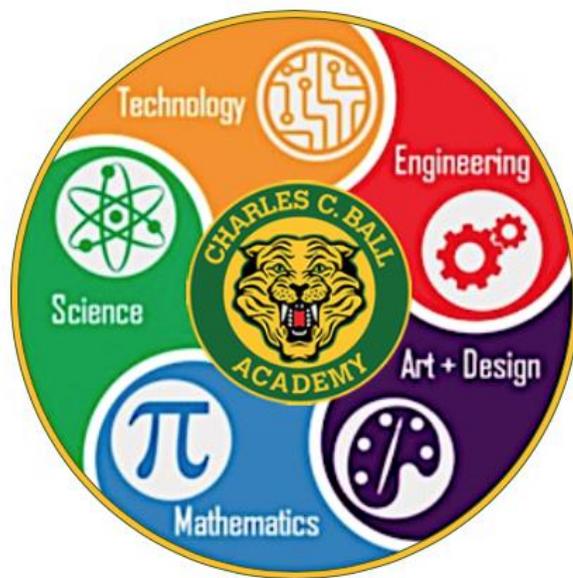


Charles C. Ball Academy
Application for In-District Charter



Data Reflection and Outcomes Analysis

Ball Academy is a Title I school located on the southeast side of San Antonio. It is considered an academy as it houses students from Pre-Kindergarten through 8th grade. The student population is truly diverse in its learning needs.

Student Population 2018-2019

Total Enrolled	635
Economically Disadvantaged	96%
English Language Learner	21%
Special Education	13%

However, this diversity has not hindered our instructional growth. In contrast, it has allowed our staff to develop, as Dr. Carol Dweck coined, a Growth Mindset to ensure a rigorous curriculum based on aligned academic standards for all students.

A) Data Submission

In the 2015-2016 academic school year, Charles C. Ball Elementary and Connell Middle School were combined to create Charles C. Ball Academy. The Academy was labeled as an *Improvement Required* (IR) campus by TEA, due to low test scores in all content areas.

At the end of 2016-2017, the first year as Ball Academy, the school was labeled as *met standard* and even earned a distinction from TEA. The following year, the school not only maintained its *met standard* status, but it also increased in distinctions. The table below shows the academic progress that the school has made since transitioning to Ball Academy. A *met standard* breakdown for each grade level, including writing and science, from the current year, is provided in appendix A.

STAAR Data (TEA rating)	2015-16 IR (Ball ES)	2016-17 Met +1 dis.	2017-18 Met +2 dis.
3rd Reading	52%	52%	66%

STAAR Data (TEA rating)	2015-16 IR (Ball ES)	2016-17 Met +1 dis.	2017-18 Met +2 dis.
3^d Math	43%	64%	78%
4th Reading	46%	58%	60%
4th Math	47%	52%	80%
5th Reading	57%	70%	71%
5th Math	57%	70%	89%
6th Reading	N/A	35%	52%
6th Math	N/A	46%	57%
7th Reading	N/A	N/A	41%
7th Math	N/A	N/A	61%

The school’s current process and procedures have set a stage for a culture of high expectations by engaging both students and teachers in:

- Growth Mindset
- Project-Based Learning (PBL)
- Data Driven Instruction
- Professional Learning Communities (PLC)
- Dual Language Program

The consistency of these five (5) elements is evident in the data (see Appendices A & B). As teachers’ process and procedures remain consistent, coupled with the school culture of high expectations and student engagement, instruction increases in both alignment and focus. Additionally, as the students’ engagement is increased by utilizing the above elements, the success rate is higher, especially for those in the primary bracket.

In reviewing the school’s report card from both 2016 and 2017, we can see how these elements show continual growth from one year to the next, and how they have allowed Ball Academy to close the gap and even be exemplary in the district.

STAAR data by subject		Campus	District	State
All Subjects	2017	22%	27%	48%
	2016	16%	24%	45%
Reading	2017	29%	29%	48%
	2016	22%	26%	46%
Math	2017	28%	26%	48%
	2016	18%	23%	43%
Writing	2017	37%	21%	38%
	2016	12%	23%	41%
Science	2017	18%	29%	52%
	2016	15%	28%	47%

Please note: data above shows percent at *met standard*.

The chart above not only shows an increase in data from year to year, but it also shows how Ball Academy has both reached and become exemplary in district data. In one category, *writing 2017*, the school was merely 1% away from attaining the state percentage.

While Ball Academy has not yet reached all state expectations, it has continuously closed the gap. In one category, it even outperformed the state’s percentage in *met or exceeded progress* ratings.

STAAR data compared to district & state		Campus	District	State
All Subjects	2017	60%	53%	61%
	2016	59%	55%	62%
Reading	2017	56%	53%	59%
	2016	62%	56%	60%

STAAR data compared to district & state		Campus	District	State
Math	2017	63%	52%	64%
	2016	56%	54%	63%

Ball Academy maintained the momentum of progress in 2018, which allowed the school to receive the TEA distinction in Postsecondary Readiness.

B) Challenges for our School

Ball Academy is making noteworthy progress while continually closing the learning gap in all academic areas; however, this is an ongoing process. After reviewing both the data and our students’ needs, we have determined the following to be our top three critical issues:

1. Mastery of ELAR Content

Specifically, in English Language Arts (ELAR) which includes both reading and writing. Our overall ELAR scores have increased throughout the years (See Appendix A); however, this change is inconsequential when compared to the other content areas. Using STAAR testing data along with teacher and parent input, it was determined that the low growth was due to the need for a consistent school-wide framework for reading, particularly in primary grades.

As mentioned earlier, the lowest STAAR scores on campus are that of ELAR. This is evident in all grade levels, hence our first indication that a consistent school-wide system was necessary. In July 2018, teachers from various grade levels collaborated to identify school-wide challenges and their root causes using the 5 *Whys* methods. The teachers believed that the low scores stemmed from concerns in the primary grades ELAR, particularly with *phonemic awareness*, or sight word acquisition. This created a ripple effect expanding to the upper grades where students continued to struggle with the ability to comprehend complex texts.

It is important to note that a reading and writing structure has been established that supports our STAAR tested grade levels. As is evident in the data, students have increased scores in the '50s to scoring in the '60s; in 5th grade, the scores are even in the 70's. Nevertheless, those strategies only support the STAAR tested grade levels. Hence, the cycle of mediocre performance in the lower primary grades is still evident.

2. Social Emotional Skills

Since 2016, the counselors have had an elevated number of student visitors. During seven months of the 2018-2019 school year, there were a total of 413 students who sought assistance from a counselor. While the specific content for the visits varied, the conversations repeatedly focused on how the students' emotions were distracting and disengaging them from learning. Some of the fundamental issues addressed were: low self-esteem, schedule changes due to conflict with others (teacher or students) and peer relationships.

There have also been situations where administrative assistance was required due to behavioral issues which turned into counseling sessions. For instance, there is a 1st-grade student who runs out of the classroom whenever he becomes upset and the administration must stop the student from leaving the building. When he is finally brought into the primary office, we discover that he was simply asked to do something, but he didn't want to do it; instead, he decided to leave class angry and upset. Accordingly, many students do not seem to possess the skill sets necessary to regulate their emotions; to express themselves in a manner that not only allows them to continue learning and growing but also allows the other students in class the same opportunity.

3. Declined Enrollment

This is a district-wide challenge and Ball Academy is no exception. In the last few years, there has been a decline in student enrollment at every grade level. Prior to Ball Academy's existence, enrollment at Ball Elementary was steadily decreasing, having at least three unused classrooms. During the first Principal's Coffee event in 2016, parents voiced concerns that safety at Ball Elementary was critical. On the other hand, Connell Middle School which was an in-district charter school at that time was closed even with exceedingly large enrollment numbers; with a population of nearly 600 students, two ACE units, and all classrooms used and at full capacity.

Currently, there are approximately 12 vacant classrooms at Ball Academy with the student population lingering around 600. Incidentally, the campus could sufficiently accommodate twice that amount along with the ability to provide several unique facilities to both the students and the community:

- 3 Gyms
- Football Field
- Auditorium with sound system
- Art Studio
- Band Hall
- Music Room
- Maker Space
- Community Garden
- Court Yard
- 2 Libraries

As we investigated further to find the fundamental rationale for the consistently low enrollment numbers on campus, we began by obtaining input from parents through exit interviews and project-based learning (PBL) presentations. The following are two reasons for what they believe is causing decreased enrollments:

A) Moving- most remain within the district while others went to a different school district.

B) Parents and community members have stated that there is a lack of awareness of the school's facilities and instructional programs available. This response required developing improved methods of communicating with the community, regardless if they attend Ball Academy. As soon as some parents become aware of the campus facilities and available programs, they want to enroll their children in Ball Academy. Admittedly, this is limited to a small number of parents and students as there has not been any intentional promoting of our school and we need to find opportunities and materials to further proceed to increase our enrollment numbers.

School Overview

In this section, we will share the mission and goals of the STEAM initiative, the desired model for this in-district charter. We will explain how the new systems will support our needed growths and help alleviate the challenges that our school faces. We will also provide an overview of how STEAM will support school culture, staff, community, and the district.

A) Mission and Goals

The mission of the school will be:

The mission of Ball Academy, a diverse family of learners, is dedicated to engaging all students; meeting individual needs while maintaining elevated expectations in a high-quality instructional environment; allowing opportunities for students to research, explore, and create through project-based learning strategies embedded in STEAM; to produce global, compassionate citizens that possess the skill sets necessary to be college and career ready.

Our ultimate goal is to ensure that all students are college and career ready when they leave our campus. To do this, we believe that we must address our three main school challenges as mentioned earlier by successfully meeting our five smaller goals (see Appendix C).

B) Academic Model

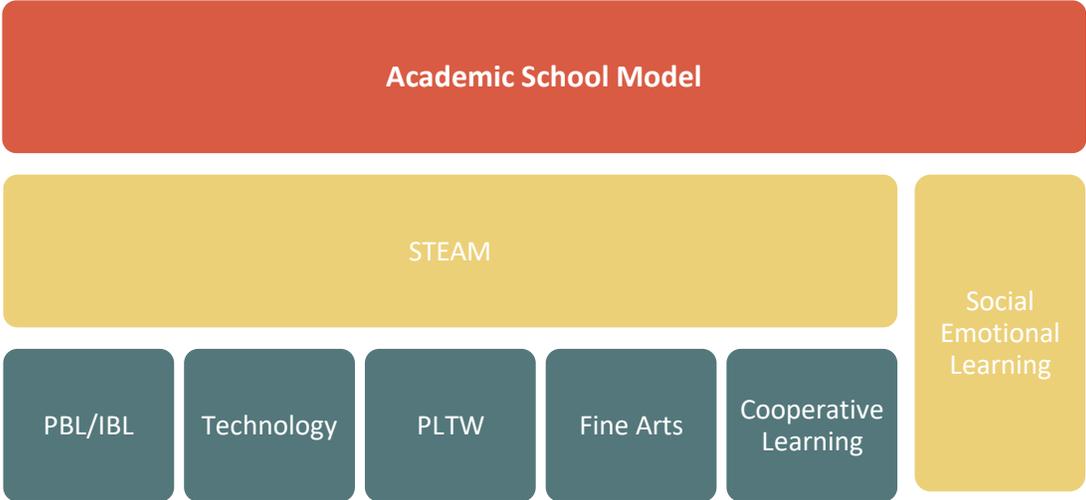
Since 2016, Ball Academy has been on a positive trajectory. Moving from an *Improvement Required* campus to a *met standard* campus with two (2) distinctions within two (2) years. We have been extremely excited with the progress made, nevertheless, we desire exponential growth in all content areas.

In addition, there has been an increase in student participation in Fine Arts courses, which includes Band, Art, and Technology. The number of students enrolled in these courses has tripled within the last three (3) years.

Elective enrollment	2016-2017	2017-2018	2018-2019
Tech App/PLTW	0	30	61
Art	18	41	85
Band	26	35	87

Moreover, a survey conducted by the students showed that students in 2nd through 5th grade also aspire to participate in Technology, Art and Band.

Accordingly, we believe that all students can learn at the mastery level and develop creative thinking skills through STEAM. In support of our mission, purposefully integrated STEAM lessons can produce students that are capable of transferring information across content areas and support the lifelong learning of students in this global technological society. We also believe that to be a productive global citizen it is necessary to provide emotional and management awareness. Social Emotional Learning continues to represent a large component in our school academic model.



STEAM

STEAM is a curriculum and instructional shift that focuses on **Science, Technology, Engineering, Liberal Arts, and Mathematics**. It began as a presidential initiative in 2011 when President Obama ignited a movement to instruct students in 21st-century skills to become globally competitive in STEM fields. In 2013, John Maeda, president of the Rhode Island School of Design, explained that liberal Arts (fine arts, music, design-thinking, and language arts) are critical components in innovation and should be incorporated, where appropriate, in the STEM learning process. This gave birth to STEAM.

We believe that STEAM will promote our mission by adding value to our students and supporting them in the future as they choose their path for responsibly and ethically contributing to society. Yakman 2010 explained that “we live in a world where you can’t understand science without technology, which coaches most of its research and development in engineering, which you can’t create without an understanding of the arts and mathematics” (p.17).

At Ball Academy, the STEAM model consists of four pillars:

- Project Based Learning/ Inquire Based Learning
- Technology
- Project Lead the Way
- Fine Arts
- Cooperative Learning

Each pillar supports our STEAM model and mission statement in a way that adds value to student academic growth.

