

In-District Charter Proposal
Barkley - Ruiz Elementary

Table of Contents

Data Reflection and Outcomes Analysis	
A. Data Submission.....	3
B. Challenges for Barkley-Ruiz.....	4
School Overview	
A. Mission and Goals.....	5-6
B. Academic Model.....	7
C. Data and Continuous Improvement.....	17
D. School Community Communications.....	19
E. Student Recruitment and Retention.....	20
F. School Climate and Culture.....	21
G. Proposed Autonomies.....	22
H. Capacity of Applicant Leadership Team.....	25
I. Human Capital.....	26
Constituent Map and Stakeholder Engagement	
A. Knowing Your Constituents.....	28
B. Completed Engagement.....	30
C. Planned Engagement.....	32
Governance (Part 1)	
A. Role of the Campus Governing Board.....	34
B. Membership and Capacity of the Campus Governing Board.....	34
C. Sustaining the Campus Governing Board.....	34
Campus Charter Petition.....	34
Budget Exercise.....	35
Governance (Part 2)	
A. Campus Governing Board Expertise and Development.....	35
B. Campus Governing Board Leader Personal Statement.....	35
C. Campus Governing Board Engagement with Families and Other Stakeholders.....	35
D. School Leader Evaluation and Planning.....	36
Transition Plan.....	36
Appendix.....	40

**Barkley-Ruiz Elementary
Internal Charter Application**

Data Reflection and Outcome Analysis

Data Submission

The attached performance data template for Barkley-Ruiz Elementary displays exceptional reasons for the proposed shift in learning and cultural environment. Barkley-Ruiz students continue to struggle in meeting 30% attainment of Meets or Masters in STAAR Reading, Math, and Writing. In the 2017-18 school year, Barkley-Ruiz students scored 8% less than the state average Meets and Masters in Reading, 12% less than the state average in Meets and Masters in Math, and 6% less than the state average in Meets and Masters in Writing. Barkley-Ruiz students show slow growth, from the last three years, in STAAR Reading; however, scores remain irregular in STAAR Math, and scores declined by 12% in STAAR Writing. While the gradual, upward trend of growth in Reading is encouraging, Barkley-Ruiz students continue to show difficulty in both Math and Writing.

2017-18 STAAR Math Data

	Reading Meets or Masters	Math Meets or Masters	Writing Meets or Masters
State Average	35 %	38 %	24 %
Barkley-Ruiz Average	27 %	26%	18%
Percentage Difference	8 %	12 %	6 %

Barkley-Ruiz STAAR Data Over Three Years

	2015- 2016	2016 - 2017	2017 - 2018	Change from Y1 to Y3
Reading Meets or Masters	25 %	25 %	27 %	2 %
Math Meets or Masters	28 %	25 %	26 %	-2 %
Writing Meets or Masters	30 %	25 %	18 %	-12 %

Over the last three years, Barkley-Ruiz has utilized various tools to assist in improving student knowledge and performance in core curriculum, such as Balanced Literacy, Readers Workshop, Imagine Math and Think Through Math. Past as well as current interventions include but are not limited to district offered initiatives, such as iStation, Fast Forward, Really Great Reading (RGR), LightSail, Envision Math Diagnosis & Intervention, Prodigy, DreamBox, and Mentoring Minds. Other tools included making use of TEKS Resource System to assist in building strong, engaging lesson plans. Even with the use of these interventions and tools, data shows that students continue to struggle in reaching the state average in STAAR Reading, Math, and Writing.

Four years ago, Barkley-Ruiz experienced a significant enrollment jump due to the district closure of Brewer Elementary sending a percentage of students to our campus. Since then, Barkley-Ruiz continues to experience a downward trend in enrollment, with a 17% drop in student enrollment since the 2015-16 year. More than 75% of students attend and remain at Barkley-Ruiz for consecutive years, providing a stable educational and campus environment; however, in years prior, 80-81% of students remained at the school from previous years, and now, only 77% of students remain. While not one factor can be specifically attributed to the cause in decreased enrollment, one reason that continues to affect student enrollment changes includes high mobility rates for a number of students both within the district and at Barkley-Ruiz Elementary. This, in turn, greatly affects student achievement and academic performance.

School Challenges

Barkley-Ruiz Elementary continues to face the three following challenges:

- Struggles in reading comprehension
- Low proficiency in mathematical process tools
- Need for Professional Development to provide engaging classroom experiences

The applicant team identified these challenges through the use of data analysis and data reflection, teacher input, staff meetings and formal/informal surveys. Campus staff and Campus Leadership Team (CLT) members analyzed data, throughout the year, applicant team members met with families during Principal Coffee sessions as well as PTA or campus program event, and staff members met with and discussed these challenges via surveys and at staff meetings.

Barkley-Ruiz charter committee members met with parents and community members, beginning in Fall 2018 to discuss and receive input on the proposed charter process and academic model. The dialogue continued in staff meetings where teachers were introduced to the proposed academic model, in the Fall, and began receiving intermittent training from the technology department, as a way to gain introductory experience. Moreover, staff and committee members held discussions, in staff meetings and via surveys, to determine and clarify targeted challenges to address.

Struggles in Reading Comprehension

In reflecting upon data of state assessment scores and via teacher input, from daily observations, Barkley-Ruiz staff found that primary students continue to struggle in reading comprehension within

complex texts. Students are limited in academic language and the use of text evidence, phonics, and vocabulary. This stems from inconsistent or a lack of vertical alignment strategies affecting students' ability to retain knowledge gained from year to year. In addition, attempting to implement constantly changing reading curricula, provided by the district, over the years created inconsistent, obscure visions of instructional focus and, in effect, a lack of expertise for teachers.

Low proficiency in mathematical process tools

Barkley-Ruiz students, across all grade levels, continue to struggle understanding mathematical process tools used in problem solving; they also grapple with the ability to apply mathematical content, used in the classroom, into real world problem solving. Staff and applicant team members found, in analyzing assessments data and through teacher observations and input, that an inconsistency or lack of exposure exists in using math manipulatives and visual tools to represent real world mathematical problems.

Need for Professional Development to provide engaging classroom experiences

Barkley-Ruiz staff and families care deeply about the quality of education the students receive and about making the campus culture positive and engaging. Through observation, surveys and data analysis, we found that students, across all grade levels, lack exposure to engaging in an adequate amount of hands-on, field and academic experiences. Staff participated in the 5 Why root cause model activity to gain insight of teacher need for providing engaging activities. Lack of experiences in the classroom are results from teachers not feeling comfortable in being able to effectively implement such experiences due to informal or "drive-by" training. Teachers have expressed a need for first-hand professional development in creating engaging experiences or project-based learning, so that they can ask questions, clarify misunderstandings and learn from experts verses a Trainer-of-Trainer method as well as additional planning days to prepare for effective implementation.

Teachers and campus staff possess a willingness and passion to engage students and make the learning environment fun, interactive, and hands-on. With adequate and relevant, on-site or direct training, teachers voiced that they would feel more comfortable and confident in implementing thematic units, PBLs, experiential units, experiments and STEAM as well as other facets supportive of the Constructivist model.

School Overview

Barkley-Ruiz supports the mission of SAISD of creating graduates who will be successful in higher education. We share the district's core values of commitment, high expectations, respect, integrity, student-centered as well as teamwork and passion.

Barkley-Ruiz Mission Statement

Barkley-Ruiz Elementary will meet the academic, creative and social needs of all scholars while creating collaborative problem solvers that will leave our school prepared to reach his or her highest potential.

Barkley-Ruiz Goals

Barkley-Ruiz strives to specifically meet the following goals:

Academic Excellence in Literacy:

- Set high academic literacy objectives in grades K-6 by challenging every child's reading skills to ensure students are progressing towards being on or above grade level, with a strong focus on best practices from various literacy approaches, which include but are not limited to reading workshop, close reading and balanced literacy.
- Develop effective, engaging, explicit, and rigorous lessons and experiences in reading
- To promote a collaborative working and learning environment, with a development in strong oral language through listening, speaking, writing, and thinking in authentic settings
- To implement a cross-curricular instructional focus across all grade levels, based on literacy

Discovery in Mathematics:

- To promote Constructivism approaches to teaching and learning through engaging math experiences
- To promote a positive, optimistic environment, filled with an excitement for learning, manipulating and exploring new ideas, with innovative solutions
- Responsibility of learning should reside increasingly with exploratory learners
- Demonstrate commitment and being open minded to the various learning paths that exist to solve real-world, mathematical problems

Professional Development for Engaging Experiences:

- To determine level of support needed by individual teachers in regards to curriculum and data analysis, and provide support through professional development (see developing teachers, pg. 22).
- To meet teachers' levels of support by providing various professional development and engaging activities and implementation, through constructivism
- To provide leveled professional development for content expertise through PLC's, teacher work days, and staff meetings
- To create a safe, ongoing learning environment for teachers
- To encourage self-reflection and self-accountability to refine professional expertise

Attendance:

- Reducing the number of students arriving late for class
- Decreasing the number of students who miss 10 or more days during the school year
- Increasing parental awareness about the importance of school attendance, arriving on-time, and the resources/supports available.
- Rewarding students who achieve perfect (no absences, max 4 tardies) attendance each 9 weeks

Social- Emotional Learning:

- Self Awareness: recognize one's own strength and limitations with a sense of confidence
- Self Management: Effectively managing stress, including impulse control, self motivation and goal setting
- Social Awareness: Identify and empathize with others from diverse backgrounds and cultures.
- Relationship Skills: Communicate and listen well, be friendly by encouraging optimism and positivity, and seek assistance when necessary
- Responsible Decision Making: Make purposeful and thoughtful decisions about one's behavior and interactions with others.

