshop evaluation forms will be used by the principal to develop a long-term staff development plan.



Stage 4: Restructuring Plan

School Name: Positive Solutions

LEA: Positive Solutions Incorporated

Restructuring Option Selected: Option 5: Other Restructuring Option

GOALS THAT ADDRESS THE RESTRUCTURING OPTION SELECTED	ACTIVITIES/STRATEGIES	MEASURABLE EVIDENCE OF PROGRESS	TIMELINES	RESOURCES
<i>(Goals that address each identified area in need of restructuring under the option selected)</i>	<i>(Activities / strategies planned to achieve the established goals)</i>	<i>(Methods of measuring program improvement and/or student performance)</i>	<i>(Timelines for activities / strategies)</i>	<i>(Resources needed to implement activities)</i>
<ul style="list-style-type: none"> <li>▪ Align the curriculum modules to the TEKS standards with the C-Scope curriculum as a resource as well as an instructional guide.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Align curriculum to TEKS by comparing API Modules and C-Scope to identify TEKS represented in Math and Reading to ensure all TEKS are incorporated in the curriculum and instructional scope and sequence used by teachers.</li> <li>▪ Follow C-Scope curriculum to assist in developing sequence for teaching objectives.</li> <li>▪ Research and purchase resources that provide higher order thinking activities for each core subject area.</li> </ul>	<ul style="list-style-type: none"> <li>▪ TEKS referenced chart with C-Scope, and content-specific modules</li> <li>▪ Teacher survey</li> <li>▪ List of resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ June 5, 2008—</li> <li>▪ July 30, 2008</li> <li>July 30, 2008</li> </ul>	<ul style="list-style-type: none"> <li>▪ Financial</li> <li>▪ Supplies and/or materials</li> <li>▪ Personnel</li> <li>▪ Region XX, Peterson, Carolyn Castillo</li> <li>▪ Accelerated Schools, \$13,375, Poole</li> <li>▪ TAP, Flores</li> <li>▪ Teachers, Instructional Lead</li> <li>▪ Principal, Solitaire</li> <li>▪ API and S-Cope Scope and Sequence, \$5,215</li> <li>▪ Principal, Solitaire</li> </ul>

GOALS THAT ADDRESS THE RESTRUCTURING OPTION SELECTED	ACTIVITIES/STRATEGIES	MEASURABLE EVIDENCE OF PROGRESS	TIMELINES	RESOURCES
<i>(Goals that address each identified area in need of restructuring under the option selected)</i>	<i>(Activities / strategies planned to achieve the established goals)</i>	<i>(Methods of measuring program improvement and/or student performance)</i>	<i>(Timelines for activities / strategies)</i>	<i>(Resources needed to implement activities)</i>
<p>Ensure cadres focus on teaching and learning based on analysis of students' academic benchmark results to plan instruction on TEKS to ensure student mastery.</p>	<ul style="list-style-type: none"> <li>▪ Conduct weekly walk-through observations to address instructional needs, to reinforce school wide instructional focus, and to provide teacher support with professional development and resources, and instructional direction.</li> <li>▪ Develop an instructional focus for the school lead by administrative team i.e. jointly examines data, identify strategies to address instructional issues and concerns, provide instructional support for teachers and students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completed checklists of Classroom Observations</li> <li>▪ Weekly Minutes, agendas, Sign-In Sheets</li> </ul>	<ul style="list-style-type: none"> <li>▪ September 3, 2008</li> <li>September 18, 2008</li> </ul>	<ul style="list-style-type: none"> <li>▪ Financial</li> <li>▪ Supplies and/or materials</li> <li>▪ Personnel</li> <li>▪ Sample Classroom Observation checklists</li> <li>▪ Principal, Solitaire</li> <li>▪ Instructional Lead, Farr</li> <li>▪ SIRC Principal's Planning Guide</li> <li>▪ Principal, Solitaire</li> <li>▪ Instructional Lead, Farr</li> </ul>