Pillar 1: Project Based Learning (PBL) / Inquiry-Based Learning (IBL)

The goal of any public school is to ensure that students learn content. Our content is depicted by Texas state standards. For this reason, the Texas Essential Knowledge and Skills (TEKS) guide the integrated curriculum and rigorous instruction. At Ball Academy, instruction revolves around Project and Inquiry-Based Learning strategies.

PBL is the act of learning about various subjects integrated with one another. Students are guided to identify concepts by researching a real-world problem and collaborate to develop a solution using content evidence to support their claims. Teachers collaborate, coordinate and integrate their instruction to ensure students obtain a rigorous learning experience that also challenges them.

To illustrate, our 2nd-grade students were given the following problem: How does saving and/or spending money over time impact one's financial future? To respond to this, students had to learn about persuasive

writing. They read about entrepreneurship and formulated a plan on how to apply what they read to their lives; they decided to sell lemonades. Students then had to experiment with the lemonade recipe and consistency, build aesthetically appealing lemonade stands, ask for donations or loans to get their business going and then had to track the costs and earnings.

This is one PBL where teachers off **Math**, **ELAR**, **Science**, and **Art** (4 of 5 STEM subjects) collaborated, coordinated and integrated their content standards to provide students with a unique learning experience. Under STEAM, the engineering design model would have been introduced and explained to students to efficiently build their lemonade stands. This would have ensured that their creative and critical solving skills would have been used to help them imagine, plan, create, test and improve their lemonade stands.

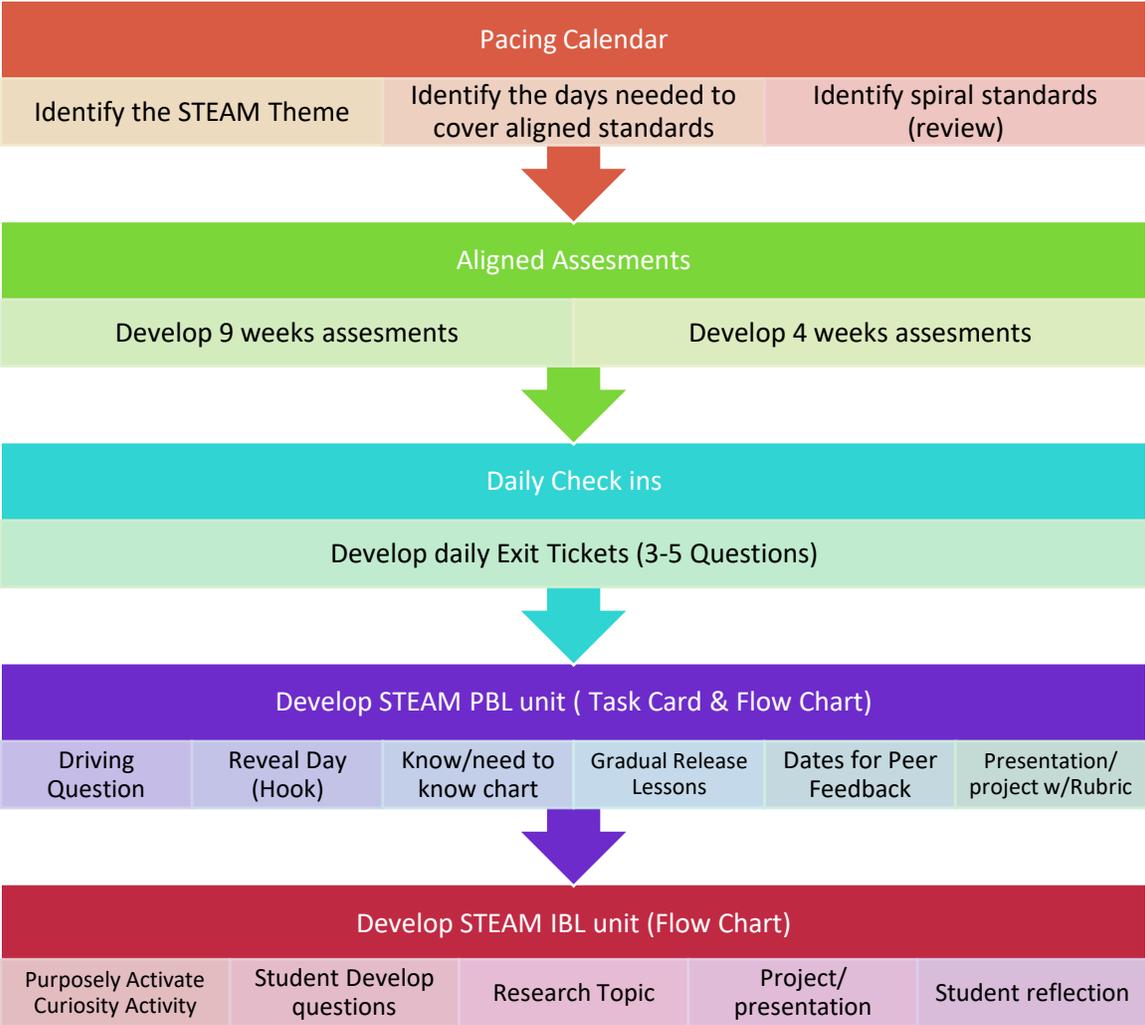
IBL is the act of stimulating students' curiosity. It is more than simply asking "what do you what learn?" It is also about purposely coordinating the environment and activity to trigger that curiosity. At this point, teachers release the authority of learning to students.

For example, our Pre-K class participated in *the hour of code*. Teachers presented a lesson where students learned directions (up, down, left, right) on a grid. On the second day, the teachers invited middle school students to demonstrate how to program robots using code (directions) to perform tasks. Pre-K students were able to hold the iPad and, with support from middle school students, code a robot. At the end of the lesson, the students asked, "can we build a robot?".

This IBL activity included **Technology**, **ELAR**, and **Math** (3 of 5 STEM subjects). It triggered the students' curiosity about robots while inspiring and motivating them to research and read about robotic engineering. Under STEAM, this activity would have involved the technology teacher and provide students with opportunities to explore using the iPad and robots more thoroughly. With STEAM, the *one hour of code* would be an integral part of the curriculum and not limited to one hour per year.

As seen in the examples above, it is simple to understand how STEAM enhances PBL/IBL units. Hence, at Ball Academy, successful STEAM implementation requires educators to purposefully coordinate, collaborate and integrate their content to produce effective STEAM units. Having this strong framework is essential, especially during the STEAM transition period. With this in mind, we have created a framework to support the planning for Steam units.

Framework for STEAM unit planning:



Each nine (9) weeks, teachers will require additional time to plan out STEAM units along with assessments and rubrics. There will be a minimum of four (4) STEAM units required per school year. The STEAM units must be embedded in either a PBL or IBL as illustrated in the chart above; being mindful that there is a difference in the planning stage. IBL is typically used for the lower grades, Pre-K to 1st grade, as they are still developing their communication and writing skills; but all STEAM units need to be integrated across the content areas.

The key to this strong framework is the collaborative planning among all teachers to purposefully integrate instruction in a coordinated matter which enhances academic performance at the highest level of rigor through STEAM.

Pillar 2: Technology

Another essential component in STEAM is technology. To ensure that our students are ready for a global economy, they must be able to use current technology to collaborate, create and communicate information fluently.

Therefore, we will be using the *Everyone Can Create* teacher guides from APPLE as an anchor to facilitate the development of STEAM units with a focus on technology integration among the different grade levels. All teachers will participate in this training and continue their instructional growth throughout the school year through Apple created webinars.

The *Everyone can Create* curriculum is a collection of project guidelines that bring creative expression to every subject by building and developing the student's communication of content through drawing, photography, video, and music. These guides help ignite creativity by providing the teachers with skills to support STEAM implementation in their content area.

Since technology is an essential part of STEAM, all teachers, to include Core, Electives, Special Education and PE will be trained on using Apple products in the classroom including but not limited to:

iPads
Apple TV

MacBook
Apple Software and Application

Teachers and administrators will need to obtain a school managed Apple ID to allow for full integration.

In addition to teacher training, technology in the classroom is essential for students as it allows them to not only to see from the teacher display but to also be able to interact with the content being learned through technology. Therefore, it is essential for 1 to 1 iPad correspondence in all classrooms, including elective courses in grades 2nd - 8th, and a 2 to 1 iPad correspondence in Pre-K - 1st grade.

Technology is not limited merely to the electronic devices that allow students to communicate; it also includes the physical space where thinking and collaboration take place to produce learning. In order to enhance the creative thinking of STEAM, students must have access to a learning environment conducive to creativity. This would include flexible seating arrangements in all classrooms, including electives, as well as in common areas. Common areas include, but are not limited to, libraries to reflect a true 21st-century media center, a maker space, computer labs, and an auditorium.

Technology, whether it is devices or environments, transformed by the implementation of STEAM allows our students to express their learning in a form that is conducive to their way of thinking. Our goal is that when entering a classroom at Ball Academy with a STEAM lesson, the first thing you will see is movement. The flexible seating allows students to engage in their learning in their own way. Manipulatives and technology in the hands of each child allow for engagement in both independent and cooperative learning

environments. You will feel as Hattie's (2009) stated that there is a high level of commitment and engagement in the learning task, from all parties involved.

Pillar 3: Project Lead the Way (PLTW)

PLTW is a national program that focuses on three (3) STEAM components: Technology, Engineering, and Science. It provides students with modules that engage them to discover, research, collaborate, and problem solves authentic, real-world scenarios through three (3) main strands: Computer science, Engineering, and Biomedical. Individual campuses can select one strand or can combine units from different strands.

In 2016, Ball Academy applied for a grant to start PLTW for the middle school. It was a way to provide students with a technology elective that would allow them to obtain high school credits. The goal is to provide all students with skills in computer science, engineering, and biomedical.

In the middle school classes, the teacher selected the models based on individual student needs to support the mission statement at Ball Academy. At that time, the goal was to provide students with a curriculum rich in computer science and engineering to better support their high school choices, such as Highlands High School or Cast-Tech High Schools. Teachers selected the following units:

- App Creator: Provides students with skills to computationally analyze and develop solutions to problems through mobile application development.
- Computer Science for Innovators and Makers: Provides students with programming skills by blending hardware design and software development.
- Flight and Space: Students build their knowledge of design through aeronautic exploration.
- Science of Technology: Exploring the impact of Nano-materials in physics and chemistry.

We believe that all students, specifically primary, can benefit from PLTW and learn about technology, engineering, and biomedical. STEAM will allow us to introduce these strands to our younger students by extending the day and providing teachers with professional development that will support their implementation of the PLTW modules.

Our goal is for teachers to choose the models they wish to implement based on the standards that they teach. PLTW has already vertically aligned the strands and additionally, any unit selected will enhance the student's comprehension of computer science, engineering, and biomedical as they proceed toward middle school where they will then be able to fully engage and master the content for exponential growth.

Pillar 4: Fine Arts

Fine Arts are defined as electives that are not core subjects but provide students with creative and critical thinking skills that allow them to creatively express themselves. Fine Arts is a component of STEAM and equally a pillar in our campus as we provide students with creative skills to communicate their knowledge.

Currently, our middle school students have a consistent schedule where they participate in Fine Arts such as Art or Band (we also have technology - see PLTW). Our primary students experience art or music on a less consistent, monthly basis.

Our primary goal for implementing STEAM is to allow for a more consistent Fine Arts schedule that encompasses additional courses that will engage our students and build their creative skills. By extending the instructional day we can guarantee a consistent schedule in the primary grades where Fine Arts can be attended weekly without disrupting the core content learning. In addition, we would like to expand our choices to include theater arts, multimedia production, involving digital music, photography, and video production.

Pillar 5: Cooperative Learning

A repeated theme in almost all pillars is collaboration. Providing students with cooperative structures so that they can communicate effectively and efficiently as they collaborate to complete a task is essential for STEAM unit success.

Having a consistent, strong school framework for implementing and executing collaboration is essential for student academic success and continues to support our mission statement. Having a common language within the grade levels allows students to focus on the learning, rather than solely on the structure. Therefore, at Ball Academy, we will be using Kagan Cooperative Structures to guide our collaboration framework and to provide our students with the necessary skills for collaboration.

Kagan Cooperative Learning is a nationally recognized program that focuses on engagement through collaboration. The structures associated with this program allow for an increase of academic achievement, improve student relationship, enhance self-esteem, reduce discipline and develop students' social skills.

A teacher using Kagan structures can provide students with the vocabulary necessary to intelligently engage them in academic conversation and monitor their collaboration through either time or turns; which provides all students equal opportunities to engage in the learning process.

Kagan Cooperative Structures also focuses on the social skills that provide students with sentence stems to better communicate agreements or disagreements as well as providing them with tools for self-awareness. This gives students more control of their actions and behavior, further allowing them to engage in their STEAM units and provide them skills to support their social emotional learning.

Social Emotional Learning (SEL)

During 2016, several changes took place at Ball to ensure the academic success of students, and change the *Improvement required* status to *met standard*. One of these changes was the introduction of project-based learning (PBL) to the school system. Another adjustment was to initiate a growth mindset

Hence, growth mindset systems were introduced, to support both students and teachers. Ball Academy adopted Dr. Dweck's definition of Growth Mindset as "the belief that basic abilities can be developed through dedication and hard work." At the end of that year, Ball received *met standard* status from TEA and a distinction, two distinctions followed in 2017.