(Collaborative for Academic, Social and Emotional learning or CASEL)

Appendix B: School Goals Template

Academic Model

Our challenges, as shown through our current and historical data, has been in the areas of literacy, math and lack of teacher confidence due to minimal training to provide engaging academic and field experiences. We solicited input from teachers and stakeholders to brainstorm ways to address these challenges. When the data was compiled, we found that teachers and stakeholders, alike, would like Barkley Ruiz to stand out as a campus that targets hands-on, experiential learning while preparing our students for the 21st Century workforce. Proposed models included Montessori learning, STEM based learning, Project Based Learning, Art Inclusion, Expeditionary learning and Social/Emotional learning models.

While considering all the proposed models, we found that a Constructivism model will not only encompass all the components proposed by staff and community, but is also supported by research to address our challenges.

The current academic model for Barkley-Ruiz Elementary is learning styles, with an emphasis on early intervention. We propose to revise this academic model because learning styles is presently more of a regularly implemented best practice versus the unique approach to teaching and learning that it once was when the original charter was created. The revised charter will follow a constructivism theory and approach to teaching and learning, serving students PK -6 grades. The constructivism approach to teaching and learning is a theory in which students "construct" or create their own understanding about content based upon experiences and thinking about their experiences. In our proposed academic model, teachers will provide experiences for students and guide them through an inquiry process of engagement, exploration, investigation and communication (Appendix C).

It is important to understand that the teacher primarily serves as a guiding partner in the learning process. The teacher must view students as active partners in their own learning. This is accomplished by honoring the knowledge and experiences the students already bring to the classroom. The following are some examples to help understand what Constructivism might look like in practice:

Science: experiments; inquiry process

Social Studies: research; live action role play; debate

Math: engaging experiences (using a recipe, students increase proportions to create their understanding of unit conversions/proportions)

Reading/Language Arts: Journal writing and sharing about reflections in other contents, reader's theater, create books about their understanding, pen pal letters

The student takes the starring role in their learning and understanding in the Constructivism model. Students engage in learning experiences and communicate their understanding by working collaboratively, problem solving together, reflecting and sharing their understanding with others in their class. The teacher's role is to consider what the learners are able to do with help, and provide the learners with adequate materials and prompting they need to construct new knowledge and meanings. In addition, teachers should facilitate peer interaction and cooperation between learners. Under the umbrella of Constructivism, our school will focus, but not be limited to, the components of:

- Thematic units
- Project Based Learning
- Social - Emotional Learning
- Engaging Experiences

In addition, the historical data for Barkley - Ruiz has shown slow growth in literacy, which affects all content areas. To address this need, Barkley-Ruiz proposed to design literacy instruction that meets the needs of our students, borrowing best practices from Balanced Literacy and Reading/Writing Workshop. In addition, Barkley-Ruiz proposes to continue to incorporate Close Reading at the intermediate level, and begin implementation at the primary level.

The proposed program differs from the current program in that Barkley-Ruiz will be the only SAISD elementary school committed to implementing a Constructivism model of learning program. Visitors to the school will encounter an environment in which students are engaged in learning as evident by classrooms that foster collaboration and student led inquiry and discovery versus traditional teacher led, lecture type instruction. They will find classrooms heavy with student-to-student academic discourse. Topics of study will be evident throughout the school by the use of thematic units and displayed projects.

Mitigating Downsides

In a Constructivism model of teaching and learning, students have more responsibility and ownership in their learning. This may lead to a perceived lack of structure, which may be new and confusing for students and even for some teachers. In order to plan for and teach in a Constructivism model, teachers will require the support of continual planning sessions with colleagues to plan units and carefully scaffold content. By doing so, teachers can anticipate starting points and begin lessons based upon students' incoming knowledge. Teachers can also plan for small groups to support students that do not

have a strong incoming content knowledge through pre-planned scaffolds. Student support will come in the form of rubrics and front-loaded expectations for working together in cooperative groups. In addition, the Social Emotional Learning curriculum will provide additional support for students in learning how to cope with new situations and build relationships for a cooperative working environment.

Special Populations

The practices included in Constructivism benefit all students, especially our students in special populations. By honoring and focusing on students understandings of the world and their construction of new knowledge, at-risk benefit through starting content understanding at their level. On the opposite side of the spectrum, gifted students can move ahead with their understandings and continue to construct further content knowledge without the feeling of being “held back” through a one-size fits all, cookie cutter method of teaching and learning. Students in special education and dyslexia services will continue with their targeted, individualized instruction in addition to classroom Constructivism modeled instruction as an additional service. Students enrolled in the SOLE (Safe Optimal Learning Environment) and ACE (Alternative Curriculum Environment) programs will not be affected by the Charter as they implement their own, specialized curriculum based upon their individualized needs.

Focused Components Within our Constructivism Model

Thematic Units

Challenges for students on our campus lies in the transference of student learning from content to content or content to real world applications. We plan to address this challenge with the incorporation of thematic units as one component of the Constructivism model. Through thematic units, students will be able to understand connections and create connections to better their understanding and thus, retention of content information. In a thematic unit, teachers will integrate subjects across the curriculum into a unifying theme. When planning a thematic unit, teachers will consider the following eight key components in a lesson plan.

1. **Theme** - Choose a theme based on TEKS to address, student interests or student experience.
2. **Grade Level** - Ensure that the theme is appropriate for the participating grade level
3. **Objectives** - Identify the specific objectives for mastery
4. **Materials** - plan for materials available and materials needed
5. **Activities** - Using backwards design, plan activities (experiments, PBLs, engaging experiences/field experiences) that facilitate the mastery of corresponding TEKS objectives
6. **Discussion Questions** - Create a variety of discussion questions that encourage thinking and responding at higher levels (“lightbulb” and “sun” questioning)
7. **Literature Selections** - Collect/secure books that correlate with the activities and the central theme of the unit.
8. **Assessment** -Through backward design, create assessments and/or rubrics to monitor mastery of TEKS addressed.

Thematic Unit Phase-In Plan

2019 - 2020	<ul style="list-style-type: none"> ● August training to set standards and minimum expectations for thematic units (8 key components listed above) ● Vertical grade level planning of thematic unit along with TEKS alignment ● Minimum of 4 Thematic units for the Year
2020 - 2021	<ul style="list-style-type: none"> ● August refresher/new teacher training ● Vertical grade level planning of thematic unit along with TEKS alignment ● Minimum of 4 Thematic units for the Year
2021 - 2022	<ul style="list-style-type: none"> ● August refresher/new teacher training ● Vertical grade level planning of thematic unit along with TEKS alignment ● Minimum of 5 Thematic units for the Year
2022 - 2023	<ul style="list-style-type: none"> ● August refresher/new teacher training ● Vertical grade level planning of thematic unit along with TEKS alignment ● Minimum of 5 Thematic units for the Year
2023 - 2024	<ul style="list-style-type: none"> ● August refresher/new teacher training ● Vertical grade level planning of thematic unit along with TEKS alignment ● Minimum of 6 Thematic units for the Year

Project Based Learning

In the Constructivism model, students gain understanding through experiences. Project Based Learning (PBL) is another possible approach teachers can implement to provide those experiences. In PBL, students gain knowledge and skills by working for an extended period of time to explore, investigate, create and communicate understanding. When planning a PBL experience, teachers are expected to incorporate the following teaching practices:

1. **Design and plan** - Teachers create or adapt a project for their context and students, and plan its implementation from launch to culmination while allowing for student voice and choice based on the Constructivism practice of students' bringing in their own prior knowledge
2. **Align to Standards (TEKS)** - Teachers use standards to plan the project and make sure it addresses key knowledge and understanding.
3. **Build the Culture** - Teachers explicitly and implicitly promote student independence and growth, open-ended inquiry, team collaboration, and attention to quality
4. **Manage Activities** - Teachers work with students to organize tasks and schedules, set checkpoints and deadlines, find and use resources, create and share projects.
5. **Scaffold Student Learning** - Teachers employ a variety of lessons, tools, and instructional

strategies to support all students in reaching project goals.

6. **Assess Student Learning** - Teachers use formative and summative assessments of knowledge, understanding, and success skills, and include self and peer assessment of team and individual work.
7. **Engage and Coach** - Teachers engage in learning and creating alongside students, and identify when they need skill-building, redirection, encouragement, and celebration.