Stage 4: Restructuring Plan

School Name: Positive Solutions-San Antonio

LEA: Positive Solutions Charter Incorporated

Restructuring Option Selected: Option 5: Other Major Restructuring Option

GOALS THAT ADDRESS THE RESTRUCTURING OPTION SELECTED	ACTIVITIES/STRATEGIES	MEASURABLE EVIDENCE OF PROGRESS	TIMELINES	RESOURCES
<i>(Goals that address each identified area in need of restructuring under the option selected)</i>	<i>(Activities / strategies planned to achieve the established goals)</i>	<i>(Methods of measuring program improvement and/or student performance)</i>	<i>(Timelines for activities / strategies)</i>	<i>(Resources needed to implement activities)</i>
<ul style="list-style-type: none"> <li>▪ All students will be offered opportunities to access instructional technology programs that accelerate reading and mathematics at school and at home.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide technology programs to accelerate instruction and extend learning to the home.</li> <li>▪ Extend online technology opportunities to continue credit accrual at home through login passwords and evidence of completion.</li> <li>▪ Explore opportunities to provide business and college support for students to have technology opportunities at home.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Conduct student survey on internet accessibility at home.</li> <li>▪ Assess student progress with benchmark results</li> <li>▪ Tabulate online credit accrual and access to computers.</li> <li>▪ Tabulate number of students on dual credit</li> <li>▪ Tabulate enrolled in post secondary courses.</li> </ul>	<ul style="list-style-type: none"> <li>▪ August 27, 2008</li> <li>▪ September 22, 2008</li> <li>▪ October 8 , 2008</li> <li>▪ September 3,2008</li> <li>▪ January 16,2008</li> </ul>	<ul style="list-style-type: none"> <li>▪ Financial</li> <li>▪ Supplies and/or materials</li> <li>▪ Personnel</li> <li>▪ Odyssey, Supt. Suarez</li> <li>▪ Online accessibility, Supt. Suarez</li> <li>▪ Additional software</li> <li>▪ TAKS Coordinator, Farr</li> <li>▪ Civic Organizations</li> <li>▪ Principal, Solitaire</li> </ul>

<ul style="list-style-type: none"> <li>Ensure students' are provided direct teaching by monitoring instruction through daily classroom observations as well as support, interventions, and professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to support postsecondary education information sessions, testing, and scholarship opportunities through partnerships with San Antonio College and St. Phillips College.</li> </ul>	<p>Student count from Sign-In Sheets</p>	<p>End of each semester September 16, 2008 and May 15, 2009</p>	<ul style="list-style-type: none"> <li>Student Facilitators, Rodriguez</li> <li>Student Coordinator, Cortinez</li> <li>SAC Admissions Personnel</li> </ul>
<ul style="list-style-type: none"> <li>Ensure students' are provided direct teaching by monitoring instruction through daily classroom observations as well as support, interventions, and professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on instructional leadership to ensure implementation of research-based instructional practices for reading and math instruction.</li> <li>Integrate TEKS to daily instruction referencing C-Scope and aligned curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Completed checklists for classroom observations.</li> <li>TEKS referenced chart with C-Scope, and content-specific modules</li> </ul>	<p>September 3, 2008</p> <p>June 5, 2008</p>	<ul style="list-style-type: none"> <li>Principal, Solitaire</li> <li>Best Practices--Books</li> <li>Forms</li> <li>Region XX</li> <li>Accelerated Schools, Poole</li> <li>Principal, Solitaire</li> </ul>
<ul style="list-style-type: none"> <li>Ensure students' are provided direct teaching by monitoring instruction through daily classroom observations as well as support, interventions, and professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Examine student performance data to identify strategies to address instructional issues and concerns and provide instructional support for teachers and students.</li> <li>Review required TEKS- related math manipulatives to ensure all classrooms are completely equipped.</li> <li>Continue to provide professional development and math lesson modeling by consultant.</li> </ul>	<ul style="list-style-type: none"> <li>Student attendance, credits, benchmarks, and at-risk profiles.</li> <li>List of required math manipulatives obtained by grade level.</li> <li>Classroom Observations and Workshop Evaluations</li> </ul>	<p>Six Weeks Grading Periods</p> <p>June 3, 2008</p> <p>September 3—May 22, 2009</p>	<ul style="list-style-type: none"> <li>PEIMS, AEIS-IT,</li> <li>AYP, TAKS,</li> <li>Benchmarks</li> <li>At-risk profiles</li> <li>Instructional Team</li> </ul>
<ul style="list-style-type: none"> <li>Ensure students' are provided direct teaching by monitoring instruction through daily classroom observations as well as support, interventions, and professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all teachers have updated</li> </ul>	<ul style="list-style-type: none"> <li>TAKS Resources in Notebook;</li> </ul>	<p>August 11, 2008</p>	<ul style="list-style-type: none"> <li>NCTM Standards, TEA, DANA Center</li> <li>ACE School Consortium, Valdez \$10,000</li> <li>Region XX, SIRC, TEA, TAP, NCTM,</li> </ul>

TEKS as well as TAKS resources inclusive of blueprints, informational booklets, websites, TAKS study guides, and research-based practices.