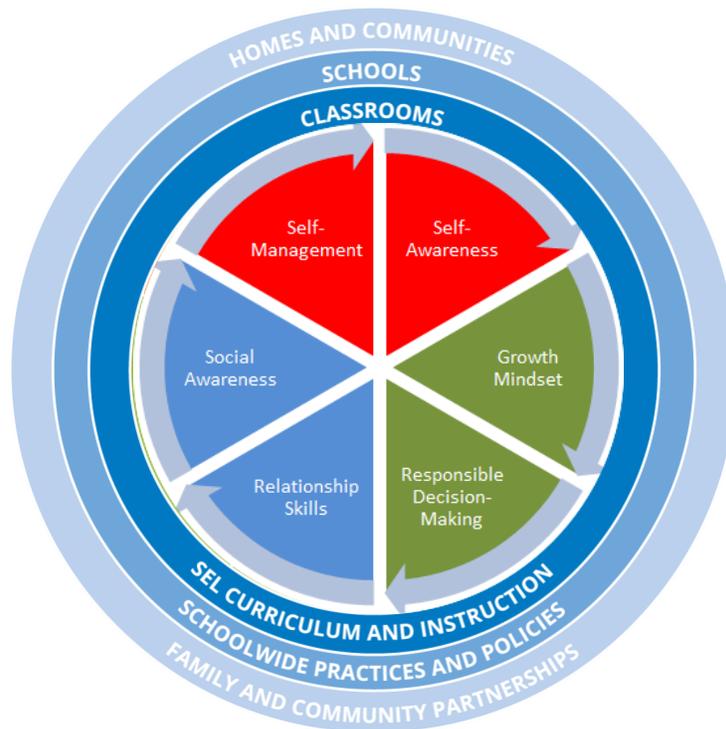
But our goal is exponential growth. So, as we collected data from the teachers, counselors, and administrators, we realized the growth mindset is just one portion of the issue. Student emotional growth and support is also needed to ensure academic success. This was particularly evident this academic school year where more than 400 visits to the counselor's office took place in under seven (7) months.

Hence, we believe that a social emotional learning curriculum will enhance our growth mindset structure and support the implementation of STEAM on campus.

At Ball Academy, social emotional learning "is the process through which children and adults understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (Dr. Adams, TCEA 2019). We believe that SEL will enhance the student's capacity to deal with daily tasks and challenges through:

- Integration of Skills
- Positive attitude
- Positive behavior

Using CASEL's framework of five (5) SEL competencies and our exiting growth mindset as part of these essential competencies, we believe that with time we can develop a strong system that supports our students' social emotional learning which will lead to exponential growth and academic success.



Our goal is for SEL & Growth Mindset to be evident in every classroom at the campus. But, to ensure implementation we have identified a time in the day that this will be taking place campus-wide.

- Kindergarten through 5th grade will conduct SEL weekly during early release days (Fridays).
- 6th through 8th grade will conduct SEL during Academic Mentoring
- During breakfast in the cafeteria, administration (principal, assistant principal, associate principal, counselor) will be able to interact with students in a non-academic environment and build positive relationships.

Because we are in the process of implementing the SEL & Growth Mindset Framework, we believe that some specific programs and PD will be needed to enhance and fully implement SEL on campus:

- Advancement Via Individual Determination (AVID), is a nationally recognized program that enhances students' skills to overcome obstacles and achieve success. For Middle school students and focusing on management awareness.
- Coca-Cola Valued Youth Program is an internationally recognized dropout prevention program. Ball academy has implemented it since 2016 and has noticed a significant drop in upper grades misbehaviors, increased attendance, and increased communication skills. The program is set up where middle school students work for pay with primary students in literacy or math fluency skills.

- Big Brothers, Big sisters is a national program whose primary goal is to prevent at-risk kids from becoming a statistic. Our goal is to have the mentors work with students who are at risk and to provide role models for them to support and guide their academic success.
- Kagan Cooperative Structures. To provide students with essential skills to collaborate with others while learning content and developing team building skills.
- Sensory Path is a bright captivating path that utilizes a series of movements to decrease behavior while increasing cognition. This will help students self-manage and be self-aware of behavior and find ways to turn negative habits into positive ones.
- Professional Development from CASEL to ensure an understanding of the competencies and implementation strategies.

In conclusion, we believe that our STEAM and SEL academic model will enhance our students learning and provide us with the exponential growth needed to close the academic gaps and support our students' academic and emotional needs so they can be college and career ready in a global society.

C) Data and Continuous Improvement

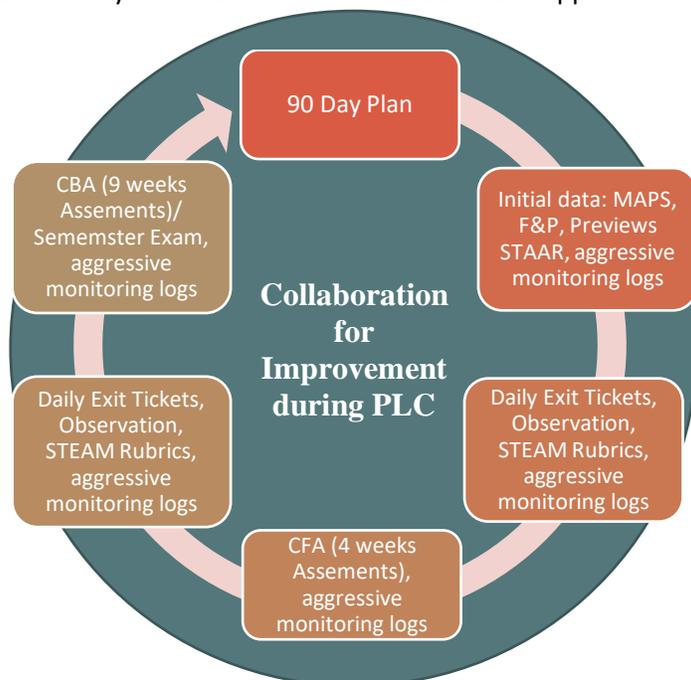
To ensure that we maintain growth and accomplish our goals, a variety of data needs to be continuously analyzed and monitored throughout the school year to ensure improvements. The types of data and protocol in this section is the same as the one established in 2016 that allowed Ball Academy the opportunity to obtain met standard with two distinctions. The only modifications will be adding STEAM components to ensure implementation. Some of the types of data collected are:

- Assessments: Common Formative Assessments (CFA), Common Based Assessments (CBA), MAP, F&P, Semester Exams, STAAR.
- Daily: Exit Tickets, Observation, aggressive monitoring logs
- STEAM unit: Rubric, Exit Tickets, Observation, aggressive monitoring logs

Our goals, as a STEAM campus, will be part of our 90-day action plan, which is the road map that provides clarity to priorities on campus. Hence, all data analyzed will serve to improve and modify the schools 90-day action plan.

To obtain a high level of clarity for school improvement, all parties involved in the success of students will need to collaborate, collect, analyze, reflect, on student growth. Hence, data meeting will take place during PLCs.

The graph below represents the cycle of how data and collaboration support school improvement.



As the graph above explains we do not rely on just one avenue for data collection, but a variety of numerical and qualitative data is essential from continuous improvement. Each data serves a specific purpose and is analyzed by specific individuals to achieve change, here are a few examples detailing the types of data, who is analyzing it, and how it improves instruction.

- To ensure standards are covered and mastered by students all teachers will conduct daily assessments through exit tickets. Exit tickets consist of 3 -5 questions aligned to the standards that were addressed that day. Exit ticket data are submitted daily to the administration team members, who monitor and provide feedback during PLC.
- To ensure mastery and comprehension of standards CFA, and CBAs are used. This teacher created assessments, which are vetted by the administration team, are monitored and tracked and using an instructional map (see Appendix F).
- To ensure performance during STEAM units a teacher created a rubric that aligns to the standards will be used to monitor student projects. Rubrics are vetted by the administration team, and data is provided daily to the PBL facilitator.

PLC Protocol

As stated at the beginning of this section, all data is discussed during PLC which will take place on Friday, and follow the PLC protocol. This protocol from *Solution Tree* focuses on three essential elements: ensuring that students learn, a culture of collaboration, and a focus on results. Hence, it's important to note that the academic success of any student is a collaboration effort between all teachers, from various grade levels and content, and from the administration.

To ensure that PLC is focused on student academic growth we will use the four critical questions of learning to guide our PLC conversations:

1. What is it we expect the students to learn?
2. How will we know when they have learned it?
3. How will we respond when they do not learn it?
4. How will we respond when they already know it?

We have added an additional question to ensure a focus on STEAM

5. How do we know when students transferred learning across content?

In addition, it's important to note that questions 3 and 4 will change once STEAM has been implemented to the following:

- 3. How will we respond when they have not learned it or show limited creativity?
- 4. How do we respond when they already know it or exhibit a large amount of creativity?

In addition, it is essential to look at all data avenues to improve the campus as a whole not just student instruction. Hence, ongoing teacher surveys will inform the administration of PD progress and the professional needs of teachers. These surveys will be conducted after each professional development session is completed. Data will be analyzed to ensure any changes that may be necessary before the next PD.

Finally, we would like to conclude this section by stating that continuous growth is a community effort, each member of the campus plays a role in analyzing, reflecting, and improving learning. Student and parents are part of this learning community and play an important role to ensure academic success. This is why AVID binders which will include trackers will support student's comprehension of their individualized data. Parents will be constantly communicated regarding their child's academic success and will be invited every 9-weeks to a SMART goal setting to meet one-on-one with their child's teachers and discuss different strategies to support their child's learning and creativity.

D) School Community Communications (Faculty & Family Engagement)

Communication is key to the success of any organization. At Ball Academy, we provide and will continue to provide, several avenues that reach out to the community. Communication opportunities need to engage and not just provide information; hence, a large portion of our school events will allow for interaction to facilitate the flow of information.

Family engagement: To monitor Family engagement, the school’s Parent Family Lesion (PFL) will keep track of sign-in logs, and provide the administration with feedback about the events through parent completed surveys. Event samples and systems are below

The cycle of Knowledge Sharing through Makers Fair:

In a school, the natural cycle of presentations is that students present to the parents what they have learned. In our case, we will add a twist to this cycle and start by having the parents present what they know. This cycle is broken down into two events, one for parents as presenters and another for the student as presenters.

Event	Maker Fair 1	Maker Fair 2
Presenter	Parents	Students
Topic	Fonts of knowledge (example, skills set, hobbies, career)	Content knowledge through a creative project (STEAM) (this is different than the STEAM Expo)
When	September Parents will be given a survey during Open House to vote on a time	March During the school day.
Communication	During Open House, PFL follows up, Flyers, Phone Calls, Teacher Communication	Flyers, Phone Calls, Teacher Communication, PFL follow up

STEAM Expo:

We currently conduct PBL expos on campus. Parents are invited to all PBL events regardless of grade level. During the event, students present their projects, and the community engages if the project is interactive, or votes for their favorite presentation. For our STEAM projects, we will follow the same system that we already have in place.

Event	STEAM Expo
Presenter	Students
Topic	Content knowledge through creative projects (STEAM)
When	When STEAM lesson is completed. Hence, there are no set days for Expo. They all take place during the school day to ensure all students have an opportunity to present their creative project.
Communication	Flyers, Phone Calls, Teacher communication, PFL follow up

SMART Goal Setting:

We currently conduct SMART Goals setting, as it provides the parents with an opportunity to collaborate with their child teacher one-on-one to support their child’s academic growth. In addition, it provides the students with the opportunity to ensure that they know what their weaknesses and strength are.

Event	SMAART Goal Setting
Attendees	Parents, Students, Teachers
Topic	Setting specific measurable attainable and relevant goals for students that have been achieved in a timely manner to allow for academic growth through the home and school support.
When	End of every 9 weeks, after reports cards.
Communication	Flyers, Phone Calls, Teacher communication, PFL follow up

Learning Celebration with technology:

At the end of the school year, we would like to provide the parents with an opportunity to celebrate their child’s accomplishments by hosting a technology presentation. So, throughout the school year, teachers will collect student products and set up in their classroom for a celebration of student learning.

Event	Learning Celebration
Presenter	Student interactively Displayed Products
Topic	Products/projects since the beginning of the school year
When	May Parents will be given a survey during principal coffee to vote on a time
Communication	Flyers, Phone Calls, Teacher communication, PFL follow up

We offer avenues that parents can attend and converse with school faculty, such as:

- **Open House:** Parents are able to meet and talk with teachers about classroom expectations, learning objectives, the support provided, and how best to keep communication lines open between the campus and the individual parent.
- **Monthly Principal Coffee:** Parents are provided with a monthly informal environment, where they can talk to the principal over coffee and pastries regarding concerns about their child learning, affirmations, or simply bounce ideas and ask for support for parental growth.
- **Fine Arts Extravaganza:** Where students perform or display their creative fine arts and technology project for their parents.

In addition to the above face-to-face communication, we provide digital avenues for parents whose schedules are not flexible or have transportation issues:

- **Facebook:** the school has an active Facebook page where parents can post or message the administration team with any questions or concerns in any language (English/ Spanish). We currently have a 24hr response protocol in place.
- **Teacher’s Class Dojo/Seesaw.** This tool is used by all teachers on campus and allows for a constant flow of communication between the school and parents. With a simple click, teachers can inform parents about the behavior of their child, post student work, or even have a digital conference through text.

Faculty Engagement: Current systems are in place that allows for a flow of communication between faculty members:

- **Administration Open Door Policy:** All administration team members are to provide time to address any concerns or converse with any faculty member to ensure school success.
- **PLC:** Weekly PLC meetings allow all team members to collaborate, communicate, and integrate ideas.
- **ACT Meeting:** Grade level leaders or department heads hold monthly meetings to ensure school protocols are running and to voice any concerns that need to be addressed by the administration team.
- **Grade Level Meetings:** Grade Levels hold monthly meetings to ensure grade levels needs are met. Admin is always available to attend the meeting if the team deems necessary.