Timeline to Phase-in PBL Units at Barkley -Ruiz

	2019-20	2020-21	2021-22	2022-23	2023-24
# of PBL units taught	1	2	3	4	4-5
# of PBL showcase	0	1	2	2	2

Project Based Learning Phase-In Plan

2019 - 2020	<ul style="list-style-type: none"> ● PBL Fall Training to all teachers through PBL works ● Teachers plan and teach at least 1 unit aligned with the Gold Standard Project Design Rubric (Appendix D) ● Sustained support by administration and Office of 21st Century Learning during the year to observe PBL units being taught on/off campus. ● Use additional work days for planning (see proposed autonomies - extended calendar) ● Create a sharing platform to bank all created PBL lessons
2020 - 2021	<ul style="list-style-type: none"> ● PBL Fall Training to new teachers through PBL works ● Teachers refine previous year’s PBL units to implement in 2020 - 2021 ● Teachers plan at least 1 unit aligned with the Gold Standard Project Design Rubric. ● Teachers will teach at least 2 units aligned with the Gold Standard Project Design Rubric. ● Plan 1 showcase for the community ● Sustained support by administration and Office of 21st Century Learning during the year to observe PBL units being taught on/off campus. ● Use additional work days for planning (see proposed autonomies - extended calendar)

2021 - 2022	<ul style="list-style-type: none"> ● PBL Fall Training to all new teachers through PBL works ● Teachers refine previous years' PBL units to implement in 2021 - 2022 ● Teachers plan at least 1 new unit aligned with the Gold Standard Project Design Rubric. ● Teachers will teach at least 3 units aligned with the Gold Standard Project Design Rubric. ● Plan 2 showcases for the community ● Sustained support by administration and Office of 21st Century Learning during the year to observe PBL units being taught on/off campus. ● Use additional work days for planning (see proposed autonomies - extended calendar)
2022 - 2023	<ul style="list-style-type: none"> ● PBL Fall Training to all new teachers through PBL works ● Teachers refine previous years' PBL units to implement in 2022 - 2023 ● Teachers plan at least 1 new unit aligned with the Gold Standard Project Design Rubric. ● Teachers will teach at least 4 units aligned with the Gold Standard Project Design Rubric. ● Plan 2 showcases for the community ● Sustained support by administration and Office of 21st Century Learning during the year to observe PBL units being taught on/off campus. ● Use additional work days for planning (see proposed autonomies - extended calendar)
2023 - 2024	<ul style="list-style-type: none"> ● PBL Fall Training to all teachers through PBL works ● Teachers refine previous years' PBL units to implement in 2023 - 2024 ● Teachers plan at least 1 new unit aligned with the Gold Standard Project Design Rubric. ● Teachers will teach at least 4-5 units aligned with the Gold Standard Project Design Rubric. ● Plan 2 showcases for the community ● Sustained support by administration and Office of 21st Century Learning during the year to observe PBL units being taught on/off campus. ● Use additional work days for planning (see proposed autonomies - extended calendar)

Social-Emotional Learning

We know student emotions impact in education—it drives attention, which, in turn, drives learning and memory (*Sylwester, 1994*). Student collaboration and teamwork is a large part of the Constructivism model. Unfortunately, many students lack social-emotional competencies to work together effectively and tactfully towards a common goal. In addition, we found (through questionnaires) that both teachers and community members have expressed a want for character education for our students as it impacts not only the school culture, but the community culture as well. Teaching social-emotional skills not only meets those demands, but it enables our students to become more focused and engaged learners.

The first year of our in-district charter, we will seek out a program that supports and develops upon the skills indicated earlier: self awareness, self management, social awareness, relationship skills, and responsible decision making.

The search team will consist of the Campus Governing Board. After choosing a program, routine professional development will be provided for all teachers, to implement the following school year.

We will continue to use the PBIS program already in place at our campus for the first year, where:

- All students develop and learn social, emotional, and behavioral competence, supporting their academic engagement.
- All educators develop positive, predictable, and safe environments that promote strong interpersonal relationships with students through teaching, modeling, and encouragement.

In the years that follow, teachers will phase in a Social-Emotional Learning curriculum that targets the five skills: self awareness, self management, social awareness, relationship skills, and responsible decision making, with aspirations of creating a peer mentorship program. Support systems for teachers, such as time, resources and knowledge of implementation will be put in place at the time that a decision on a program has been made.

Social Emotional Learning Phase-In Plan

2019 - 2020	<ul style="list-style-type: none">● PBIS refresher training in August● Introduce Teacher Implementation recognition System for PBIS fidelity● Campus Governing Board will meet to research and adopt a Social Emotional Learning (SEL) Program that suits our campus needs.
2020 - 2021	<ul style="list-style-type: none">● Implementation of a new SEL curricula for the 2020-2021● Incorporate a peer mediation and mentorship

Engaging Experiences

Teachers at Barkley-Ruiz cited lack of experiences as a challenge for our students when it comes to writing or making connections for reading comprehension. As a result, teachers at Barkley-Ruiz, will bring the experiences to the students. These experiences will serve as a way of providing students with real world experience outside of their immediate neighborhoods. More importantly, these experiences will serve the purpose of creating partnerships through community involvement and service. Engaging experiences can take many forms, including but not limited to off-campus field experiences/field trips, on-campus speakers, classroom flips (setting up the classroom environment to match a theme or provide an experience for students) and experiments. Teachers will be expected to seek out and provide engaging experiences in an effort to support the academic and social-emotional goals for the students.

Engaging Experiences Phase-In Plan

2019 - 2020	<ul style="list-style-type: none"> ● Train teachers on creating engaging experiences through a book study using <u>The Wild Card</u> by Hope and Wade King (teachers from the Ron Clark Academy in Atlanta, GA). ● Administrator book study, <u>The Limitless School: Creative Ways to Solve the Culture Puzzle</u>, by Abe Hege and Adam Dovico ● Teachers incorporate engaging experiences minimally once per thematic unit ● Begin grant writing/fundraising to send teachers to the Get Your Teach On Conference. ● Teachers sent to the conference will return and share information through a Trainer-of Trainer model professional development.
2020 - 2021 * 2021 - 2022 * 2022 - 2023 * 2023 - 2024 *	<ul style="list-style-type: none"> ● New teachers will read and learn about creating engaging experiences through same book study, <u>The Wild Card</u> by Hope and Wade King, with their assigned mentor teachers. ● Teachers continue to incorporate engaging experiences minimally once per thematic unit ● Continue to write grants or raise funds to send teachers to the Get Your Teach On Conference for the face-to-face experience. ● Teachers sent to the conference will return and share any new information or ideas through a Trainer-of Trainer model professional development.
	<p>* If funds raised or received allow, teachers will be selected to attend the RCA</p>

	Experience to experience engaging experiences first-hand at the Ron Clark Academy in Atlanta, GA.
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Literacy Instruction

In response to our school challenge regarding literacy, our charter proposes a literacy curriculum that meshes best practices from multiple reading programs implemented through San Antonio Independent School District over past years. By using what has worked for our students that have shown progress, we aim to streamline a curriculum that will work for all our students, yet is flexible enough to meet all their needs.

Reading Framework:

Interactive Read Aloud + Mini Lesson	OR	Close Reading
Small Group Work Guided Reading OR Strategy Instruction		
Centers Independent Reading/Phonics/Vocabulary/Word Study		
Shared Reflections / Assessments		

Writing Framework:

Modeled Writing + Mini Lesson (CAFE curriculum for Expository Writing)
Small Group Work Shared Writing (partners)/Guided Writing Groups (with teacher)/Independent Writing
Centers Spelling / Word Study / Handwriting
Shared Reflections / Assessments

Literacy Phase-In Plan

2019 - 2020	<ul style="list-style-type: none"> ● All teachers will receive training in reading/writing framework and Fountas & Pinnell guided reading and assessment ● Fourth grade teachers provide training in CAFE curriculum for expository writing for implementation by all teachers 1-6 ● Campus ensures the school and every classroom has a diverse class library ● All teachers will receive training and will incorporate Close Reading strategy <ul style="list-style-type: none"> ○ K-2: minimum 1 per thematic unit ○ 3-4: minimum of 1 per PBL/thematic unit ○ 5-6: minimum of 2 per PBL/thematic unit ● Assess fidelity and quality of best practice of the reading/writing framework through MAP scores, Fountas & Pinnell, observation data and STAAR data
2020 - 2021	<ul style="list-style-type: none"> ● New teachers will receive training in reading/writing framework and Fountas & Pinnell guided reading and assessment ● Professional Development provided based on end-of -year data ● Implementation of CAFE curriculum for expository writing ● Refine previous Close Reading lessons based on data/rubrics ● Assess fidelity and quality of best practice of the reading/writing framework through MAP scores, Fountas & Pinnell, observation data and STAAR data
2021 - 2022	<ul style="list-style-type: none"> ● New teachers will receive training in reading/writing framework and Fountas & Pinnell guided reading and assessment ● Professional Development provided based on end-of -year data ● Incorporate previous and new Close Reading lessons <ul style="list-style-type: none"> ○ K-2: minimum 2 per thematic unit ○ 3-4: minimum of 2 per PBL/thematic unit ○ 5-6: minimum of 2 per PBL/ 3 per thematic unit ● Assess fidelity and quality of best practice of the reading/writing framework through MAP scores, Fountas & Pinnell, observation data and STAAR data
2022 - 2023	<ul style="list-style-type: none"> ● New teachers will receive training in reading/writing framework and Fountas & Pinnell guided reading and assessment ● Professional Development provided based on end-of -year data ● Refine previous Close Reading lessons based on data/rubrics ● Assess fidelity and quality of best practice of the reading/writing framework

	through MAP scores, Fountas & Pinnell, observation data and STAAR data
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2023 - 2024	<ul style="list-style-type: none"> ● New teachers will receive training in reading/writing framework and Fountas & Pinnell guided reading and assessment ● Professional Development provided based on end-of -year data ● Incorporate previous and new Close Reading lessons <ul style="list-style-type: none"> ○ K-2: minimum 3 per thematic unit ○ 3-4: minimum of 3 per PBL/thematic unit ○ 5-6: minimum of 3 per PBL/ 4 per thematic unit ● Assess fidelity and quality of best practice of the reading/writing framework through MAP scores, Fountas & Pinnell, observation data and STAAR data
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As referenced above, the components described are not wholly inclusive. Other activities, such as STEAM/STEM activities, art integration, dramatic play, music, manipulatives and exploration are also activities one might encounter while visiting our campus.