Teacher survey on Use

etc.,  
 ▪ Principal, Solitaire;  
 Instructional Lead,  
 Farr

▪ Adapt program interventions in READ 180 and Accelerated Mathematics, and Accelerated Schools based on pre and post assessment results.

▪ Evaluate the impact of READ 180 on students' reading progress by profiling pre and post results.

▪ Evaluate the Accelerated Mathematics instruction through pre and post TEKS benchmark assessments with AEIS-It as well as TAKS release tests.

▪ Profiles of pre and post assessments.  
 ▪ Online course completion, credits

End of Semester  
 January 15, 2009  
 May 15, 2009

▪ Teacher survey

May 23, 2008

▪ Pre and post TABE results and benchmarks & Grades

October 17, 2008  
 May 15, 2008

▪ READ 180 system, \$12,000  
 ▪ Coordinator, Medina  
 ▪ Accelerated Schools, Poole

▪ Instructional Lead, Farr

▪ API Modules, TABE, AEIS-It,  
 ▪ TAKS Coordinator, Farr, Academic Coordinator, Torres

GOALS THAT ADDRESS THE RESTRUCTURING OPTION SELECTED	ACTIVITIES/STRATEGIES	MEASURABLE EVIDENCE OF PROGRESS	TIMELINES	RESOURCES
<i>(Goals that address each identified area in need of restructuring under the option selected)</i>	<i>(Activities / strategies planned to achieve the established goals)</i>	<i>(Methods of measuring program improvement and/or student performance)</i>	<i>(Timelines for activities / strategies)</i>	<i>(Resources needed to implement activities)</i>
<ul style="list-style-type: none"> <li>▪ Develop plans for potential dropouts of specific intervention and support systems within Individual Graduation Plans (IGPs) that address attendance, credit accrual opportunities, as well as social, economic, and accelerated academic support by teachers, student facilitators, and administrators.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Conduct an analysis of the impact of attendance and credit accrual on students who dropout.</li> <li>▪ Initiate increased opportunities for credit accrual with technology and supplemental instruction, as well as scheduling options.</li> <li>▪ Evaluate the degree of implementation and effectiveness of the dropout prevention plan.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student Profiles</li> <li>▪ List of Students in full day, tutorials, SES Services and online courses.</li> <li>▪ Review student data and task completion</li> <li>▪ Counselors' or Student Facilitator reports</li> </ul>	<p>March 15, 2008 for August 11, 2008</p> <p>May 30, 2008</p> <p>May 15, 2008</p>	<ul style="list-style-type: none"> <li>▪ Financial</li> <li>▪ Supplies and/or materials</li> <li>▪ Personnel</li> <li>▪ Superintendent, Suarez; SES, PEIMS Coordinator, Keamerer</li> <li>▪ Tutorials, Instructional Facilitator, Farr, Academic Coordinator, Torres</li> <li>▪ Attendance, Keamerer</li> <li>▪ Title I funds,</li> <li>▪ Counselors, Rodriguez</li> <li>▪ Student Facilitators, Perez</li> </ul>

<p>Solicit important data and input from sending charter schools and districts to investigate initiatives and strategies to retain students.</p>	<ul style="list-style-type: none"> <li>▪ Collaborative meetings with charter organizations</li> <li>▪ Analyze data to determine which instructional grading periods are impacted by low attendance to create interventions.</li> <li>▪ Develop a plan to improve attendance via daily preventative process and incentives to ensure students attend school daily.</li> <li>▪ Establish student expectations for 90% attendance through parent notices and website communications of consequences for lack of compliance with compulsory attendance state laws.</li> <li>▪ Orient parents and students to attendance requirements such as truancy court referrals and file.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attendance Data charts</li> <li>▪ Increase attendance by 10% by the end of the year 08-09.</li> <li>▪ Website and Letters,</li> <li>▪ Referral Process</li> </ul>	<p>March 12, 2008 Six Weeks 2008-2009</p> <p>May 30, 2008-- August 11, 2008</p> <p>August 25, 2008</p> <p>August 25, 2008</p>	<ul style="list-style-type: none"> <li>▪ Association of Charter Schools</li> <li>▪ Principal, Solitaire</li> <li>▪ TAP forms, Flores</li> <li>▪ SIRC Guide</li> <li>▪ Student Facilitators, Perez, Rodriguez</li> <li>▪ Principal, Solitaire</li> <li>▪ Attendance Coor, Keamerer</li> <li>▪ Online Research</li> <li>▪ Title I, SIRC PPG</li> <li>▪ Business Partner Incentives, Farr</li> <li>▪ School Districts</li> <li>▪ Principal, Solitaire</li> <li>▪ Student Facilitators, Perez, Rodriguez</li> </ul>
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