E) Student Recruitment and Retention

As mentioned in our goals, retention, and recruitment is one of the most challenging goals that Ball Academy faces. Surrounded by several charter schools and having a high mobility rate, this component is a major focus to ensure success and population growth as a STEAM Academy.

We followed the district enrollment policies and procedures, and we used the T-STEM blueprint as a resource to develop our recruitment and retention structure. This section is divided into three components:

1. Recruitment

A big piece in our recruitment is explaining to the community the shift to STEAM. Currently, our community is aware that we implement project-based learning (PBL). For the last few years, parents and community experts have been invited to several PBL presentations. Hence, we will use this schema to inform them about the changes, by stating “We are ready to take PBL up a notch” / “Estamos listos para llevar proyectos vasados en aprendizaje a otro nivel”. Since we are a dual language campus all information will be provided in both languages. All our flyers and posters will include the idea that we are taking PBL up to the next level which is STEAM.

Currently, the superintendent requests that the principal is working on a recruitment plan that will be presented to the district in February. The plan will include:

- Marketing the school at local businesses, during the day and after school hours through flyers and setting up an information table.
- Block walk with our teachers around the neighborhood, and
- Promoting through social media will also be utilized.

Post Launch and Ongoing: Once we have officially launched the new instructional model several recruitment methods will remain in place for years to follow, such as:

- Teachers conducting block walks
- Marketing at local businesses through flyer distribution and display table information set up
- Recruitment during the PreK for SA event
- Advertisements through the school’s social media (Facebook, Twitter, school website)

In addition, we would like to add some new methods of communicating our school to the community such as:

- Promote during Experience SAISD event
- Conduct yearly tours for possible new candidates
- Conduct open performances open to all San Antonio residents to showcase STEAM products.

2. Open Access

Our goal is to provide a cultural efficacious learning environment for all students. Ball Academy has always served and will continue to serve a high economically disadvantaged population as a neighborhood school regardless of STAAR scores. Therefore, we will serve all students living within the Ball Academy attendance zone and students outside the attendance zone, whether they are in the

district zone or not. This will include Dual-language students and special needs students. All flyers provided to the community will state that we are an SAISD neighborhood school that serves all students.

3. Student Support and Retention

To ensure that students remain with us throughout their primary and middle school years, several support and programs will be implemented such as:

- Coca-Cola Valued youth program
- In school interventions
- Ambassadors – Principal student cabinet
- Big brothers’ big sisters
- Academic mentoring
- San Antonio Youth Literacy

In addition to programs, constant communication with parents and community is essential. Please see the school community communication section.

F) School Climate & Culture

Ensuring that our school is safe and engaging for all stakeholders is one of our top priorities. Systems for motivation and safety need to be set and implemented throughout the school year.

Awards and Recognitions: Teacher and staff at Ball Academy receive various awards. There is the teacher of the month, for outstanding performance. The GEMS monthly award for support staff that has outstanding performance. The Micky Mouse award for any teacher or staff that demonstrate positiveness and a problem-solving mindset. There is also the Magnificent Seven award, which is a weekly recognition for teachers who implement instructional strategies that they have learned from campus PD.

Students also receive various awards for their performances. There is the student of the month for those that demonstrate a positive character and academic progress. Mathemagician award for those students who have high scores in mathematics, one student per class receives an award. The golden pen award, for students that demonstrate creative writing.

An award that we will be starting is the parent award for great attendance because we know that it is the parent(s) that help get their children to school, whether it is driving them to campus or simply getting them up and ready.

Another award that will be taking place is the Creative Thinker award. Which recognizes students transferring of learning across content in a creative manner. This award will take place once every 9 weeks at first but will eventually change into monthly as teachers add more STEAM lessons to their curriculum.

Finally, the Creative Expression award, which focuses on the liberal arts and technology. This award recognizes students that exhibit creativity, critical thinking, and progress toward improving their fine arts, language, and technology skills.

Motivations: Morning motivation conducted by the school principal with all students during breakfast time in the cafeteria. This will help jump-start the day and provide an avenue for holistic teaching, and social emotional learning as students form bonds with the administration and with students in different grade levels.

Reducing Loss of instruction: Typically, if a student is misbehaving, causing harm to self or others, they are removed and sent home when deemed necessary. The removal of a student stops their personal learning causing them to return to class and be academically behind compared to the rest of their classmates which leads to them being unengaged.

Our plan is to develop a flipped OCI model with an assigned teacher. The idea is that instead of pulling a student out of class to send them home and losing classroom time, this OCI teacher (also known as the content specialist) will check in periodically throughout the day with the assigned students in their classrooms, so no instruction is lost. The Content Specialist may remain in the student's class a few minutes or for the class period if needed.

The flipped OCI model works as a transitional piece allowing students one-on-one support to fix their actions, turn their behavior around, and have a role model supporting them to be successful. The Content Specialist will have one-on-one conferences with the students throughout their assigned OCI time, will work with teachers to better support students, and will provide reports to parents and administration daily.

Social Emotional Learning: School safety and motivating students is essential for academic growth and success but, emotional support plays an important role in ensuring student engagement, positive behavior awareness, and positive relationships remain consistent. This is why SEL is essential and part of the school's curriculum. Taking place during early release for kinder through 5th and during Academic mentoring for 6th -8th SEL with its five competencies plus the growth mindset needs to be integrated. During SEL students will experience scenarios, literature, and teambuilding as part of the activities to engage students to provide them with the necessary skills to manage their emotions. In addition, during breakfast in the cafeteria students will be able to establish positive relationships with their teachers, vertical grade level teachers, administration, and colleagues in various grade levels daily.

Resetting the School Culture: Ball Academy was built on the foundation of Ball Elementary and Connell Middle School. In the last three years, the returning administration has worked tirelessly to ensure the one team, one campus, one goal dynamic is built. Yet, that one dynamic is far from being reached, with a constant reminder of two different names in the school buildings, neither of which is Ball Academy. Different school colors, (one is yellow and blue the other is yellow and green), and a different mascot (a knight and a tiger), makes it hard to represent one school or convince anyone that we are a united entity.

We would like the opportunity under district policy (magnet name change) to rename the campus, re-establish the school colors, the uniform, the mascot, and other symbolic elements so that we can emphasize a sense of unity and belonging with the help and input of the community and the students.

G) Proposed Autonomies

Our goal is to ensure the district’s vision through the academy’s mission. The mission of the STEAM Academy is to use 21st Century tools to personalize the education experience of our students by implementing a holistic approach through quality instruction, promoting awareness, the importance of creative thinking, critical thinking and problem-solving in STEM and Liberal Arts fields through Project-Based Learning and cross-curricular integration.

Therefore, specific needs, talent, professional development, and ways of operation are needed to ensure the mission is successful. The following are some of the autonomies needed to start but may also be required to continue the implementation of all components:

Type of Autonomy	Description
Talent	<p>Professional Development: According to Bambrick-Santoyo’s research, good teachers are trained to get better by the following:</p> <ul style="list-style-type: none"> - Extended PD is necessary at the campus. We are asking for 10 days of PD before the school year starts, with pay for teachers in the amount of \$25 per hour for 7 hours each day of the ten days and 1 day every 9 weeks for PD, for data analysis and collaboration, coordination and integration of STEAM /PBL units, this is in addition to the district's half-day PD at the end of every 9 weeks. - The autonomy to choose aligned, enhancing STEAM, and content curriculum through district or campus-based PD. Whether it’s at the beginning or during the school year. - The autonomy to set out PD agendas to ensure best practices that fit our campus’ needs. Which includes, working with community professionals on their site, consultants, and collaboration among teachers. - Teachers will be required to complete web-based PD at a time convenient to them, that does not conflict with face-to-face PD or PLCs. Web-based PD will have mandatory checkpoints that teachers must reach. - Finally, we would like the autonomy to conduct PD off-site that is related to STEAM project-based lessons. Such as but not limited to: <ul style="list-style-type: none"> • Apple Store • Texas A&M campus • Museums (such as but not limited to the Doseum) • San Antonio Zoo <p>This autonomy will address two things: 1) The teachers request for time and support for coordinating, collaborating and integrating STEAM. 2) Alignment of PD to students needs to properly prepare them for college and careers in a global society.</p>

	<p>Conference time we want the autonomy to determine how conference periods will be best utilized to best serve our student needs as stated in TE code section 21.404. We believe that this is done by:</p> <ol style="list-style-type: none"> 1) Analyzing student data 2) Contacting parents 3) Working with grade level/elective colleagues on lessons 4) Working with admin/ instructional coaches to grow instructional skills to better prepare student action plans <p>Finally, one conference time each week will be dedicated to PLCs. This will allow for planning for students' needs within the grade level, electives, special education, cross-curricular, and vertical alignment.</p> <p>This autonomy will support unity and alignment in coordination, collaboration, and integration across all contents by having a commonality in looking at planning, conferencing, and student data analysis.</p>
<p>Academic Programs</p>	<p>School Schedule</p> <p>We want autonomy to determine our school's schedule.</p> <p>The current schedule has a total of 2,250 minutes of instruction a week, with each day having 450 minutes of instruction. Our proposed schedule will have also will have 2,250 minutes of instruction a week, with four (4) days at 495min and one (1) day at 270min.</p> <p>We want autonomy to extend the learning day with a schedule of 8:00 AM start time and 4:15 PM end time. This will include:</p> <ul style="list-style-type: none"> - A 15-minute recess for Kindergarten – 5th grade - 30-minute lunch for PreK – 8th grade - A 15-minute outdoor inquiry time for Prekindergarten-3rd grade - All grade levels will participate in performance Liberal Arts class such as, but not limited to, Art, Music, digital media, coding, instrumental music, and computer science. - Built-in intervention/academic mentoring time <p>One day a week we will release early with an 8:00 AM start time and a 12:30 PM end time. Parents voted for Friday to be an early release for students.</p> <p>This autonomy supports the full implementation of STEAM, specifically fine arts, across all grade levels. By allowing extend the time we can design a consistent schedule for arts, music, and technology. Not having extended time will limit the integration of STEAM across the campus. It also supports the integration of SEL by providing time during the day to embed the competencies.</p> <p>The early release supports collaboration among teachers, so they can better integrate their lessons and coordinate teaching strategies.</p>

	<p>Curriculum We want autonomy to establish the school curriculum. The campus would like to use TCMPC as the main resource for content but the STEAM and PBL lessons will drive the order of the standards and the student data will drive the spiral calendar.</p> <p>Assessment Since assessment is a measure of what students have been taught, the school is requesting that school is allowed to choose between district assessments and school developed CFA, CBA, semester exams. Our goal is to ensure alignment to the standards that have been taught through the STEAM units within the 9-weeks/semesters. It's important to note that the school will continue with MAP, F&P, and state assessment exams. Finally, we would like to add the ESTAR/MSTAR to ensure Algebra I students are prepared before they reach^d 8th grade. This is a TEA product created to ensure students success in upper-level mathematics.</p> <p>These autonomies support the development of an integrated, standard-aligned STEAM unit that is not constrained to a calendar, but conducive to the learning needs of the students. This autonomy also allows us to check for understanding using teacher created tools, vetted by the administration team, to ensure STEAM implementation.</p>
Operations	<p>Budget: We would like the autonomy in having a flexible school budget. Allowing us to alcoate fund to better support our students STEAM needs.</p> <p>We are seeking this autonomy due to the limitation obtain when trying to provide our students with services and or materials for their project-based learning. Our goal is to develop a STEAM budget that supports our teachers' lessons and provides students with services and tools necessary to be successful.</p> <p>Services: We would like the autonomy to choose the operational services for our campus and the autonomy to select our own vendors that will allow our teachers to fluidly work on aligning STEAM lessons without constraints of available materials and supplies.</p> <p>We are seeking this autonomy due to the limitation obtain when trying to provide our students with materials for their project-based learning. Almost all vendors did not carry the supplies needed for activities, or where not able to provide us with the supplies in a timely manner. Hence, this autonomy will fully support the implementation of steam and critical thinking, and creativity of our students.</p>
Other	<p>School-Wide Breakfast: We would like autonomy to decide where students will eat their breakfast. We want to use a push-in model in the school cafeteria for breakfast instead of breakfast in classrooms. This will allow for a vertical grade level partnership between students and teachers with daily communication and motivation and facilitated social emotional learning and holistic learning.</p>

	<p>In addition, it will allow the administration to provide a positive motivation face-to-face with the entire student body daily. (Relay Model)</p> <p>This autonomy will support our implementation of SEL and provide students with the opportunity to build relationships with colleagues and various grade levels, build relationships with teachers and administrators. It will support our goal of increasing attendance because we can start the day by identifying students that are missing and conducting phone calls to the home early in the day, reducing the loss of instruction.</p>
	<p>Flexible Environments:</p> <p>We would like autonomy to purchase specific furniture for classrooms, hallways, and community areas (to include but not limited to libraries, art studios, auditoriums, band hall, makerspace room) that promote: flexible seating, collaboration, technology integration, creativity, and more specifically the school's mission.</p> <p>This autonomy supports the creativity and critical thinking components in STEAM, by allowing students to choose a learning environment that is conducive to the way they think and learn.</p>
	<p>Libraries/Multimedia centers</p> <p>We would like autonomy to redesign the space to meet the needs of our students and align with the school's mission statement.</p> <p>This autonomy supports the creativity and critical thinking components in STEAM, by providing students with a plethora of spaces that allows them to collaborate and coordinate their learning and progress of STEAM projects.</p>
	<p>Technology Integration, Disposal, and Renewal</p> <p>We would like autonomy to purchase technology to ensure the implementation of the mission statement and to allow us to implement a third-party buyout program that will support renewing our technology in the future. This means that we keep the product for a certain number of years then sell it and use the funds to invest in new products.</p> <p>This autonomy allows us to achieve the one-to-one initiative to successfully implement STEAM on campus. It will also allow us to provide our students with up to date technology on a consistent basis.</p>

H) Capacity Applicant Leadership Team

At our campus this is known as the Innovation Design Team, to distinguish it from the existing leadership team that consists of the principal's administration cabinet. The team consists of five individuals, all employed by San Antonio Independent School District, and each bringing a specific outlook to the in-district charter that will support our continuous growth.