Data and Continuous Improvement

Systems and Routines

1. Barkley-Ruiz’s Data Team meets in the summer to review prior year’s performance and then set annual goals. This team then meets monthly to check on progress of goals throughout the year
2. The data team will track and review data on a quarterly basis by reviewing and analyzing individual, classroom, grade level, and campus trackers. Barkley-Ruiz has set a goal that 70% of the students be on grade level in both Reading and Math on campus and district assessments.
3. Professional Learning Communities (PLCs) - PLCs meet weekly to engage in data analysis, planning, reflection, and professional development. Content for these additional supports would be based upon student needs, according to data analysis. Teachers determine status of students based on a number of identifiers, including At Risk, English Language Learner, Special Education, Dyslexia, prior year failures on STAAR. There after plan accordingly grade level action plans. In addition to PLC time, the teacher work days provide time for our teachers to meet in vertical, cross-grade level and content area teams. This structure will be especially effective in planning constructivism units that involve more than one content area and/or grade level
4. Administrative Team - The administrative team consists of the principal, assistant principal, instructional coach, and counselor. Administrative team meetings occur weekly and discussion items focus on student growth and proficiency on various campus metrics, to include looking at campus and grade level trends in teacher and student proficiency. Action plans are generated to support needs and focus on developing a network of support, including designing and delivering

professional development, mentoring and coaching for teachers, and allocating resources to support needs. Administration and the leadership team will conduct internal instructional rounds to validate the effectiveness and TEK alignment of constructivism student-centered, hands-on experiences.

Student Growth and Proficiency

Students of Barkley- Ruiz will track their data by documenting their proficiency and growth on a student goal setting trackers on a digital platform. This digital platform will be available only to administration and data team for review, analysis, and reflection. Those students who meet the set performance goals and/ or individual growth goals will be recognized and celebrated. Recognition can include tangible and intangible experiences. Each class has the autonomy to choose their celebration.

Progression

To review and track the impact of learning, a comparative data study will be implemented in order to compare the current and previous school year. The comparative data study will reveal the areas of needed growth, strength and further need for professional development throughout the academic school year. At Barkley -Ruiz we want to ensure that all students are progressing through the year and from year-to year. The administrative team, CLT governing board, data team, grade level, and vertical teams aim to identify trends to determine progression and additional supports for individual teachers, grade levels, and individual students

Create Teacher Buy-In

Teaching without data is like driving without a map. Nevertheless, it is not always easy for teachers to understand the significance of data. We strive for a data driven culture at Barkley- Ruiz. Therefore, our teachers will not just be shown how to access reports from lead4ward, eduphoria, and MAPs, but also why the data matters. Barkley Ruiz will provide professional development sessions, where teachers will learn how to analyze the formative and summative assessment data to develop effective and efficient support plans for their grade level intervention groups and individuals. When data appears to fall short of our school's goals, teachers will design a support plan for those grade levels and individuals. The plan will include ways to strengthen the instructional core through planning, implementing, and measuring the effectiveness of these efforts.

Annually, teachers will review state assessment data from the 3 previous years and discuss our areas of strength and need as a campus, and which area we should focus on. At this time, they will also consider what engaging experiences and thematic units can support our areas of need. The purpose for this process is to help teachers K-6 become interested and invested from the beginning.

Provide Teacher Trainings

In response to data analysis success or shortcomings, teachers will be provided professional development as they become experts in their content areas. Furthermore, teachers will continue receiving professional development in Constructivism strategies for engaging activities.

Establish a support system

Each grade level will be designated with a team leader who can assist teachers with data. The team leader must be comfortable having crucial conversations about what is in the best interest of students and progress for all on our campus. Team leaders will facilitate conversation with their teams, during PLCs and grade level meetings, about how we can utilize the formative and summative evaluations to determine how we can improve teaching and learning.

School Community Communications (Faculty & Family Engagement)

Teachers are only part of the equation when it comes to success in learning. Parents, family, friends and community members each serve their own role in the puzzle that creates the complete scholar. Communication among all stakeholders is essential to create a common vision and platform on which to nurture and grow each and every child. With that in mind, Barkley-Ruiz is invested in keeping lines of communication open and updated through various events and platforms, ranging from social media to face-to-face meetings. Plans for school-community communications include the following:

Family/School relationships

- Continue our annual Meet the Teacher events before the first day of school to initiate the relationships between families, teachers, administrators and staff
- Open House Nights during the month of September to invite families to learn more about our Constructivism model and ask questions
- Goal Setting night during the first nine weeks of school to share historical data and involve students and families in conversations and set goals for the middle and end of year

Communicate school and classroom news

- Communicate with the community as a whole via social media (school website, school Facebook, school newsletter using Smore)
- Ensure that all teachers are in contact with families (Remind, class website, Google Classroom)

To engage families and community partners in curricular initiatives

- Informational nights, Principal coffees centered around the Constructivism model and our focused components (thematic units, PBL, engaging experiences, social emotional learning)
- Monthly Campus Leadership Team meetings to include student and family representatives
- Involvement of members of community, as applicable, to share expertise and be involved in curriculum via outreach by our teachers and/or Parent-Family Liaison
- Public presentation of student projects via content nights (Math night, Science night, etc.) or showcases

To develop teacher-to-teacher relationships and communication

- Continue vertically aligned PLCs to share ideas, support instructional scaffolds, plan units

- Provide planning time during Professional Development days to share ideas, support instructional scaffolds, plan units
- Engage in non-evaluative classroom visits to learn more from each other as each teacher comes with their own set of expertise

Using electronic means (Google Forms, PowerApps, Office 365 Form), feedback from students, families and teachers will be solicited to learn more about how the different groups are responding to the Constructivism model. Data obtained will be used to plan for future professional development or parent/community informational sessions. Analysis and next steps, with appropriate audiences, will be communicated either via electronic communication platforms, informational meetings or PTA meetings.

Student Recruitment and Retention

Barkley-Ruiz staff will create a marketing plan, for the year, indicating the phases of the charter integration process being implemented. Staff participating in the marketing plan will consist of the campus leadership team. Existing families will also receive the opportunity to view a three-year plan that exhibits a yearly transition from the current academic model to the constructivist, PBL model. This will include a vertical alignment plan that displays how primary grades will gradually take on more complex roles in their learning; PK through 2nd grade students will concentrate on building teamwork, collaborative, and communication skills with themed units that encompass the core curriculum, and 3rd through 6th grade students, while still honing the aforementioned skills will build on their learning with problem and project based learning units that can be applied to real-world experiences.

Our brand and our mission will be made evident in our marketing materials (including our website, print materials, Facebook page, etc.) that will be managed by our website and technology coordinator. We will attend *Experience SAISD* and similar events in other areas around San Antonio for recruitments.

Campus staff will also ensure existing as well as potential families that it is a campus of inclusivity by explaining and reiterating how the charter academic model maintains flexibility in individualizing each student's learning. Constructivism allows a hands-on, thematic approach to teaching that enables teachers to easily differentiate and adapt the core curriculum to benefit various learning styles that best fit the learning needs of students with learning or physical disabilities as well as english language learners, whether it be kinesthetic, visual, audio, artistic, or technological. In addition to providing differentiation for those with disabilities or language barriers, the new academic model will also supply an outlet for those students seeking more academic and creative challenges in their learning. This especially proves beneficial for targeting the enrollment of students who previously left for charter or magnet schools, elsewhere.

Barkley-Ruiz will develop a clear branding of Constructivism, where students construct their own understandings and knowledge of the world through engaging experiences, as our recruitment platform. We plan to create media and print advertisements to share our vision. Monthly updates to our school website will provide information about our mission and goals; what makes us unique; the application process; current projects, programs, and events; community partnerships; as well as information for community and family members.

Year One will allow educators to introduce and begin implementing as well as exposing students to the new academic model units with one project per semester; this will enable teachers and staff to slowly integrate the new academic model within the current, existing academic model. In the second year, teachers and staff will increase the number of academic model units to one project in the Fall, one project in Winter, and a final project in the Spring; in this second year, the constructivist model will begin to supercede the previous academic model. By the third year, the campus should be able to successfully implement one academic model unit, each, for Math and Science--with Social Studies and English Language Arts integration, where only a small percentage of the previous academic model exists, enabling the fourth year to commence with full implementation of the new academic model.

Barkley Ruiz will schedule dates where parents are invited to participate, as the community, to view students' PBL products and artifact at the end of each academic model unit or project. Community/public presentations will be available with on-campus programs or events, in addition to online access.

We will maintain retention through rigorous and engaging experiences that students gain from extended year/thematic units and project based learning. We will cultivate an environment of inquiry and collaboration that provide 21st century skills.

School Climate and Culture

School Year	2016-2017	2017-2018	Current School Year
Number of Incidents reported for Administrative Review	169	383	211

Reflection of Review 360 discipline data shows an increase in the number of Administrative Review incidents (more severe incidents) from 2016-2017 to the 2017-2018 school year. From last school year to this school year, there has been a decrease in referrals, but still more than the 2016 - 2017 school year. In further analyzing the data, we are finding that the majority of incidents requiring Administrative Review are attributed to a handful of students.

In working to reduce discipline problems, holding students accountable for their actions has proven effective in most cases. Students were more willing to accept consequences for their actions and accept accountability when they were heard.

What has not worked well for our campus is fidelity to our PBIS program. There is a salient lack of consistency in the implementation of schoolwide expectations from teacher to teacher. There is also a lack of consistency among teachers as to what behaviors are acceptable, which are not, which should receive consequences and what consequences should be applied.

So that students have a venue to be heard, we want to implement a program of mediation in which peers learn to mediate and solve problems for minor conflicts, and staff members to mediate effectively

in severe conflicts. Through mediation, students will be empowered to be heard, hear how their actions affected others, and make better choices in the future.

To support teachers new to our campus and/or support teachers that are having problems with our current PBIS expectations, we will offer PBIS refresher professional development prior to the start of the school year. New to the upcoming school year will be a Leveled Referral system, which lists common offenses (based on data) and appropriate consequences. This will also help students by having a consistency they can rely on. Finally, a teacher accountability/reward system will be put in place to ensure that all teachers are holding fidelity to the PBIS program. The accountability and reward system will be created by the PBIS committee and presented prior to the start of the school year.

