



Bonham Academy Charter Application 2018-2019

SAISD Application

Thank you to our charter committee members and writing team. This work could not have been done without you. We look forward to the start of the next chapter in Bonham's long-standing tradition of community and excellence.

Charter Committee Members:

Cherise Allegrini, Holly Clifford, Jennifer Cortinas, Blanca Gebhart, Cynthia Germeroth, David Nungaray, Dercy Perez, Veronica Ramos, Jason Siptak, Sheila Vardiman, Marcela Vasquez, and Monico Vitela

Charter Writing Team:

Nathan Busse, Blanca Gebhart, Karen Klingsporn, David Nungaray, Sara Sherwood, Sarah Sorensen, and Sheila Vardiman

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Opening



Bonham Academy is one of the oldest schools in the San Antonio Independent School District. The school was founded in 1889 as the Garden Street School and was later renamed James Butler Bonham Elementary in 1902. The school is also one of the longest-standing in-district charter schools, when its community took on the task of creating the charter in 2006-2007. As a dual language, fine arts, and science academy, the school expanded into the middle school grades starting in the fall of 2007, and the programs have continued to grow. Bonham has a long-standing commitment to dual language and to enhancing its strong commitment to the fine arts and science. Through various community partnerships and deep-rooted family engagement, the school has seen many years of success as an exemplary model around San Antonio, Texas, the United States, and beyond. The school has had visitors from throughout the United States, as well as Mexico and Germany.

As a hybrid neighborhood and choice school, Bonham continues to serve a diverse student body. The appreciation of cultural diversity is affirmed in the initial charter, as well as in the practices of the school. From Las Posadas to the celebration of Black History Month and a LGBTQ Student Group, our work goes beyond the surface of tolerance to a sincere appreciation for people’s cultural, racial, ethnic, and linguistic backgrounds, as well as for life experiences.

Since it was established as a charter, the school has been through four school leadership teams, the longest which was that of Dora Espiritu, the founding charter principal. The school recently shifted from William Webber to David Nungaray as Principal. Bonham’s continuous growth and adaptation has been possible because of the inspiration and momentum initially created by the charter writing process and the pioneering spirit of our staff and families more than a decade ago.

The aim of this updated charter is to further examine where we have been, where we are, and where we are going. As a community of learners, we have the responsibility to closely consider what we aspire to create: A nine-year personal and academic experience at our school. We stand on the shoulders of giants through the work they created many years ago, and we hope to continue the legacy of excellence and service to our community.

What starts at Bonham changes the world. From valedictorians and Ivy League students to Hollywood film stars and architects, our school sets a powerful foundation for students to achieve their dreams. Through strong family partnership, we see the home and school connection as a cornerstone to ushering our students to their high school years and beyond into higher education. Bonham alumni are the collective story of our work as an in-district charter for over the last 10 years.

As Cesar Chavez once said, “The end of all education should surely be service to others.” Through the authentic engagement of our community and stakeholders, we have created this document to further codify our vision, aspirations, and goals for the future of Bonham Academy. Here’s to the next charter of Bonham as we build upon the 130 years of Bonham Pride.

Data Reflection and Outcomes Analysis

Data Submission: [Data Template \(link\)](#)

Through an analysis of student achievement data, there are clear trends related to Bonham's preparation of students. Although 72% of our students passed math and reading STAAR, only 45% were at the "meets" level. Because our goal is for students to be on grade level, the data within focuses on that designation not the overall pass rate.

The school has a relative strength in reading over math. There are clear strengths in students who challenge the End of Courses in English 1 and Algebra 1; students trend well above the district and state performance.

Bonham has had a relatively stable teaching staff with experience. Over 68% of the staff have 6 or more years of teaching experience. Additionally, 31% of staff have masters' degrees.

The stability of the student population is also noticeable. Over 92% of students stay from year to year.

Another trend we noticed was the decrease in our special education population as well as the decline in our students who are experiencing poverty. Our special education population went from 6% to 4% in the last three years, and our economically disadvantaged population went from 62% to 59% in that same time. The special education population is once again trending upward, however.

When the original charter was written, the economically disadvantaged population was at 83%. The decrease of our economically disadvantaged population can be attributed to the shift into becoming a hybrid neighborhood and choice school, as well as the displacement of families due to gentrification. The Lavaca neighborhood, in particular, has seen a shift in the cost of housing. The African American population has decreased from 4% to 1% as well.