<i>Team Member Name (First and Last)</i>	<i>Current Role</i>	<i>Proposed Role at School</i>
Gregory Rivers	Principal	Mr. Rivers has opened another In-district charter giving him experience in communicating the mission and changes to staff and community. In

		<p>addition, he has a keen eye for systems and rubric development to ensure alignment.</p> <p>As principal of Ball Academy, he has ensured growth within a short period of time, removing the IR status in one year and obtaining distinctions two years in a row.</p>
<i>Nadiyah Al-Gasem</i>	Project Based Learning Facilitator	Dr. Al-Gasem has experience opening two in-district charter schools including Young Woman’s Leadership Academy. She also has experience developing and creating PD that aligns with standards and PBL.
<i>Lauren Gonzales</i>	Master Teacher	Ms. Gonzales is a 3 rd -grade teacher that has shown tremendous growth in a short time. In her first year in a STAAR level, she managed to obtain high MAP and STAAR scores that nominated her to be a master teacher immediately. She has integrated a minimum of 9 PBL lessons throughout the last 3 years.
<i>Carmen Iturralde</i>	Bilingual Master Teacher	Ms. Iturralde is a 4 th -grade bilingual teacher that has implemented to fidelity cooperative learning structure and has even provided school-wide training on several occasions. She also collaborates the development of a year-round PBL that has allowed for the publication of a school bilingual newspaper for the last 2 years.
<i>Deanna Johnson</i>	Art Teacher	Ms. Johnson is the art teacher who currently works with 80% percent of the student population between Kindergarten through 8 th grade. Ms. Johnson's students' work is displayed all over the district, she has incorporated herself with several PBLs and has also worked hard in incorporating ELAR into her Art lesson and bridges core and elective classes through cross-curricular integrative lessons.

I) Human Capital

"Working for systemic change and bringing innovative programs to scale carry substantial implications for each grantee's organizational capacity, centering on the available human capacity to do the work and on the management of the organization" (Daro & etl. p. 9, 2009). The goal for any organization is to set up systems that sustain and continue to improve long after the developers are gone. That is the motto that we want to apply to human capital at Ball Academy. Train, grow, coach others.

Retention and Professional Development:

To better serve our teachers and ensure that their needs are met to provide our students with engaging and rigorous instruction, we followed the *Urban School Human Capital Academy* system and provided our teachers with surveys throughout the year and analyzed them to identify the needs of teachers. We found four main components:

- Time: Teachers expressed a lack of time to plan PBL lessons, to collaborate with other colleges, and to ensure integration in the STEAM units.
- Training: Needed more support in the different component, and different programs used.
- Vertical alignment: Opportunities to collaborate with teachers in other grade levels to ensure student success.
- Support student behavior in class.

To address these concerns and ensure our teachers' needs are met under the in-district charter, we have provided them with:

- A) A weekly, 210 min, school-wide PLC where all teachers from all contents are present. This allows for vertical alignment, and time to collaborate, coordinate and integrate ideas to facilitate planning of STEAM units and ensuring lessons meet student needs.
- B) Extensive PD prior to the beginning of the school and continues throughout the school year. This will allow the teacher to implement strategies from day one and be provided with support throughout the year to ensure success. Several types of PD will be offered:
 - Teacher Summer Institute. 10-days of paid professional development to support initial implementation prior to the beginning of the school year. (July 22-Aug 2).
 - Four (4) additional PD days throughout the school year (see appendix I)
 - Web-based PD to be completed at the teacher's convenience.

To encourage professional growth and promoted a growth mindset across the campus. A badge system will be created, where the teacher can collect badges as they show evidence of PD implementation in the classroom. These badges will be posted on teacher doors and a digital version will be provided so it can be attached to e-mail signature and teacher site. This also allows opportunities for the teacher to train others who have yet to receive a badge.

- Teachers will also have the opportunity to attend conferences to increase their content and provide them with up to date best practices. Some of these conferences are TCEA, Coding Hour, Kagan Cooperative structure, Apple, PLTW, STEAM. To better support, teacher's administration will also be attending the various conference.

- School-wide implementation of SEL to build student skill set on behavioral awareness and to provide teachers strategies to support their students. In addition, we will be adding Sensory Paths around campus to provide another avenue for teachers to support their student’s behavior awareness and management skills.

Maintaining the flow of communication open is essential to ensure teacher needs are met, which will lead to student success. Hence, we have provided time and systems for teachers to communicate concerns and needs through on-going surveys, PLC, and meetings as previously stated.

Recruitment:

We will use the district site to announce any job openings that may arise. The job description will include the unique attributes and teacher or administration role that designs our mission statement and pillars.

Teacher Role	Administration Role
<p>To ensure the success of the STEAM mission all teachers must abide by the 5 pillars of the school. Teachers must also be willing to increase their technology pedagogy skill, collaborate with colleagues in different grade levels and contents and collaborate with professionals outside the education field. Teachers must be adaptable, creative problem solvers, solution-oriented, and always promote the mission of the school.</p>	<p>All administration at the campus must abide and promote the mission and pillars of the school. Administration team must also have a flexible schedule for administration meetings, PD planning, and meetings with stakeholders that may take place during or after school hours. The principal’s cabinet team includes, but is not limited to the principal, associate principal, assistant principal, PBL facilitator, instructional coaches, and counselors.</p>

All job candidates are to visit our community and school prior to the job interview. Our goal is to ensure that the best candidate for the position is assigned to it. For that we would want the autonomy to pull from talent management approved candidates.

Regardless of in-district or out-district, all candidates must be interviewed through the district created protocol and must meet proficiency in the rubric to be considered to teach at Ball Academy. This includes any in-district displaced teachers.

New Teacher Support:

All new teachers with 2 years or less of experience, will have independent support with an assigned teacher mentor and will meet monthly with mentor coordinator (assigned administration) who will conduct a teacher academy that provides instructional support to individuals new to the education profession.

Furthermore, teachers that missed the 10-day teacher summer institute will:

- Meet one-on-one with instructional coaches to obtain the content of all missed PDs (4-5 days)
- Be given one day to set up classroom

- Meet weekly with assigned administration for a length of time to be no less than 3 weeks and not to exceed 9 weeks for PD follow up and classroom implementation of strategies.

Constituent Map and Stakeholder Engagement

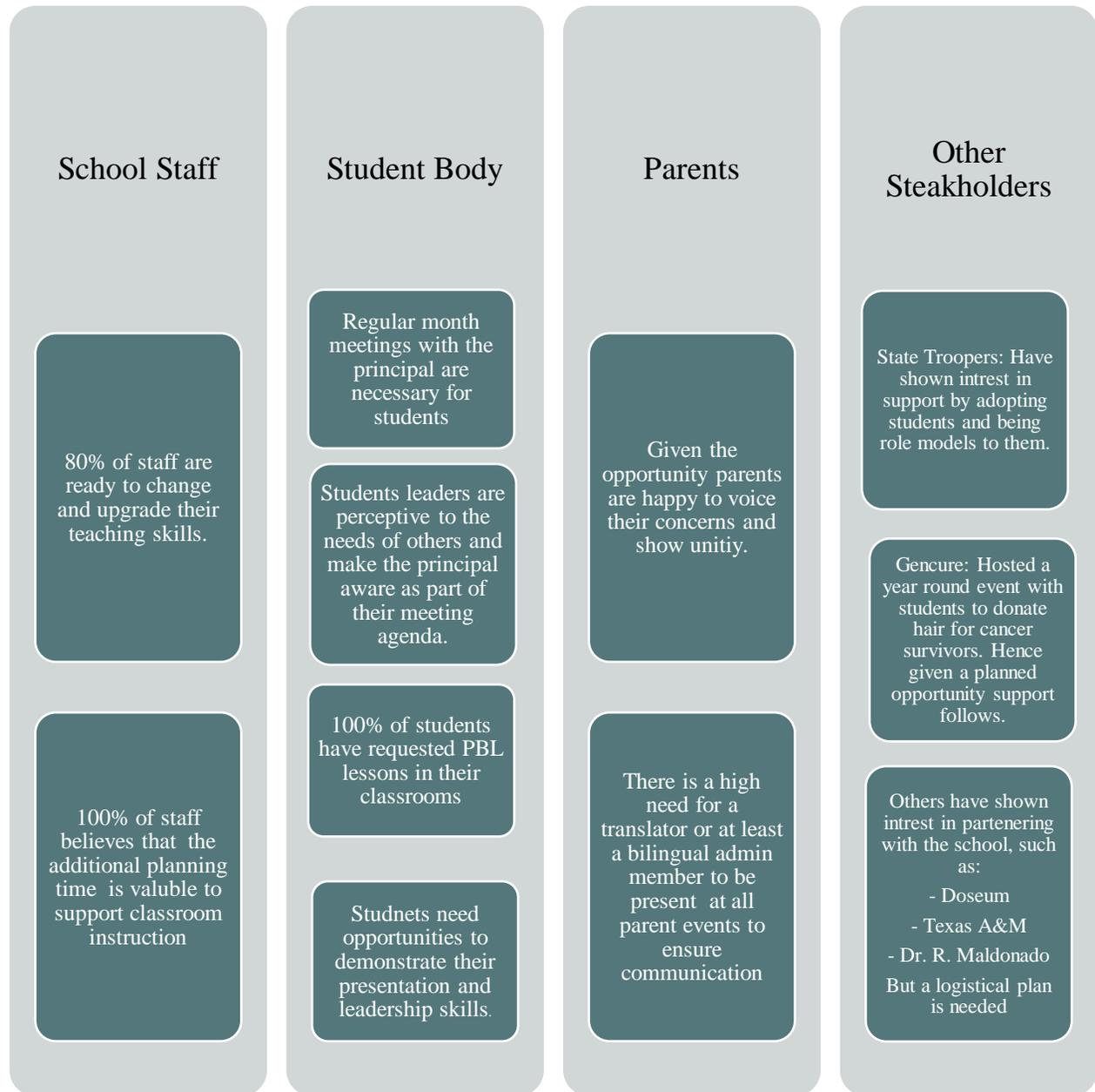
This section will describe the different constituents, the role they currently play, and how the school will continue to engage them as the campus changes and grows. A constituent is defined as anyone with a stake in the school such as school staff, students, parents, neighborhood residents, community leaders, churches, businesses, politicians...etc.

A) Knowing your Constituents

We currently have four types of constituents that the school has communicated with or reached out for support, improvement ideas, or data collection form.

Constituent Groups	Strengths	Opportunities for Growth
School Staff	<p>An average of 9 years of teaching experience as a whole.</p> <p>An average of 60% responds to online surveys that support changes in instruction.</p>	<p>Provide training in 21st-century tools, to allow for cooperative learning, technology-driven, STEAM project-based learning instruction to occur.</p> <p>Leadership opportunities for growth as an educational leader</p>
Student Body	<p>Ambassador- Student Cabinet collects information and conducts meetings with administration to promote change</p>	<p>Provide skills to promote and analyze data for proper presentation.</p> <p>Provide time to speak to students in different grade levels.</p>
Parents	<p>When asked for feedback and support it is given to fidelity.</p>	<p>Find avenues to encourage larger audiences for Principal Coffees and teacher-parent conferences.</p> <p>Provide translation support for bilingual families throughout all events or host simultaneous events in both languages.</p>
<p>Other Stake Holder Groups</p> <ul style="list-style-type: none"> - State Troopers - Gencure 	<p>Provided access to the school building and provided an opportunity to talk to students and host presentations for student and communities.</p> <p>Collaborated with librarian and school to support annual health fair and provide parents with bone marrow information</p>	<p>Work together to create a calendar that allows for presentation and student mentorship across grade level and throughout the school year.</p> <p>Work on increasing our number of stakeholder groups.</p> <p>Work on building stronger relationships, that can support</p>

Things we have learned from our constituents throughout the school year:



B) Complete Engagement

A current engagement that to place this academic school year (2018-2019) was communicating the intent for our in-district charter, we used several of these communication methods to ensure the teachers and community were aware of the school's desired direction.