During the first year of our charter implementation, the Campus Governing Board will meet to review, research and adopt a Social-Emotional Learning curriculum. The expectation is for a curriculum to be adopted and training to take place during 2019-2020 school year so that implementation can begin during the 2020-2021 school year.

PROPOSED AUTONOMIES:

For our Constructivism campus, we are proposing the following autonomies:

Type of Autonomy	Autonomy	Rationale for Autonomy
Talent	Staffing Plans: <ol style="list-style-type: none"> 1) Master Teachers for each grade level 1-6 2) Full time Librarian 	1) Currently, we have Master Teachers in each of grade levels 1-6 and would like to retain them for continued support 2) Full time librarian to also serve as our IT support for technology integration
	Recruitment and Hiring: Implementation Specialist	Implement Specialist interviewed and hired will be knowledgeable in Constructivism to be able to support teachers on campus
	Professional Development:	To support our charter endeavors, teachers will require training to become proficient/experts in Constructivism. This would also require opting out of district mandated professional development to provide opportunity for charter specific PDs, such as Social-Emotional Learning, planning time for thematic

		units, engaging experiences, and project based learning
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Academic Program	<p>School Schedule and Calendar: Extended Calendar</p>	<ul style="list-style-type: none"> ● Available staff will report to work on the Monday prior to the official start date and be compensated for the additional 5 days of work ● During the school year, staff development day will occur on the following days: <ul style="list-style-type: none"> ○ Week prior to the start of student reporting ○ District Staff development days/student holidays ○ Monday after Easter <p>On these days, professional development will be determined by campus needs in lieu of professional development as dictated by SAISD</p>
	<p>Curriculum and Assessment: 1)Pacing Calendar 2)Assessment Opt Out</p>	<p>1)Pacing Calendar to reflect and allow appropriate time for components contained within the charter</p> <p>2)Assessment Opt out - CBAs will be created to reflect and assess standards aligned to campus pacing calendar</p>

<p>Staffing for teachers, Support Staff and Paraprofessionals</p>	<p>Barkley-Ruiz requests the autonomy to utilize our allocated staffing personnel to support the academic and Social/Emotional needs of our student population.</p> <p>This Charter process will require that all personnel working at Barkley-Ruiz support the model while meeting the professional learning requirements to best implement the model effectively.</p>	<p>Campus discipline data shows that a majority of referrals can be traced back to a small number of repeat offenders. The requested autonomy would enable staff to serve as mentors for high-need students. Mentors will be assigned based on best fit/rapport for both student and staff member.</p> <p>This instructional model requires extensive training of all staff. In order to build capacity within our staff and implement the model with fidelity, the campus will continue to ensure that all incoming personnel will support and implement the charter model.</p>
<p>Curriculum and Instruction</p>	<p>Barkley-Ruiz will create and implement its own scope and sequence to reflect the Constructivism model while adhering to TEA's Kinder-6th Grade TEKS</p> <p>Campus Based Assessments will be created by our teachers in order to align with our scope and sequence</p>	<p>Barkley-Ruiz will create and implement its own scope and sequence to reflect Constructivism while adhering the TEA's Kinder-6th Grade TEKS. This will not necessarily align to District scope and sequence, but will adhere to TEA requirements.</p> <p>Our own CBAs will align to units of study while adhering to TEA TEKS and campus scope and sequence.</p> <p>A team consisting of CIS, ACT's or designated grade level representative, and Assistant Principal, will review and give feedback on created CBAs based on how well the assessment aligns to the curriculum and TEKS. A</p>

		calendar will be created that sets dates for assessment submission, review, feedback and implementation.
Budget	Barkley-Ruiz requests the flexibility of utilizing our campus budgeted funds to meet the needs of the campus for the following areas: curriculum, professional development, resources and parent training.	This autonomy will allow the campus to maximize the impact of staff while servicing student needs with necessary internal and external resources.

Capacity of Applicant Leadership Team

The applicant leadership team is comprised of people who serve various roles on the campus. They are part of a team focused on developing a vision that encompasses the best of the campus and community in the terms of the charter. Each team member brings diverse skills, experience, and talents, which will assist in ensuring that the school’s vision and goals are met.

Team Members

Team Member Name	Current Role	Skills, Background
1. Jacqueline Ibarra-Lanford	Principal	Former Campus Instructional Coach, Written campus/district based assessments; experience in analyzing district, campus, teacher data
2. Sandra Medina	Teacher, Social Studies/Reading	Master teacher, former Teacher-of-the-Year, highly respected voice among colleagues, campus leader, trained in Ron Clark Academy teaching model, detail-oriented, deeply committed to ensuring student success, experience in varying intermediate grade levels and Special Education, 21+ years teaching experience at Barkley-Ruiz campus and helped pioneer initial charter on campus
3. Emily Juarez	Teacher, Math and Science;	Master teacher, highly respected voice among colleagues, trained in project-based

	Instructional Coach	learning, 15+ years experience in various schools within district as teacher and instructional leader, experience in teaching across varying grade levels, deeply committed to success and well-being of all students
4. Analisa Spicer	Librarian	Librarian, experience in working at different campuses within district, trained in project-based learning, 15+ years experience in teaching secondary English and as librarian teaching across the curriculum for elementary levels, offers perspective from all staff and parent/community viewpoints
5. Margarita Sifuentes	Assistant Principal	Assistant Principal, 14 years experience in education serving secondary Math. Former Instructional Coach. Experience in data analysis.

Our applicant leadership team is diverse in experience and background that can provide a well-planned, successful implementation and execution of the proposed charter. They can do this through their various roles on campus, experience in education, and charter experience.

Role

The applicant team encompasses a variety of individuals with varying roles on the campus. This includes teachers with various educational backgrounds and experiences, an instructional coach, and administrators.

In-District Charter Experience

Our team brings Mrs. Medina’s explicit experience on the in-district charter process. Mrs. Medina assisted in Barkley-Ruiz’s charter process that resulted in the board approval and start-up funding from the Texas Education Agency. Medina served as part of the team that played an active role in shaping and writing the charter.

All team members willingly served in the application process to ensure the development of a thorough, transparent mission for our school and community. The team remains committed and determined to bring out the highest potential of the students on our campus as well as continue improving the campus culture and environment to ensure future success and enjoyment of learning.

Human Capital

“Tenemos Corazon” embodies the staff’s culture at Barkley-Ruiz. We have a heart for our students, first and foremost, providing a caring, learning environment. We meet students where they are, and then take them where they need to be. Our school accomplishes this by incorporating a teaching style known as “Constructivism,” which simply means that every student will receive the same information, yet the teacher will work with your child to have them create ways in which best to understand, process and remember that knowledge. Through this method of teaching, our children will gain the skills necessary to be successful in everything they do as they understand how they learn and how they need to have information presented to them. It’s a major shift in teaching and learning as it challenges the old ways of “sitting and getting” which can be boring and causes bright students to lose interest in schooling.

It's this reason that there’s a waiting list of teachers wanting to move to Barkley-Ruiz and when they do get a transfer there, typically stay until they retire. At Barkley-Ruiz, there is a feeling of family and there’s a trust in each other which allows teachers to grow and become experts in their own field.

Recruiting Teachers

Barkley Ruiz staff will participate in utilizing our Total Quality Indicator Building Level Interview questions to screen highly qualified teachers to adhere to the campus vision, mission and core values. We are seeking candidates that are focused on student-centered learning, are reflective practitioners, show integrity in their work and that of others, and work collaboratively and respectfully with others.

Campus Governing Board will assist administration in the screening of applicants.

Highly qualified candidates will go through a second phase which will include a model lesson presented to selected class. This will help to evaluate the candidate’s abilities and how they align to the Constructivism model.

Developing Teachers

At the beginning of the 2019-2020 school year, all instructional staff will participate in professional learning to introduce and gain a deeper knowledge of Constructivism.

Administration will conduct learning walks and feedback will be provided based on classroom management techniques, lesson plans, managing student engagement and data analysis. During the first 9 weeks teachers will be categorized into 3 levels according to their level of need and support needed. Leveling of teachers will be determined by student data in the class, teacher capacity to analyze data and design an action plan, level of experience with constructivism strategies and teacher’s historical data. All teachers are leveled based on these four factors specifically around data analysis and developing action plans

- A. Level 1 teachers have their data analysis and planning needs met by the PLC.
- B. Level 2 teachers meet monthly with an administrator and/or instructional coach to receive additional data analysis and planning support
- C. Level 3 teachers meet weekly to receive additional support from administrators and/or instructional coach. These sessions will include designing TEK aligned constructivist

activities and assessments and/or analyzing assessment data and creating action plans to support classes and/or individual students

Instructional staff will continue to receive professional learning throughout the year to support the implementation of the Constructivism model. The training will include theory, approaches and observations of model classrooms. This training will take place during allotted Professional Development days. Through learning walks and evidence of implementation, professional learning will be differentiated to meet individual needs of teachers.

Retaining Teachers

We will provide teachers with rich professional learning and give them the autonomy to develop scope and sequence, units of study and unit assessments that engage and challenge our students’ levels of thinking. Giving teachers time to be reflective of their instruction and gain a deeper understanding of this best practice allows them to grow and go deeper in their craft.

Constituent Map and Stakeholder Engagement

Knowing Your Constituents

Barkley-Ruiz Elementary exists primarily to successfully serve the district’s neighborhood students. Working in collaboration and partnership with the community and families remains crucial to ensuring campus and student as well as teacher success. As a neighborhood school, we work with various organizations and programs, including but not limited to Parent Teacher Association (PTA), San Antonio Youth Literacy, Agora Ministries, Lanier High School, San Antonio Food Bank, and the Greater San Antonio Quilt Guild.