STAAR Assessment	Bonham Performance 17-18 Meets (meets is designated as being on grade level)	District Performance 17-18 Meets	State Performance 17-18 Meets
Math	34%	30%	50%
Reading	44%	29%	46%
Science	32%	30%	51%
Writing	30%	24%	41%
Social Studies	16%	34%	53%

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STAAR EOC	Bonham Performance 17-18 at the Meets	District Performance 17-18 Meets	State Performance 17-18 Meets
English 1	87%	29%	44%
Algebra 1	71%	34%	55%

Reflection on previous improvement efforts at the school

In years past, there has been an effort to focus specifically on student academic growth. One focused improvement effort in the last five years has involved balancing the dual language classrooms. Historically, we have had a large number of monolingual applicants, but our ELL applicant pool has not been large enough to maintain the balance that is critical particularly in the kinder and first grade classrooms. Teachers and administrators have participated in district sponsored recruiting efforts, but have also recruited at the grassroots level. Word of mouth, fundraisers, and distribution of Spanish language school brochures have been used, successfully at times, to encourage more Spanish speaking applicants. Teachers and administrators have also made multiple efforts to increase the level of participation of Spanish speaking families in school activities. "Platicas" advertised and done entirely in Spanish have resulted in an increase of Spanish speaking parents participating in meetings such as "Coffee with the Principal", Data Digs, and other campus wide parent meetings, including PTA and Principal Candidate Interviews. The achievement levels have declined/stagnated with English Learners and students in the monolingual strand.

Efforts to improve those needs have included tutoring, targeted small groups, and data-driven instruction. Additionally, with the rollout of the biliteracy frameworks and realignment of dual language, there have been improvement efforts related to reaching our English Language Learners, including added bilingual teaching positions at the middle school level in social studies, math and science. The addition of three master teachers in 2017-2018 have increased the school's capacity to serve high level need students. Two additional master teachers were added in 2018-2019, with more expected in 2019-2020.

Challenges for our School

Challenges	Roots Causes and Contributing Factors	Identification and Verification of Root Cause with Stakeholder Engagement
<p>Overall, less than 45% of our students are on grade level in math or reading.</p>	<p>Root cause: We see a need for tier 1 instruction-alignment with a solid curriculum and practices that are well-defined and codified.</p> <p>Contributing Factors: We see a key shift, not just at Bonham but across the country, being a movement from teacher-led to more student-led instruction. This requires a certain level of differentiation, which we see as another contributing factor. We have not had consistent or historical access to key programs and tools (ex: Reading A to Z and technology). Added to that is that the campus has not had a shared definition for 21st Century Learning. Lastly, there is a need for a cohesive teacher professional learning to include onboarding for teachers who are new to Bonham, our biliteracy model, high-quality science instruction, and fine arts integration.</p>	<p>The campus leadership team looked at STAAR data and overall MAP progress. Additionally, we utilized the Research and Accountability Office. The Campus Leadership Team has gone and is going through the Campus Needs Assessment based on TAIS process.</p> <p>There was also a technology inventory on the campus (technology over 5 years old). There is a lack of access to technology beyond an iPad cart from 2nd-5th grade.</p> <p>There is also information that was analyzed through T-TESS and walk through data.</p>