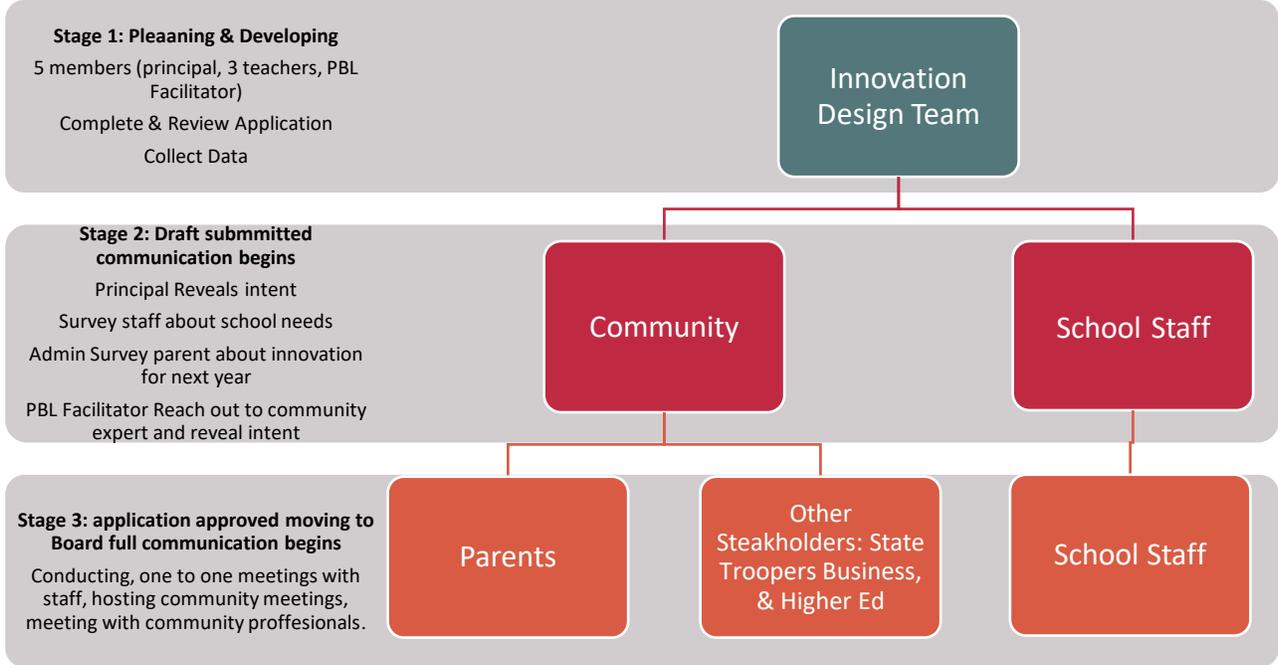
After forming the innovation team that consists of a principal, bilingual teacher, STAAR content teacher, elective teacher, and project-based facilitator. The school principal discussed the application process with teachers through faculty meetings and weekly memos, ideas, rational, and concerns about the in-district charter application. We also hosted one on one meetings for teachers and faculty that wanted to discuss the topic independently and teacher run sessions hosted by the teacher members of the innovation team.

Parent conversation began with the October SMART Goal meeting. These are one on one meetings that parents have with their child's teacher during a time convenient for them on an assigned date. Before or after the meeting the project-based facilitator met with the parents to discuss the in-district charter application and to conduct a short survey about the application (see Appendix G).

In the second SMART goal meeting hosted in January, the PBL facilitator and an instructional coach conducted the voting with the parents. This also allowed for one on one attention to any questions or concerns they may have.

For parents that did not make the meetings, the principal of the school contacted them and opened the dialogue in that format. A script of the conversation is provided in Appendix H. It is important to mention that both questionnaires and the script were translated into Spanish to better address community needs.

Finally, the project-based learning facilitator reached out to community professionals and encouraged their commitment and support the in-district charter.



The diagram describes the role and communication flow from the Innovation Design Team to the rest of the school, parents, and community leaders. This allowed us to track and ensure that communication between the different entities took place as the innovation application moved forward through the stages.

C) Planned Engagement

Some of the items that we plan to conduct to ensure communication of the intent to transform the school to an in-district charter are as follow:

School Staff	Student Body	Parents
<ul style="list-style-type: none"> •Provide an open form at the end of faculty meetings •Hold one-on-one meetings with principal •Provide after school session for different groups: new teacher academy, CLT, ACT...etc. •Have the teachers from the Innovation Design Team hold session to inform others. 	<ul style="list-style-type: none"> •Meet with student Ambassadors to discuss charter ideas, and allow student conduct their own data collection regarding the student body needs on how to improve their school. •If provided the opportunity to rename the school, students will have a voice in choosing the name and uniform colors. 	<ul style="list-style-type: none"> • Data collection and infoming parents has began as one-on-one for those that attended the SMART goal setting. •Principal will conduct phone calls to home, following a script to inform parents and gather data to drive the changes that will be taking place. •Provide time during the principal coffee to inform parents of the in-district charter application and allow for open form. •Conduct after school meetings to infom parents and community

Governance (Part 1)

In this section, we will describe the role of the diverse Governing Board members and how they will support the success of the STEAM on our campus.

A) Role of the Campus Government Board

The Governing Board is our main support that can enhance our academic backgrounds. We would like the board to meet once per 9 weeks (4 times a year) for approximately 60-90 minutes. We would also like the Governing Board to tour the campus so they can view the students in action and feel some connection to the campus.

The variety of our Governing Board members allow for a plethora of experiences and ideas. All members of the board will be responsible for:

- Reviewing curriculum and STEAM units and provide support to enhancing these components.
- Provide the school with resources. This can be in various forms, such as but not limited to consultation, PD, STEAM judges.
- Support the school in obtaining community services and business partnerships.
- Support the school in developing and creating community outreach programs.

An example would be as follow:

3rd-grade teachers design a STEAM unit about building a community vegetable garden. The Governing Board will review the STEAM unit designed by the teachers and begin to provide support. One member can connect the teachers with landscape designers who can work with students to create a garden design. Another member can provide the teachers with technological needs through professional development on how to use veneer tools to collect data to properly place the garden. Other members can support us by being judges during the STEAM fair to select the best garden design. Others can support us by reaching out to the community to come to help build the garden.

Each time the Governing Board meets, STEAM unites for each grade level will be ready for them to review and support.

Roles of Administration and Governing Board:

According to the *Charter Board Partners*, there are six (6) standards for effective charter school governance. Since we are an in-district charter, only five out of the six standards apply to our board:

1. Focus relentlessly on student achievement: On our campus, the focus is STEAM.
2. Ensure exceptional school leadership: The board ensures that the leadership remain on track and implement STEAM to the best of their abilities.
3. Commit to exemplary governance: Board members commit to support and provide feedback and support to the school.
4. Act strategically: Board collaborates with the administration team to set quarterly and monthly goals to ensure implementation.
5. Raise and use resources wisely: Board members collaborate with the fundraising committee to ensure the continuation of STEAM implementation.

Using the standards and our mission as a guide, the innovation team has created a framework for the roles that administration and board will conduct during the school year:

Topic	Time Frame	
STEAM curriculum and Instructional Support/Resources	Before school year begins in August and at the beginning of every 9 weeks.	<ul style="list-style-type: none"> • Admin will provide Governing Board members with grade level STEAM units for evaluations • Admin will train and provide a rubric from Buck Institute to Governing Board members to rate STEAM Units

		<ul style="list-style-type: none"> Governing Board will discuss and inform administration how they will support the different STEAM units (by providing Time, Resources, Skills) for the 9 weeks.
This process will take place every 9 weeks before the implementation of STEAM units		
Ensuring administration remains on track	Before school year begins in August and monthly virtual follow-up, with quarterly face-to-face meetings	<ul style="list-style-type: none"> Governing Board members will collaborate with the administration team to create a month to month checklist of priority actions that will support the implementation of STEAM. Governing Board Leader will follow up with the administration on a monthly basis to ensure checklist completion.
At this time, we believe that a monthly checklist is necessary; however, Governing Board members can determine if a quarterly list can be applied.		
Community Engagement	During the school year. Various school events, specifically STEAM expos	<ul style="list-style-type: none"> Governing Board members are to attend a minimum of one student-presented event per 9 weeks. Governing Board members are to participate in the school's monthly Principal Coffee to provide parents with an opportunity to informally discuss concerns. Board members are to attend the Cycle of Knowledge Sharing through Makers Fair in September and March.

B) Membership and Capacity of the Campus Governing Board

The goal is to have a diverse group of members that provide a fresh perspective through their experiences. With the mission as the navigator for selecting Governing Board members, we believe that the following will be of a great asset moving forward.

- The Innovation Design Team. Consists of Gregory Rivers (Principal), Dr. Nadiah Al-Gasem (PBL Facilitator), Lauren Gonzalez (Master Teacher), Carmen Iturralde (Bilingual Master Teacher), and Deanna Johnson (Art Teacher).
- Dr. Sylvia. Reyna. Retired Dallas ISD Deputy Superintended. Has worked with the school in the past and is familiar with our demographics and campus needs.
- Tina. Dillinger. Former STEM Principal. Will provide support and guidance as we implement STEM into the regular curriculum.
- A K-12 Education Development Executive from Apple. The successful use of its products for STEAM implementation is essential to school success. We believe that with their support and training out teachers and staff can help us adapt to the tools that the student will be using.
- Dr. Esther Garza and Dr. Jimena Guerra from Texas A&M University at San Antonio. Professors from the bilingual department that provide us with professional development, and instructional resources.

C) Sustaining the Campus Governing Board

Choosing these specific members was done by analyzing the mission of the school and reflecting on what is needed to ensure mission implementation. Once the innovation design team reached a conclusion on what was needed, we began looking at previous contacts and exploring other avenues in higher education that can support the mission.

After deciding on a few individuals, we reached out and had a one on one meeting with each member to see if they were interested in being part of our Governing Board.

In the future for recruiting members, we would still maintain the one on one meetings to explain our needs and mission. We would provide a tour of the campus and an opportunity for members to speak to our student leaders and listen to their concerns and needs.

In addition, we want to expand our board to include a background in each of the STEAM areas (Science, Technology, Engineering, Liberal Arts, and mathematics). We believe that having a board that encompasses the different contents will provide a more holistic view of our STEAM implementation. We plan on expanding by reaching out to the local STEAM organization, inviting them as judges to some of our STEAM expos, or as guest speakers to some of our Principal coffees. This will provide new Governing Board candidates an opportunity to collaborate with the community and students.

As for retaining, we will be updating our Governing Board on all the progress and success that happened through their support. This will take form in a quarterly report. We will also be inviting our Governing Board members to all principal coffees and student award ceremonies. This will allow them to make a connection with students and parents that hopefully leads them to remain as Board members.

Campus Charter Petition

When applying for the petition, several meetings and one on one consultations took place throughout the school year starting since October 2018.

Parents: Random selection of parents were given a survey to see where they stand in regards to the eh charter and the components. Once the data was analyzed a one-page document was written to highlight the main components of the charter application, and one on one meetings were conducted during the SMART goal setting to respond to any parent concerns. We also had representatives to respond to parent questions and pick up signed petitions during the student award ceremony.

Teachers: During the faculty meeting in November teachers were informed about the application for the in-district charter. They were asked to provide suggestions and ideas for systems and protocols. An administrator driven session was also conducted after hours for anyone that had questions in December. A teacher driven session was conducted in January.

Budget Exercise

Initiating funding is essential for several components in the in-district charter. If a fund on \$500K is made available, the following will be a breakdown of where funding will take place:

Year 1 (2019-2020)		\$360K
School field trips which include entrance fees and buses.		\$30K
PBL supplies and materials.		\$10K
Consultation fees for Teacher Summer Institute PD		\$50K
Kagan Cooperative Structure	STEAM	
Social Emotional Learning	Greg Tang	
Whole Brain Teaching	APPLE	
Teacher supplemental pay for the 10 day -Teacher Summer Institute		\$70K
Technology integration to include, but not limited to:		\$100K
<ul style="list-style-type: none"> - iPad and storage purchasing - Network updating - Projectors/smart devices for primary grades 		
School furniture for a flexible learning environment		\$100K
Year 2 (2020-2021)		\$140K
School field trips which include entrance fees and buses		\$60K
PBL supplies and materials		\$30K
Consultation fees for Teacher Summer Institute PD		\$15K
Kagan Cooperative Structure	STEAM	
Whole Brain Teaching	APPLE	
Teacher supplemental pay for the five (5) day -Teacher Summer Institute		\$35K

Things to note:

- As we build capacity, outside training becomes minimal. The 10-day Teacher Summer Institute becomes 5 days the following year and then eventually disappears thus minimizing the need for supplemental pay, which also means that consultation fees decrease as the years' progress.
- Grant writing will be ongoing to ensure sustainability and continuation. For example, we already have funding for PLTW training and materials awarded through a \$10K grant to get us started.
- Technology 3rd party buyout program will support some of the cost of keeping up with technology.
- We are hoping that our Governing Board acts as our advocate to support the school's mission beyond the initial funding.
- Develop a fundraising team whose goal is to create large events that will monetarily support the STEAM mission beyond the implementation stage.

Governance (Part 2)

In this section, we will describe the role of the diverse Governing Board members and how they will support the success of the STEAM on our campus.

A) Campus Governing Board Expertise and Development

Governing Philosophy:

The Governing Board of Ball Academy supports a governance philosophy based on supporting the school's mission, through an advisory role, that focuses on reviewing STEAM curriculum, ensuring administration team remains on track for STEAM implementation, provide resources, and engage with the community to ensure the success of all students. The Governing Board strives to bring value to the school by actively participating and sustaining a positive relationship with the school.

Training and Development:

To ensure that all members of the Governing Board can conduct their roles and responsibilities and maintain alignment to the Governing Board philosophy, an initial meeting with the innovation team is needed to clearly state the components of the in-district charter and the school's instructional STEAM model.

A formal presentation of the school's academic model: STEAM & SEL will be provided to all board members so they can properly advise and support STEAM implementation. This training must take place during the initial meeting before the academic school year begins.

Ongoing training will take place during quarterly meetings. In addition, virtual training will take place to ensure board members are up to date on curriculum and instructional strategies. Ongoing surveys after each training will better inform the administration team of the support and needs of the board.

B) Campus Governing Board Leader Personal Statement

Currently, the application is still pending district board approval and we do not have a Governing Board leader.

C) Campus Governing Board Engagement with Families and Other Stakeholders

The school principal will introduce the Governing Board to the teachers and community, so everyone is aware of who they are. Governing Board members will also be invited to all Principal Coffees and will be provided time to talk to the parents in attendance and listen to their concerns and needs.

In addition, Governing Board members will be invited to award ceremonies to celebrate student success as well as being a guest speaker for the 8th-grade graduation ceremony.