To better learn and understand the needs of our constituents, the applicant team collaborated with the PTA to gather data and feedback from our constituents on what they feel would best benefit the community, campus, and students. The chart, provided below, exhibits the results from these findings:

Constituent Groups	Strengths	Opportunities for Growth
Students	<ul style="list-style-type: none"> ● Low Mobility Rate ● Excitement in hands-on learning experiences ● Trust that teachers want what is best for them (academically and socio-emotionally) 	<ul style="list-style-type: none"> ● Close the disconnect that persists between students from former Brewer ES and veteran Barkley-Ruiz students ● Offer more STEAM related labs outside the library, and expand into the classroom ● Engage in more student-centered, hands-on learning and field experiences ● Close instructional gaps to increase self-confidence and excitement in

		learning
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Parents	<ul style="list-style-type: none"> ● Hands-on projects and field experiences ● Implementation of technology into curriculum ● Overall, engaging and student-centered curriculum 	<ul style="list-style-type: none"> ● Provide more STEAM implementation into curriculum ● Provide more fine arts opportunities within class units or lessons as well as extra curricular. ● Provide more learning through play and exploration ● Provide more opportunities to be involved in community service or build community skills
Teachers	<ul style="list-style-type: none"> ● Strong relationship between staff members ● Diverse experience in years, background, and content areas as well as dedication to students, families, and the community ● Expertise in content area via grade level departmentalization ● Flexibility and willingness to think outside the box with new curriculum and teaching methods 	<ul style="list-style-type: none"> ● Provide more school-wide incentives ● More access to hands-on, experiential learning and field experiences ● Provide more direct professional development to better understand and teach constructivist academic model ● Provide more direct training to better equip teachers to successfully provide social and emotional instruction ● Foster stronger, consistent and positive relationships with families ● Provide more access to digital and hands-on resources to better implement curriculum
Community Partners (i.e. San Antonio Youth Literacy, Agora Ministries, Lanier High School, Greater San Antonio Quilt Guild etc.)	<ul style="list-style-type: none"> ● Open, welcoming campus and friendly staff ● Offers opportunities of programs/events for students and campus 	<ul style="list-style-type: none"> ● Reach out to additional community organizations that can provide opportunities for students and businesses within the area ● Communicate more frequently with community partners for additional opportunities of growth

		<ul style="list-style-type: none"> • Work with community partners to provide more opportunities for field experiences and/or expertise guidance for constructivist learning units.
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Completed Engagement

The applicant team facilitated communication with constituents via staff meetings, PTA meetings, campus events/programs, and one-on-one conversations or meetings. These include charter committee meetings, faculty meetings, and campus events; dates were established in our calendar. We utilized conversations, surveys, small group discussions, and whole group discussions, to determine the following:

1. After school Functions dates (PTA Meetings, Literacy Night, campus programs)
2. Charter Meetings (CLT, Staff Meetings)
3. Additions/Modifications to Charter Application
4. PBL session information for parents/community (PTA Meetings, Principal Coffees)

The Charter Applicant Team first introduced the charter renewal to parents on September 27, 2018 at a PTA Goal Setting Night, and they provided a survey to gage what parents desire for Barkley-Ruiz. The team continued discussions with parents about the charter on October 10, at a Principal Social, and then sent out a second survey to parents on November 15, at the campus Literacy Night. Further discussions and question/answer sessions continued at the December Choir Concert as well as January’s Principal Coffee. The application team also met with the campus leadership team (CLT) in September, October, and January and teachers during staff meetings in September, November, January, February, and March, to discuss the charter progress, and surveys were sent out to staff requesting their input on current challenges and campus needs.

The results from our meetings and conversations are displayed in the table, provided in Appendix E and Appendix F. We learned, from our parents--via the PTA meetings, school programs, and Principal Coffees, held monthly--that they love being part of the Barkley-Ruiz family, but would love to see more hands-on, experiential learning environments and engaging field experiences as well as more opportunities for collaboration between the campus staff and families and community members. We also confirmed that families, parents, and community members want to continue being informed on the status, events, and plans for the campus on a frequent basis, and they want to participate as well as assist in ensuring the continued success of the students. Barkley-Ruiz can only continue growing the relationships with its constituents with Principal Coffees, PTA meetings and events, campus programs and events, campus initiatives to increase student engagement, in addition to inviting more community partners and leaders to participate in student or campus projects, programs, or events.

Surveys and questions asked of our constituents included:

1. What types of things would you like to see as you walk through Barkley-Ruiz?
2. What would you like to hear from your child when you ask them, “How was your day, today?” or “What did you learn, today?”
3. What more would you like to see at Barkley-Ruiz?
4. Would you and your child be interested in any of the following:
 - a. More learning based projects in class
 - b. Extended School Year
 - c. More Science and Technology classes
 - d. More Fine Arts activities
 - e. More reading support, besides the classroom teacher
 - f. More learning through play and exploring
 - g. More community service/skill based projects
 - h. More social and emotional direction for my child
5. In your opinion, what are the current obstacles to student learning and/or engagement?
6. What do you think would help to make kids more engaged in learning?
7. What ideas do you have for a school charter that will support/address the issues of literacy, attendance, and hands on learning?
8. As a teacher, what are your needs to address the issues of literacy, attendance, and hands-on learning?

The application committee also gathered informal feedback from students via discussions and conversations during specials rotations and through the introduction of constructivism units introduced throughout the year. Students were asked, throughout the process, of their reactions and responses to this method of teaching compared to traditional methods, what they enjoyed or did not enjoy about traditional versus constructivist teaching, and of what they would like to see more, in their learning experience.

Typical, informal questions asked of students included:

1. How are you liking Barkley-Ruiz?
2. What did you like about the project(s) you worked on? What did you NOT like?
3. What do you like about the things you learn in class? What do you NOT like?
4. What’s your favorite thing to do in class?
5. What would you like to do more, in class or at school?

Students quickly voiced how much they enjoyed working on fun activities, STEM, art, and hands-on activities. Many indicated boredom with the traditional classroom’s requirement of sitting still and listening, all day, and requested more “fun stuff,” such as robotics, coding, using technology, creating with art, and building.

With previous invitations for participation, we found community members/leaders showed a desire and excitement to give back to the neighborhood as well as add to an engaging learning environment for the students. The same held true for families and parents, who, in conjunction with the PTA, worked to bring more engaging, hands-on experiences to students. We believe that adopting a Constructivist

academic model would allow teachers to captivate our students and raise them to their highest potential with the autonomy to give them more experiential, hands-on, real-world applications in their learning.

Planned Engagement

Between the beginning of the school year through the upcoming 2019-20 school year, we plan to continue reaching out to each of our constituents to ensure that they remain informed and engaged in the charter application process and launch. During the summer, the campus aspires to send out a newsletter will be sent out to families, via the school website and postal mail, to educate parents on what their children will be experiencing their first year with the new charter as well as upcoming events and programs. Our hope is to instill and maintain interest and confidence in the charter launch.

One key risk the campus must overcome include in maintaining frequent, continuous print, online, and face-to-face communication with all constituents. In order to reduce such a risk, we will survey parents and students to continually reflect on any changes/improvements needed or progress being made.

Launch

To commence the launch of our charter, we will invite families, community members, and community partners to an informational event on the essential charter elements and plans for the 2019-20 school year. The school year will also kick off with a campus-wide pep rally to celebrate the introduction and launch of our new charter as well as campus-wide expectations. At the beginning of the year, teachers and staff will present the charter to each class, addressing the challenges determined the year, prior.

Phase-In/Transition

In addition to monthly Principal Coffees, a bi-monthly newsletter will be sent out to families, keeping them abreast of what the charter entails, along with events, programs, academic units, and projects (as a result of the charter) taking place on campus. All information will be available online as well as at all PTA meetings. Monthly Professional Learning Communities (PLCs), CLT meetings, and faculty meetings will be dedicated, throughout the Fall and Spring semesters, to developing and building our knowledge, training, and expertise in the charter components. Additionally, at the end of the first 9-weeks, the campus will invite parents and community members to an after-school showcase to demonstrate products, projects, and accomplishments of Barkley-Ruiz students.

A planned survey will be sent out to all 4th, 5th, and (if applicable) 6th grade students during the school year, at the Beginning of the Year, Middle of the Year, and End of Year (August, December, and May) asking the following questions, listed below:

1. What do you like best about Barkley-Ruiz Elementary?
2. What would you like to see, in your learning, at school?

3. What would you like to see, for extra curriculars, on campus?
4. Of what would you like to see more, as a whole, at Barkley-Ruiz?
5. What have you liked, so far, during your time at Barkley-Ruiz?
6. What have you disliked, so far, during your time at Barkley-Ruiz?
7. What changes or improvements would you like to see at Barkley-Ruiz?

To keep our constituents updated throughout the transition or phase-in of the charter, over the next three years, Barkley-Ruiz will hold monthly meetings for both families, community members and staff, highlighting the charter timeline, how we are implementing the changes, and what is expected from each of the stakeholders. Additionally, every nine weeks, campus programs or events will take place to highlight a public presentation of student accomplishments, throughout the year.

During year one and two, Social Emotional Learning, and Constructivism Learning Theory professional development/informative sessions will be provided for staff, students, parents, and the community. These meetings will be scheduled and posted for each of the members to participate. The goal is to provide constituents with the appropriate information to prepare each of them to appropriately perform their jobs/duties. Some of the risks that our campus will have to overcome is how to inform all of the constituents on a timely manner. In addition, schedule dates to showcase student work and to keep constituents informed of our charter progress. In our case, success will be reflected as an increase of scores and student progress in their MAP and/or district/campus assessments.