Governing Board members will also be invited to participate in the STEAM presentations throughout the school year to judge student work and interact with the community.

Finally, the Governing Board will be invited throughout the year to talk to the teachers, so that they can better comprehend their classroom needs.

D) School Leader Evaluation and Planning

The Governing Board's role is that of support to the successful implementation of STEAM on campus. Their evaluation is that of successful STEAM implementation by the school leader. A rubric evaluation will be created in collaboration with the Governing Board members that align with the board's roles and responsibilities. Some of the rubric components are:

- 100% of grade levels develop STEAM units.
- Communicating school needs
- Providing an avenue for PD
- Providing quarterly reports

The rubric will be created once a Governing Board leader is identified and the initial meeting is held.

Transition Plan

Operationalizing the plan

If the application is approved, there are several items that need to be completed before the end of this academic school year in order to obtain a successful launch. The table below describes the events and their timeline:

Activity	Individual Responsible	Timeline
Formal Announcement to Community and Celebration	Gregory Rivers (Principal)	March
Secure Consultants for 10-day upfront PD (also known as Teacher Summer Institute) and develop agenda	Nadiah Al-Gasem (PBL Facilitator)	March - April
Develop signs and flyers for STEAM student recruitment	Nadiah Al-Gasem Deanna Johnson (Art Teacher)	March
Create job description and expectations for new positions: <ul style="list-style-type: none"> ▪ Social Behavior Specialist ▪ Flipped OCI Teacher 	Gregory Rivers	March
Meet with the technology department regarding school network and iPad implementation	Gregory Rivers Nadiah Al-Gasem Araceli Levet (Librarian) Sabrina Alonso (Technology Teacher)	March - April

Identifying school furniture vendor for flexible teaching	Gregory Rivers Marissa Fain Nadiyah Al-Gasem Elizabeth Ojeda (School Secretary)	March - April
Formally reach out to Governing Board informing them of the approval and scheduling initial meeting date	Gregory Rivers Nadiyah Al-Gasem	April
Conduct job interviews for new positions	Gregory Rivers and Assigned Admin team members	April
Furniture vendor meets individually with teachers to support the design of their flexible teaching environment	Consultant	April - May
Provide teachers with agenda and expectation for the Teacher Summer Institute PD	Gregory Rivers	May
Provide parents with in-district charter details during award ceremonies	Gregory Rivers	May
Create a new, virtual teacher handbook	Gregory Rivers Nadiyah Al-Gasem	June
Prepare 10-day Teacher Summer Institute PD Material	Gregory Rivers Nadiyah Al-Gasem	June - July



PERFORMANCE DATA TEMPLATE

DIRECTIONS: Please enter data into the cells shaded YELLOW. Do NOT enter any information into the non-yellow cells. If a data point is not applicable for your school, then please type "N/A" into the corresponding yellow cell.

SCHOOL NAME: Ball Academy		Year 1	Year 2	Year 3	Change Y1 to Y3	% Change Y1 to Y3
Please type the school year (e.g., 2016-2017) for each year -->		2015-2016	2016-2017	2017-2018		
PART 1: ENROLLMENT AND STUDENT PERSISTENCE						
A. General Information						
1	Grade Levels Served (e.g., K-8; 9-12, etc.)		Prek-6th	Head Start-7th	N/A	N/A
2	Total Enrollment Count		553	586	586	N/A
B. Student Population						
3	% African-American	4%	5%	4%	0%	3%
4	% Asian	1%	0%	0%	-1%	-70%
5	% Hispanic	95%	93%	95%	0%	0%
6	% White	1%	2%	1%	0%	0%
7	% Other Race/Ethnicity	1%	0%	0%	-1%	-100%
8	% Economically Disadvantaged	97%	100%	98%	1%	1%
9	% English Language Learner	21%	23%	22%	1%	3%
10	% Special Education		12%	11%	11%	N/A
C. Student Persistence						
11	% of Students who Remain at School from Previous Year (Total Student Population)	83%	81%	79%	-4%	-5%
12	% of Students who Remain at School from Previous Year (Special Education Population)	77%	85%	86%	9%	12%
PART 2: ACADEMIC OUTCOMES						
A. STAAR Grades 3-8 Outcomes (if applicable)						
13	% of Students who Meet or Master Standards (Reading)	20%	21%	33%	13%	65%
14	% of Students who Meet or Master Standards (Math)	17%	24%	36%	19%	112%
15	% of Students who Meet or Master Standards (Writing)	11%	25%	23%	12%	109%
16	% of Students who Meet or Master Standards (Science)	15%	18%	21%	6%	40%
17	% of Students who Meet or Master Standards (Social Studies)				0%	N/A
B. STAAR EOC Outcomes (if applicable)						
18	% of Students who Meet or Master Standards (English I)				0%	N/A
19	% of Students who Meet or Master Standards (English II)				0%	N/A
20	% of Students who Meet or Master Standards (Algebra I)				0%	N/A
21	% of Students who Meet or Master Standards (Biology)				0%	N/A
22	% of Students who Meet or Master Standards (U.S. History)				0%	N/A
C. Self-Selected Academic Outcomes (Select up to 3 data points to share)						
23	Tech App student enrolment	0	0	30	30	N/A
24	ART student enrolment	0	18	41	41	N/A
25	Band student enrolment	0	26	35	35	N/A
Part 3: STAFF EXPERIENCE AND PERSISTENCE						
26	Average Years of Teacher Experience	6.9	7.6	7.2	N/A	N/A
27	% of Teachers who Remain at School from Preceding Year	81%	79%	53%	-28%	-35%
28	Number of Master Teachers	0	6	6	N/A	N/A

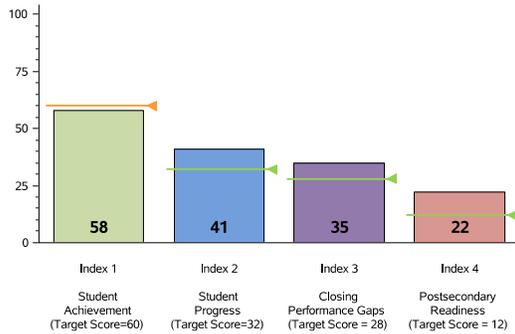
NOTE: Applicants seeking to create a new school should report and reflect on district-level results for the grades they seek to serve (e.g. 6-8) because they cannot submit actual school data. Similarly, new school applicants should reflect on the challenges facing similar schools in SAISD generally; for example, an applicant proposing to launch a new middle school might reflect on what is holding back the success of middle school students in SAISD as a whole rather than at any specific school.

Appendix B-Ball Academy Report Card 2017

Texas Education Agency 2016-17 School Report Card CHARLES C BALL ACADEMY (015907103)		
District Name: SAN ANTONIO ISD	Total Students: 553	
Campus Type: Elementary	Grade Span: PK - 06	

2017 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2017, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 or Index 2 and Index 3 and Index 4.



2017 Accountability Rating

Met Standard

For 2017 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

Science

Campuses that receive a rating of **Met Standard** are eligible for as many as seven distinction designations: **Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25%: Student Progress, Top 25%: Closing Performance Gaps, and Postsecondary Readiness.**

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2015-16)	95.5%	94.7%	95.8%
Enrollment by Race/Ethnicity			
African American	4.7%	6.5%	12.6%
Hispanic	92.9%	90.6%	52.4%
White	1.6%	2.0%	28.1%
American Indian	0.2%	0.1%	0.4%
Asian	0.5%	0.3%	4.2%
Pacific Islander	0.0%	0.0%	0.1%
Two or More Races	0.0%	0.4%	2.2%
Enrollment by Student Group			
Economically Disadvantaged	100.0%	90.7%	59.0%
English Language Learners	22.6%	19.1%	18.9%
Special Education	12.1%	10.1%	8.8%
Mobility Rate (2015-16)	28.8%	24.1%	16.2%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	15.7	18.1	18.8
Grade 1	16.8	18.4	18.8
Grade 2	20.3	19.0	18.9
Grade 3	17.3	19.4	19.0
Grade 4	18.0	19.2	19.0
Grade 5	20.7	21.7	20.9
Grade 6	23.5	13.6	20.4

School Financial Information (2015-16)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Staff Percent	n/a	58.7%	64.6%
Instructional Expenditure Ratio	n/a	62.8%	63.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$6,898	\$10,724	\$9,373
Instruction	\$5,043	\$5,882	\$5,317
Instructional Leadership	\$125	\$279	\$143
School Leadership	\$526	\$596	\$544

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr2017/index.html>.

Page
1

SCHOOL GOALS TEMPLATE



SCHOOL NAME:

DIRECTIONS: Please type responses into the YELLOW cells as directed. As a reminder, goals should prioritize student outcomes that are meaningful, measurable, and aspirational for the proposed student population. The goals should be quantitative, time-bound, realistic, and ambitious. If the school proposal is approved, the Office of Innovation will use these goals to inform the performance contract established between the District and the school (or network).

Goal	Timeframe (1, 3, or 5-year)	What is the goal? <i>(Please type each goal below)</i>	How will you measure the goal? <i>(Please detail the data you will use to measure progress towards each goal)</i>
Goal #1	5 Years	Increase STAAR results to 90% meets & 70% masters in all tested areas (Math, Reading, Writing, Science, Social Studies)	Campus designed on going assessments such as: CBA & CFA. In addition STAAR data at the end of the year.
Goal #2	3 Years	100% of student will create, and presented STEAM products once every 9 weeks, and receive an 80% or higher in their project	Teacher designed rubric and content checkpoints. Daily exit tickets, quarterly STEAM lesson evaluation check points designed by campus.
Goal #3	3 Years	Increase STAAR reading scores by 20%	Campus designed on going assessments such as: CBA & CFA. In addition to MAP, F&P, and STAAR data.
Goal #4	5 Years	Increase enrollment population by 3% increments: Year 1 by 3%, Year 3 by 3%, Year 5 by 3%	Enrollment data, and state data
Goal #5	5 Years	Students will achieve a 90% success in one SEL competency using CASEL SEL assesment	CASEL SEL assesment, Counseling data, Review 360, teacher and administration referral.

Which goal will be the hardest to achieve? Why?

Type response here --> We believe goal#4 will be the most challenging to achieve. Because some variables are beyond the campus control such as: family mobility, transportation.

NOTE: If the school proposal is approved, the Office of Innovation will use these goals to develop the performance contract established between the district and the school. The performance contract must align with the district's School Performance Framework as it will be used to determine charter renewal, probation, or revocation in three or five-year cycles.

Data Driven Instruction Map

Assessment	Submitted for Review	Assessment Date	Data Scanning Deadline	Zone Charts/Data Template Due Date	Action Planning Date
1st 9-Weeks					
CFA 1.3	August 10, 2018	Aug. 30-31, 2018			
MATH		August 29	August 29 @ 4:00pm	September 3 @ 4:00pm	Next PLC Date
READING		August 30	August 30 @ 4:00pm	September 3 @ 4:00pm	Next PLC Date
WRITING/SCIENCE/S. STUDIES		August 31	August 31 @ 4:00pm	September 3 @ 4:00pm	Next PLC Date
CFA 1.6	August 10, 2018	Sept. 19-21, 2018			
MATH		September 19	Sept. 19 @ 4:00pm	Sept. 24 @ 4:00pm	Next PLC Date
READING		September 20	Sept. 20 @ 4:00pm	Sept. 24 @ 4:00pm	Next PLC Date
WRITING/SCIENCE/S. STUDIES		September 21	Sept. 21 @ 4:00pm	Sept. 24 @ 4:00pm	Next PLC Date
CBA 1.9	August 10, 2018	October 10-12, 2018			
MATH		October 10	October 9 @ 4:00pm	October 9 @ 4:00pm	October 15, 2018
READING		October 11	October 10 @ 4:00pm	October 10 @ 4:00pm	October 15, 2018
WRITING/SCIENCE/S. STUDIES		October 12	October 12 @ 4:00pm	October 12 @ 4:00pm	October 15, 2018
2nd 9-Weeks					
CFA 2.3		Oct 29-Nov 2, 2018			
MATH		October 29	October 31 @ 4:00pm	November 5 @ 4:00pm	Next PLC Date
READING	End of Grade Level Planning Day	October 30	November 1 @ 4:00pm	November 5 @ 4:00pm	Next PLC Date
WRITING/SCIENCE		November 1	November 2 @ 4:00pm	November 5 @ 4:00pm	Next PLC Date
SCODIAL STUDIES		November 2			
CFA 2.6		November 27-30, 2018			
MATH		November 27	November 28 @ 4:00pm	December 3 @ 4:00pm	Next PLC Date
READING	End of Grade Level Planning Day	November 28	November 29 @ 4:00pm	December 3 @ 4:00pm	Next PLC Date
WRITING/SCIENCE		November 29	November 30 @ 4:00pm	December 3 @ 4:00pm	Next PLC Date
SCODIAL STUDIES		November 29			
CBA 2.9 (K-5)	October 15, 2018	December 17-21, 2018			
MATH		December 17	Dec. 19 @ 4:00pm	December 19 @ 4:00pm	January 7, 2019
READING	End of Grade Level Planning Day	December 18	Dec. 20 @ 4:00pm	December 20 @ 4:00pm	January 7, 2019
WRITING/SCIENCE		December 19	Dec. 21 @ 4:00pm	December 21 @ 4:00pm	January 7, 2019