During years three and four, the efforts will be to create capacity and self-sustainability from each of the constituents in Thematic Units and Project Based Learning.

Families and community members will be kept abreast of all campus events, calendars, and programs via various forms of communication. These include, but are not limited to HEB Bulletin boards displaying campus calendars, Barkley-Ruiz Twitter updates, and the Barkley-Ruiz Facebook account will serve as a platform to showcase and post important news/accomplishments throughout our journey. PLCs and after school activities will have a section on Charter progress.

Governance (Part 1)

Partnership and Management Agreements:

Presently, Barkley-Ruiz Elementary does not have a non-profit, co-managing partnership to operate the school in partnership with the SAISD Board included in this Charter Application. However, in the event that a partnership may be considered in future years, Barkley-Ruiz will promote transparency and collaboration for staff/families/community members through the following protocol:

- 1) A minimum of two staff meetings and two community meetings to discuss the proposed partnership, seek feedback, and review the terms of the partnership as well as review documents in regards to any attached management agreements.
- 2) Teachers and staff, as the responsible party for the implementation of the charter and resources, will have a voice in whether or not the terms of the partnership, and the partnership itself, will be accepted. This voice will take place through a voting process, with a minimum of

80% of the staff voting “yes” to accept the partnership. If an 80% vote is not reached by the Barkley Ruiz staff, the partnership will not take place.

Role of the Campus Governing Board

Barkley Ruiz will continue to utilize the Campus Leadership Team model as the Campus Governing Board. The duties of the Campus Leadership Team (CLT), as the site based decision making and governing body of Barkley-Ruiz Elementary, include those duties as specified in SAISD Administrative Procedures - B4, The Campus Leadership Team, Revised July 9, 2013. The Campus Governing Board will meet a minimum of three times a year, beginning of year (BOY), middle of year (MOY), and end of year (EOY), to review data, practices of Constructivism and focused components as stated in the academic model, and community and student feedback. Decisions for additional professional development or tuning of practices will take place during BOY/MOY/EOY meetings to ensure fidelity to the charter.

In addition, the CLT will participate in the hiring process of administration for the campus to ensure that any and all administrators hired for Barkley-Ruiz will hold the interest of the charter as a top priority in regards to implementation and sustainability. Any additional duties and authorities of the CLT shall be adopted by majority vote of the membership of CLT.

Membership and Capacity of the Campus Governing Board

The governing body of the proposed Barkley-Ruiz Elementary will be the Campus Leadership Team (CLT) which shall be established and administered according to SAISD District Administrative Procedures B4.

Sustaining the Campus Governing Board

Campus Governing Board members will be recruited through nominations of teachers and staff to include parents and students. Staff will have a 2 year term as per Administrative District Procedure B-4. Parents and students will be selected on a yearly basis. In the case of a vacancy, the nomination and election process will take place again to fill the vacancy. To ensure that the campus governing board contains strong board members, overall attendance will be considered. Active participation in on-campus and community functions will also be considered.

Campus Charter Petition

Teachers have been part of the visioning of the charter through input, feedback, and revisions of to the application. As the charter has been drafted, teachers have provided feedback and asked questions to clarify the plan. Through the process, the charter application was made available to all staff through shared documents, Google docs. Teachers were provided four days to read the final version and then place their vote. Of 33 teachers on campus, 30 voted to approve the Constructivism charter, 3 voted against the Constructivism charter.

Families have also been part of the process from the beginning through input given via conversations and google surveys. Families were offered different opportunities to learn about the charter components during PTA meetings, Literacy & Math Nights, and Winter Concert . A full copy of the final version of the charter will be available in the front office for all families to review. Families will gain an understanding of the Constructivism charter through a video created and played for families at each grade level award assembly. A copy of the video will also be available via school website and parent Facebook page. Families will then be provided with a ballot to either vote “for” or “against” the Constructivism charter. Any families who do not vote will be contacted by a charter committee team member to answer questions and encourage the return of the ballot. Finally, the charter committee will conduct home visits to collect the remaining ballots.

Budget Exercise

Since Barkley-Ruiz was a recipient of grant monies during the original charter no additional funds will be allocated to the new charter revision. Grade levels will write grants and plan and execute fundraising activities to raise the needed monies to fund new charter needs. In addition, charter funds will be added to the PTA budget yearly.

Governance (Part 2)

A. Campus Governing Board Expertise and Development

The Campus Governing Board will establish goals and success criteria during its first year of operation. Governing board will create rubrics for success criteria. Once the board is populated with its founding members, the board will engage in the following activities:

1. Members will individually and collectively complete any training of members of public charter school boards required by the the state of Texas.
2. All board members will participate in a strategy session to dive deep into the strengths and challenges of our school.
3. Every year, board members will revise goals and success criteria for accountability purposes.

The board will create a finance committee to track, revise and review funding used and funds needed to ensure proper charter sustainability. If financial challenges arise, the finance committee will work with teachers, PTA, and the governing committee to identify options and select the option that is in the best interest of students and that fits within financial constraints.

B. Campus Governing Board Leader Personal Statement

The governing board is currently being developed and members are actively being identified. To date, no board leader has been identified. As a result, the statement below articulates anticipated language that will frame the inaugural board.

In my capacity as board leader, each volunteer will meet with the campus three times a year to provide feedback during our triannual reviews for our Charter.

C. Campus Governing Board Engagement with Families and Other Stakeholders

The board will interact with our constituents through a variety of formats, including:

Board meetings: Triannual board meetings will be open to the public and held on campus. The board will make every effort to allow public comment whenever members of the public attend.

Campus visits: All board members will be encouraged to visit and actively engage on the campus.

Event attendance: Board members will be encouraged to attend public events at the school.

Families and other stakeholders will invited to attend school functions to include PTA meeting throughout the year. A key role for the success of our charter is making connections to the larger San Antonio community, especially the West Side. Our PFL will be instrumental in identifying and maintaining connections between the school and community partners.

D. School Leader Evaluation and Planning

School Leader Evaluation

The school leader's evaluation may include TPESS structure or the board has the option to develop and approve a modified tool.

In the event that the principal role becomes vacant the governing board will take the following steps for the recruitment of a new administrator:

1. Governing board will identify key characteristics of incoming school leader.
2. Governing board will identify and screen potential candidates.
3. Interviews will be held with the governing board.
4. Finalist(s) will be identified and invited to the campus to meet the various stakeholders.
5. Finalists will be recommended to SAISD board of trustees for final consideration and approval

Transition Plan

Proposal element	Task or Initiative	Responsibility	Resources	Deadline to initiate
School model	Convene in-district charter committee	Ibarra-Lanford	Time	10/01/2018
	Conduct needs assessment of campus	Faculty/Staff	Time	01/2019
	Conduct meeting with staff regarding proposed model	Ibarra-Lanford/ Sifuentes	Time	02/03/2019
	Schedule summer professional development, to include constructivism, PBL, and thematic units training		Time	05/01/2019
	Plan and purchase needed materials for start of the year	In-district charter committee	Time	06/01/2019

Constituent Engagement	Engage with family leadership in a variety of settings	In-district charter committee	None	08/28/2019 10/10/2018
	Ensure all families have opportunities to learn about and share input to school mission	In-district charter committee	Time	11/15/2019 11/30/2019
	Encourage all households to submit vote in chartering process	Ibarra-Lanford	Time and People	06/2019
	Educate all families in a variety of forums regarding plans for the 19-20 school year	Ibarra-Lanford/ Sifuentes	Time	11/15/2019 01/25/2019 02/20/2019
	Convene CLT to analyze school data and decide on plan to share data with staff and community	Campus Leadership Team (CLT)	Time	07/20/2019

Board Development	Create board expectations and brainstorm viable potential board members	CLT	none	08/2019
	Recruit and identify board members	CLT	Time	09/2019
	Set-up board meeting schedule and review expectations	Charter Governing Board/ Administration	Time and Money	10/2019
	Communicate board structure and core responsibilities	Ibarra-Lanford	Time	10/2019
	Create opportunities for the board to interact with stakeholders in each school community	Parent Family Liaison/ Administration	Time	11/2019

Appendix A: Performance Data Template

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.

		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.)	PK-5	PK-5	PK-5	N/A	N/A
2	Total Enrollment Count	595	539	491	-104	-17%
B. Student Population						
3	% African-American	3%	3%	3%	0%	3%
4	% Asian	0%	0%	1%	1%	400%
5	% Hispanic	97%	96%	95%	-2%	-2%
6	% White	1%	1%	1%	1%	100%
7	% Other Race/Ethnicity	0%	0%	0%	0%	N/A
8	% Economically Disadvantaged	96%	93%	93%	-2%	-3%
9	% English Language Learner	6%	6%	6%	0%	-2%
10	% Special Education	9%	9%	10%	1%	10%
C. Student Persistence						
11	% of Students who Remain at School from Previous Year (Total Student Population)	81%	74%	77%	-4%	-5%
12	% of Students who Remain at School from Previous Year (Special Education Population)	80%	83%	76%	-4%	-5%
PART 2: ACADEMIC OUTCOMES						
A. STAAR Grades 3-8 Outcomes (if applicable)						
13	% of Students who Meet or Master Standards (Reading)	25%	25%	27%	2%	8%
14	% of Students who Meet or Master Standards (Math)	28%	25%	26%	-2%	-7%
15	% of Students who Meet or Master Standards (Writing)	30%	25%	18%	-12%	-40%
16	% of Students who Meet or Master Standards (Science)	26%	31%	33%	7%	27%
17	% of Students who Meet or Master Standards (Social Studies)	N/A	N/A	N/A	NA	N/A
B. STAAR EOC Outcomes (if applicable)						
18	% of Students who Meet or Master Standards (English I)	N/A	N/A	N/A	NA	N/A
19	% of Students who Meet or Master Standards (English II)	N/A	N/A	N/A	NA	N/A
20	% of Students who Meet or Master Standards (Algebra I)	N/A	N/A	N/A	NA	N/A
21	% of Students who Meet or Master Standards (Biology)	N/A	N/A	N/A	NA	N/A
22	% of Students who Meet or Master Standards (U.S. History)	N/A	N/A	N/A	NA	N/A
C. Self-Selected Academic Outcomes (Select up to 3 data points to share)						
23	% of Students who attain High Average or Hi Standards in MAPs (Reading)	N/A	N/A	21	NA	N/A
24	% of Students who attain High Average or Hi Standards in MAPs (Math)	N/A	N/A	19	NA	N/A
25	% of Students who attain High Average or Hi Standards in MAPs (Writing)	N/A	N/A	16	NA	N/A
Part 3: STAFF EXPERIENCE AND PERSISTENCE						
26	Average Years of Teacher Experience	11.2	12.5	10.6	N/A	N/A
27	% of Teachers who Remain at School from Preceding Year	69%	84%	77%	8%	12%
28	Number of Master Teachers	N/A	N/A	4%	NA	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: School Goals Template