Appendix F Data tracker sample

Unit	1st Nine Weeks												2nd Nine Weeks															
	Ball 05 Math 1809 CFA.1.6						Ball 05 Math 1810 CBA.1.9						Ball 05 Math 1811 CFA.2.3															
	2	2	2	2	1	1	2	2	2	2	1	1	2	2	2	2	1	1	1	1	1	1	4	4	4	4		
Reporting Category	5.3A	5.3B	5.3C	5.3K	5.4B		Score	5.3A	5.3B	5.3C	5.3K	5.4A	5.4B	5.4E	5.4F		score	5.2A	5.2B	5.3A	5.3D	5.3E	5.3F	5.4F	5.10A	5.10B	5.10E	5.10F
TEKS	55%	50%	100%	40%	56%	0%	55%	100%	100%	50%	25%	50%	75%	100%	25%	65%	100%	100%	100%	100%	0%	0%	0%	0%	100%	100%	100%	100%
	30%	0%	33%	40%	33%	0%	60%	100%	100%	50%	25%	100%	75%	100%	25%	45%	100%	0%	50%	0%	33%	0%	50%	67%	100%	100%	100%	100%
							5%	100%	0%	0%	0%	0%	0%	0%	0%	30%	0%	0%	50%	0%	33%	50%	50%	0%	100%	100%	100%	100%
	75%	100%	100%	40%	78%	100%	85%	100%	100%	100%	75%	100%	100%	100%	50%	90%	100%	67%	50%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	50%	50%	0%	20%	89%	0%																						
	15%	100%	0%	0%	11%	0%	5%	0%	0%	0%	0%	0%	0%	0%	0%	85%	100%	0%	50%	0%	0%	0%	0%	67%	100%	0%	100%	
	90%	100%	100%	60%	100%	100%	90%	100%	100%	100%	75%	100%	100%	100%	75%	65%	100%	100%	100%	100%	67%	50%	100%	100%	0%	100%	100%	100%
	50%	50%	100%	40%	44%	0%	80%	100%	100%	100%	50%	100%	75%	100%	75%	65%	100%	100%	0%	100%	100%	50%	50%	33%	100%	0%	100%	100%
																65%	100%	100%	0%	100%	67%	50%	100%	67%	0%	0%	100%	100%
	45%	50%	33%	40%	56%	0%	40%	100%	50%	0%	0%	100%	50%	100%	25%	50%	100%	33%	50%	100%	67%	0%	100%	67%	100%	100%	100%	
	15%	0%	33%	0%	22%	0%	20%	0%	0%	0%	0%	50%	50%	0%	25%	50%	0%	0%	0%	33%	100%	50%	50%	100%	0%	100%	0%	0%
	45%	0%	67%	40%	56%	0%	80%	100%	100%	50%	75%	100%	100%	100%	50%	75%	100%	67%	0%	100%	33%	50%	100%	33%	0%	0%	100%	100%
	65%	50%	100%	40%	78%	0%										80%	100%	100%	0%	100%	100%	50%	50%	33%	100%	0%	100%	100%
	65%	50%	67%	80%	67%	0%	45%	100%	100%	50%	50%	100%	25%	0%	0%	95%	100%	67%	0%	100%	67%	100%	100%	100%	100%	100%	100%	100%
	100%	100%	100%	100%	100%	100%	90%	100%	100%	100%	100%	100%	100%	100%	50%	90%	100%	100%	50%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	85%	50%	100%	80%	89%	100%	80%	100%	100%	100%	75%	100%	75%	100%	50%	60%	100%	100%	50%	100%	67%	100%	100%	100%	100%	100%	100%	100%
	70%	100%	67%	20%	100%	0%	55%	100%	100%	0%	25%	100%	75%	100%	25%	75%	100%	67%	50%	100%	33%	100%	0%	67%	100%	100%	0%	0%
	70%	50%	67%	80%	78%	0%	85%	100%	100%	50%	75%	100%	100%	100%	75%	40%	100%	100%	50%	100%	67%	50%	100%	67%	0%	100%	100%	100%
	10%	0%	67%	0%	0%	0%	70%	100%	50%	50%	75%	50%	75%	100%	75%	40%	0%	100%	0%	0%	0%	0%	0%	100%	100%	0%	100%	100%
							50%	0%	100%	0%	50%	100%	25%	100%	50%	65%	100%	67%	0%	100%	0%	100%	50%	100%	100%	100%	100%	100%
	70%	100%	60%	78%	78%	0%	85%	100%	100%	100%	50%	100%	100%	100%	75%	70%	100%	100%	0%	100%	67%	100%	0%	100%	100%	100%	100%	100%
	65%	100%	67%	40%	78%	0%	50%	100%	0%	100%	0%	50%	75%	100%	50%	75%	100%	100%	0%	100%	33%	50%	100%	100%	100%	100%	100%	100%
	75%	50%	100%	60%	89%	0%	75%	100%	100%	50%	100%	75%	75%	100%	75%	70%	100%	33%	0%	100%	67%	100%	100%	100%	100%	100%	100%	100%
	60%	50%	67%	40%	67%	100%	70%	100%	100%	100%	25%	50%	100%	100%	50%	60%	100%	33%	0%	100%	67%	100%	100%	67%	100%	100%	100%	100%
	20%	0%	0%	20%	33%	0%	55%	100%	50%	0%	50%	50%	100%	100%	25%	65%	100%	100%	50%	100%	0%	50%	50%	67%	100%	100%	100%	100%

Improving Ball Academy

Do you have more than one child enrolled at Ball Academy? _____

What grade is your youngest child in? _____

What grade is your oldest child in? _____

Are you registered with your child's teacher(s) on Class Dojo? _____

Academics

Would you like your child to obtain high school credit when graduating from Ball Academy? _____

Which subject does your child need more support:

- Math
- Reading/Writing
- Science
- Social Studies

Fine Arts and Tech

Would you like your child to participate in the following?

- Coding (learn to code)
- Music (Learn how to play different instruments)
- Digital music (Learn how to use digital devices to create music)
- Art (increase art weekly instead of once a month)
- Digital Art and media production
- Theater

Which digital devices would like your child to learn on:

- Apple products
- Google products
- Both

We currently conduct Project-Based Learning (PBL) on campus, is this something you want us to keep or remove and why? _____

School Schedule

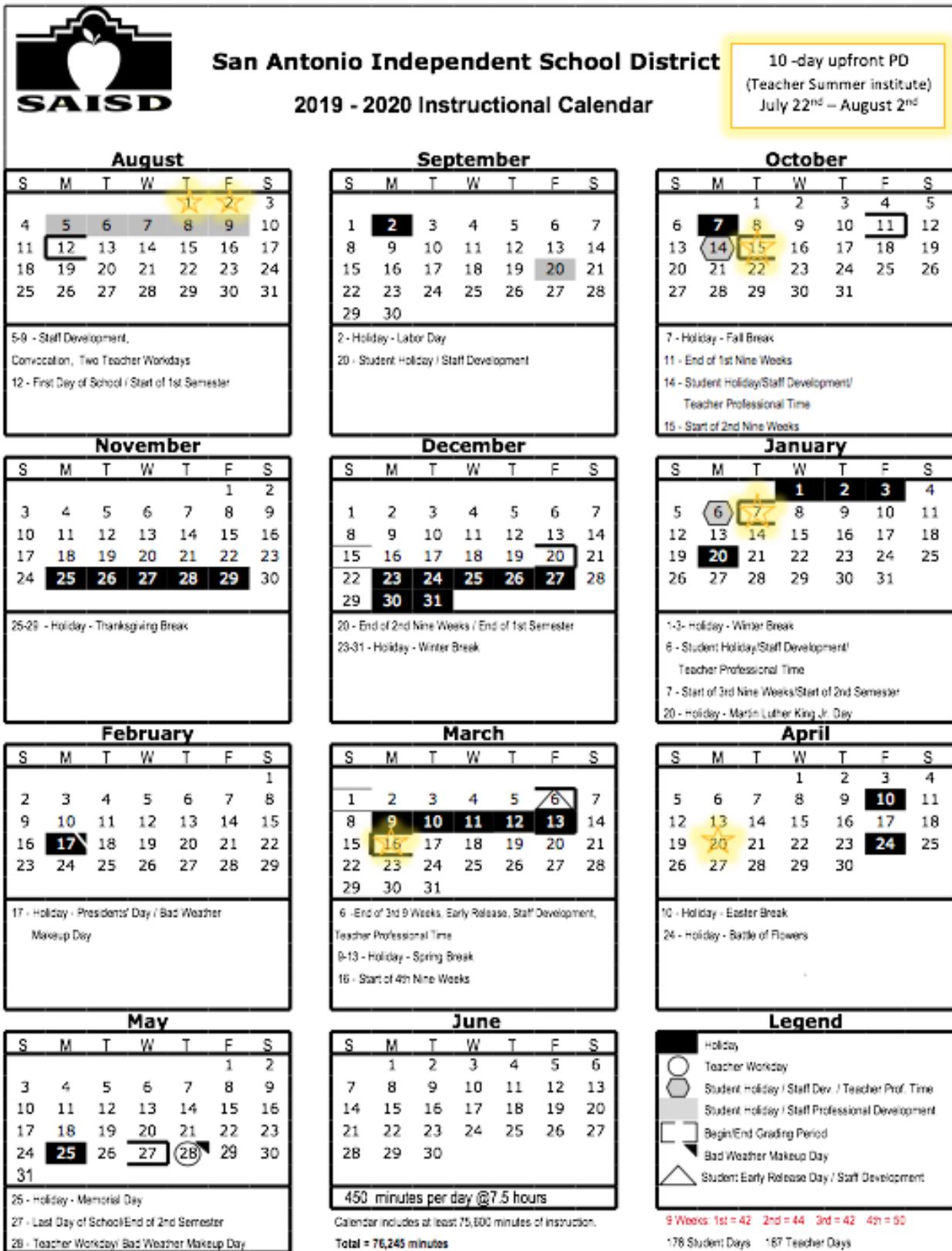
Would you like your child to have longer learning time by extending the school day? _____

If we extend the school day would you like to have one day a week as early release? This means your child will finish school early around 12:30 or 1:00. _____

If yes, what day of the week do you prefer? _____

Would you like your child to attend year-round school? This means shorter summer break but several breaks during the school year. _____

Good Morning or Afternoon this is Mr. Rivers Principal of Ball Academy. I would like to talk to you for two minutes on a topic about how we can improve Ball Academy and how we can enhance your child's learning potential. Is there anything that I can help you with at this time?	Parent Response
Do you have more than one child enrolled at Ball Academy?	
What grade is your youngest child in? What grade is your oldest child in?	
Are you registered with your child's teacher Class Dojo? Are you receiving information for your child's teachers?	
Academics Would you like your child to obtain high school credit when graduation from Ball Academy? We will be offering Spanish, Algebra I, Biology, and Tech applications through PLTW	
Which subject does your child need more support: <ul style="list-style-type: none"> • Math • Reading/Writing • Science • Social Studies 	
Fine Arts and Tech Would you like your child to participate in the following (<i>read list to parents</i>)? <ul style="list-style-type: none"> • Coding (computer programming) • Music (learning how to play instruments at an early age) • Digital Music (Learn how to use digital devices to create music) • Art (increase art weekly for all students instead once or month or twice a month) • Digital Art and Media production • Theater 	
Which digital devices would you like your child to learn about? <ul style="list-style-type: none"> • Apple Products • Google Products • Both 	
School Schedule Would you like your child to have a longer learning time by extending the school day? This means your child will finish one day early around 12:30 or 1:00 and the other days will be till 4:10.	
If yes, what day do you prefer?	
Is there anything else you think we should do to make the school better for your child?	



ADDENDUM – COMPLIANCE WITH IN-DISTRICT CHARTER LAW AND DISTRICT POLICY

The School certifies that this in-district charter application complies with Texas Education Code Section 12.059, as follows:

1. The education program being offered is described in the charter application.
2. The continuation of this charter is contingent on satisfactory student performance on state-required assessment instruments, satisfactory financial performance under state financial accountability provisions, and on compliance with other applicable accountability provisions.
3. In accordance with SAISD Policy EL(LOCAL), the SAISD Board may place this School on probation or revoke the charter in accordance with the School's performance contract if it finds that the campus charter:
 - a. Violates a provision of applicable state or federal law, which may result, after a cure period, in revocation at the conclusion of the School year;
 - b. Violates student achievement provisions of the charter, including the failure to meet the metrics set forth in the performance contract for the campus charter after a three- or five-year review period;
 - c. At the end of two School years, the campus charter may be revoked or placed on probation if it is rated as "improvement required" or fails to meet state accountability standards or is at the bottom five percent in comparison to all campuses in terms of student achievement in the District based on the School performance framework; or
 - d. After a cure period, the charter fails to meet generally accepted accounting standards for fiscal management.
4. The School will not discriminate in admissions on the basis of national origin, ethnicity, race, religion, or disability.
5. The governing structure of the campus is described in the charter application.
6. In order to ensure the health and safety of students and employees, the School will comply with Texas Education Code Chapter 38.
7. The District will conduct an annual audit of financial and programmatic operations of the School in accordance with state and federal law and District policy.
8. The School will provide all information necessary for the District to participate in PEIMS reporting.

In accordance with EL(LOCAL), the School and the SAISD Board of Trustees agree as follows:

1. This charter has a term of ten years, beginning with the 2019-20 school year and ending with the 2029-30 school year, with a three- or five-year performance review and renewal cycle, as defined in EL(LOCAL).
2. The Board waives all applicable District policies and procedures per EL(LOCAL) and the School's In-District Charter Application.
3. The School will comply with its Board-approved school performance contract, and the District's annual process for reporting and reviewing the performance contract.
4. The School will follow the District's unified enrollment policy and procedure, including FD(LOCAL), FDB(LOCAL), F1 and F51. In the event of any conflict between the charter application and district policy and procedure regarding student enrollment, district policy and procedure will govern.
5. The School will participate in District-wide NWEA MAP testing, or its future replacement assessment, as determined by the District.