SCHOOL GOALS TEMPLATE

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 3 Years	To increase student literacy as determined by formal and informal measures (State Assessments, District Assessment, Campus Based Assessments, student reading levels, journals reflections, etc.) to 70% of students, or higher, reading on or above grade level school wide	Teachers will use the following to triangulate data to ensure validity and reliability * STAAR Assessment Data for grades 3-6 * MAPs Data for grades 1-6 * Fountas and Pinnell Reading Assessment
Goal #2 3 Years	To increase student understanding and comprehension of real world problem solving situations via mathematics as determined by formal and informal measures (State Assessments, District Assessment, Campus Based Assessments, etc.) to 70% of students, or higher, performing at the Meets or Masters level as determined by TEA STAAR standards and/or MAPs correlations.	Teachers will use the following to triangulate data to ensure validity and reliability * STAAR Assessment Data for grades 3-6 * MAPs Data for grades 1-6 * Barkely Ruiz created Campus Based Assessments
Goal #3 1 Year	To formally train teachers so that they become fluent in the implementation and creation of lessons that engage the students into real world problem solving, critical thinking skills and literacy connections as apparent through instructional rounds, lesson plans and walk-throughs with 75% or higher implementation rate.	* Professional Development attendance (sign-in sheets) * Teacher lesson plans * Walk Through and Instructional Rounds observation
Goal #4 1 Year	Increase Daily Attendance average to 97.5% by creating engaging learning experiences through Project Based Learning so that students will genuinely be excited about learning and become life-long learners.	* Daily attendance average * Enrollment data * Yearly attendance data
Goal #5 1 Year	Decrease the number of incidents requiring Administrative Referrals by 50% through fidelity of the PBIS program and implementation of a teacher reward/accountability component of PBIS in year 1. Support to continue and sustain this goal in subsequent years will occur through the implementation of a Social-Emotional Learning program that will be researched and adopted during Year 1.	* Administrative referral data through Review 360

Which goal will be the hardest to achieve? Why?	
Type response here -->	The goal that will be the hardest to achieve is goal #1 (increase literacy to 70% or higher at or above grade level) because we currently have a low baseline.

***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.*

Appendix C: Comparison- Traditional Teaching vs. Constructivist Model

Traditional Classroom	Constructivist Classroom
Curriculum begins with the parts of the whole. Emphasizes basic skills.	Curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts.
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questions and interests is valued.
Materials are primarily textbooks and workbooks.	Materials include primary sources of material and manipulative materials.
Learning is based on repetition.	Learning is interactive, building on what the student already knows.
Teachers disseminate information to students; students are recipients of knowledge.	Teachers have a dialogue with students, helping students construct their own knowledge.
Teacher's role is directive, rooted in authority.	Teacher's role is interactive, rooted in negotiation.
Assessment is through testing, correct answers.	Assessment includes student works, observations, and points of view, as well as tests. Process is as important as product.
Knowledge is seen as inert.	Knowledge is seen as dynamic, ever changing with our experiences.
Students work primarily alone.	Students work primarily in groups.

(Education Broadcasting corporation, 2004)

Appendix D: Portion of PBLWorks Buck Institute for Education PBL Rubric



CRITICAL THINKING RUBRIC for PBL: for grades 3-5

Critical Thinking Opportunity at Phases of a Project	Below Standard	Approaching Standard	At Standard	Above Standard ✓
Launching the Project: Analyze Driving Question and Begin Inquiry	<ul style="list-style-type: none"> I cannot explain what I would need to know to be able to answer the Driving Question Question I still need to learn how another person might think differently about the Driving Question Question I still need to learn how to ask questions about what our audience or product users might want or need 	<ul style="list-style-type: none"> I can identify a few things I would need to know to be able to answer the Driving Question Question I can understand that another person might think differently about the Driving Question Question I can ask a few questions about what our audience or product users might want or need 	<ul style="list-style-type: none"> I can explain what I would need to know to be able to answer the Driving Question I can explain how different people might think about the Driving Question I can ask lots of questions about what our audience or product users might want or need 	
Building Knowledge, Understanding, and Skills: Gather and Evaluate Information	<ul style="list-style-type: none"> I still need to learn how to use information from different sources to help answer the Driving Question I still need to learn how to think about whether my information is relevant or if I have enough 	<ul style="list-style-type: none"> I can use information from different sources to help answer the Driving Question Question, but I may have trouble putting it together I can think about whether my information is relevant and if I have enough, but I don't always decide carefully 	<ul style="list-style-type: none"> I can use information from different sources to help answer the Driving Question Question I can decide if my information is relevant and if I have enough 	
Developing and Revising Ideas and Products: Use Evidence and Criteria	<ul style="list-style-type: none"> I still need to learn how to identify the reasons and evidence an author or speaker uses to support a point I still need to learn how to decide if an idea for a product or an answer to the Driving Question is a good one I still need to learn how to use feedback from other students and adults to improve my writing or my design for a product 	<ul style="list-style-type: none"> I can identify some of the reasons and evidence an author or speaker uses to support a point I can tell when an idea for a product or an answer to the Driving Question is a good one, but cannot always say why I can sometimes use feedback from other students and adults to improve my writing or my design for a product 	<ul style="list-style-type: none"> I can explain how an author or speaker uses reasons and evidence to support a point that helps me answer the Driving Question Question I can explain how to decide if an idea for a product or an answer to the Driving Question is a good one I can use feedback from other students and adults to improve my writing or my design for a product 	
Presenting Products and Answers to Driving Question: Justify Choices	<ul style="list-style-type: none"> I still need to learn how to explain my ideas in an order that makes sense I still need to learn how to use appropriate facts or relevant details to support my ideas 	<ul style="list-style-type: none"> I can explain my ideas, but some might be in the wrong order I can use some facts and details to support my ideas, but they are not always appropriate and relevant 	<ul style="list-style-type: none"> I can explain my ideas in an order that makes sense I can use appropriate facts and relevant details to support my ideas 	

How does the Constructivist model fit with what parents desire for our campus?

What parents want to see more at Barkley-Ruiz Elementary:

- Artwork
- Technology
- Projects

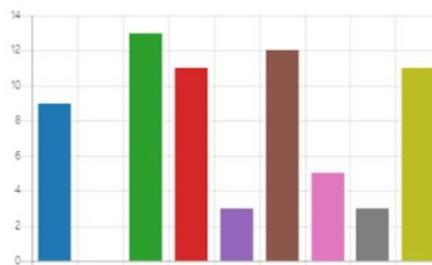
What parents want to see when they walk through the campus:

- Fine Arts
- Hands On Activities
- After-School Activities
- Projects
- Field Trips

4. Would you or your child be interested in any of the following (click all that apply)

[More Details](#)

- More learning based on proje... 9
- Year round school (Pattern of ... 0
- More science and technology ... 13
- More art activites (Art/Music/... 11
- More reading support besides... 3
- More learning through play a... 12
- More community service/skill ... 5
- More social and emotional dir... 3
- Other 11



Appendix F: Teacher January Survey Results

Teacher Survey Feedback

CURRENT OBSTACLES	SUPPORT STUDENTS' ENGAGEMENT	CHARTER IDEAS	TEACHER NEEDS
<ul style="list-style-type: none"> • Excessive testing • A/C issues • Money for field trips • Not enough art • No social-emotional learning • Lack of materials for PBL • Lack of literacy program • Lack of working technology • Student behavior/Social Skills • Students not academically on grade level • Parent support • Lack of hands-on activities • Student endurance • Student motivation 	<ul style="list-style-type: none"> • Fix A/C • Learning relevant to interests • Literacy program • Math program • Sight word program • Hands on activities • Community engagement • Clubs • Campus/grade shout out • SMART boards/iPads w/ relevant apps • Social/Emotional curriculum • Technology driven electives • Multiple brain/recess breaks 	<ul style="list-style-type: none"> • Extended year (Year Round) • Montessori • STEAM • Social/Emotional Learning • Conflict Resolution • PBL • Arts • IB • Extended School Day • Expeditionary Learning/Constructivism 	<ul style="list-style-type: none"> • Fix A/C • Access to technology • Manipulatives • Tutoring • Digital Intervention Program • School-wide Incentives • Exciting Events • Funds/Resources for Hands-On Learning • Funds/Resources for Cross-Curricular (PBL) • PD for higher level literacy • PD for hands-on learning • An assistant/parent volunteers