<p>The school has not achieved vision of the charter to implement highest quality 3 pillars: science, language, fine arts. This includes no regular process for re-visiting the charter and its goals.</p>	<p>Root cause: The initial charter was focused on curricular and programmatic needs, and did not fully utilize autonomies to include budget, schedule, etc.</p> <p>Contributing factors: The charter was written over 10 years ago. In that time, education policy and the educational landscape in San Antonio has changed substantially. From charter schools entering and growing, to the innovation schools in our own district, there is a new generation of schools to compete with. Bonham, however, is interested in simply becoming the best version of itself and in order to do that, we need to maximize the autonomies afforded to us through our charter. We know the cutting edge research in education and best practices need to be considered and re-examined at each reflection point. We need to do more to create student experiences that encourage creativity and leadership. We need to do more to provide enrichment activities that extend to all students, including after school. We need to better manage and grow our capacity to attain more resources. Partnerships that exist or once existed need to be fully utilized and sustained.</p>	<p>We did an analysis of the current charter autonomies being used by other schools in our district and state. We also held charter feedback sessions and engagement. We had focus groups to engage our community as well. We have also focused on gathering and analyzing staff feedback regarding programmatic support for the three pillars and integration.</p>
<p>There is a lack of equity among our diverse school population and diverse families (ex: we need communication in both languages and access to extracurriculars for all. Families perceive unequal treatment and access. Additionally, there are clear gaps in student achievement between dual and monolingual. Singleton (2015) defines educational equity as, “raising the achievement of all students, while narrowing the gaps between the highest and lowest performing students, and eliminating the racial predictability and disproportionality of which student groups occupy the highest</p>	<p>Root cause: The school does not have a clear plan to address inequities within the school. This includes staff competency and training to address inequities. This has implications for educational equity broadly (ex: achievement differences between subpopulations). Additionally we do not have a plan to successfully recruit native Spanish-speaking families because of a lack of a strategic plan, marketing materials (flyers, posters, yard signs, etc.), and other efforts to reach out to families that are cohesive and annual.</p> <p>Contributing factors: Equity has to be at the center of the</p>	<p>We triangulated 3 sources of data to determine the root cause of the equity challenge (see the seminal work of Lincoln and Guba, 1985 for a further discussion of triangulation). First, our STAAR data indicates that students who identify as white are the only subgroup who met the academic achievement domain. Second, our enrollment data indicates that we are not meeting our 50/50 model. Dual language was designed as an opportunity for students to become bilingual, bicultural, and biliterate. The lack of a 50/50 ratio means that students do not have the opportunity and support needed to operationalize the model. Third, We have held multiple focus groups with</p>

<p>and lowest achievement categories” (2015, p. 55). He also notes that equity “assures that all students will have the opportunity and support necessary to succeed in school. In an equitable system the barriers that inhibit student progress are removed” (p. 56). Specifically, in kinder through 2nd, our classes sit at a 65% English-speaking vs. 35% Spanish-speaking students. This 65%/35% balance is the lowest threshold according to Thomas & Collier.</p>	<p>work done by campus leadership at all levels. We need to continue to grow the awareness and practice of equity for staff. This includes in how we support students for growth and achievement. There are transportation issues for families, that if resolved, could help us recruit across the city. Additionally, we need access for students in the neighborhood to have a second bus run so they can attend tutoring and extra curriculars.</p>	<p>families. There has also been robust conversations with the Charter Committee. There is also family perception data gathered from surveys. In the Campus Leadership Team Principal’s Search, there were also notes made regarding finding a principal that was bilingual, a unifier, and a strong communicator.</p>
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School Overview

Mission

Bonham Academy’s mission is to empower students to be culturally literate, innovative global learners and leaders by creating an environment where students, families, and staff feel a deep sense of connection to each other and to the community and by providing students with multicultural, multilingual, scientific, and artistic learning opportunities.

Goals

	Goal Time frame (1, 3, or 5-year)	What is the goal?	How will you measure the goal?
Goal #1	1 year	A 10% increase in Approaches, Meets, and Masters to achieve a scale score of 77 in student achievement (increase from a 72), with a specific focus on both dual and monolingual strands. We want to be at 80% approaches, 46% meets, and 24% masters.	STAAR data
Goal #2	5 years	<p>High quality implementation (as determined by local, state, and national guides) of the three pillars with staffing support by</p> <ol style="list-style-type: none"> 1. Science: all students will participate in at least one summative science experience or capstone project each year. 	<p>We will work on the creation of a K-8 continuum of learning and experiences in all pillars, to include a graduate profile.</p> <p>Science Student participation in district, regional and state fairs. We will measure high quality science implementation through grade level appropriate rubrics for lower grade levels and Alamo Regional Science and Engineering Fair (or similar) for upper grade levels.</p>

		<p>2. Fine Arts: all students will participate in all three fine arts (art, theatre, and music) K-5, and continue to have access in 6-8, and we will look to expand to a fourth offering.</p> <p>3. Dual Language: dual language guiding principle (Center for Applied Linguistics). We are also part of a Dual Language Pilot with TEA as they created their Dual Language rubric. Students will advance to meet 1 years' growth in Fountas & Pinnell and increase their writing ability as measured by a rubric.</p>	<p>Fine Arts Number of performances; recognition at district level Growth of fine arts for all: access into kinder and 1st grade in theater pending additional teacher allocation or the inclusion of theatre integration</p> <p>Dual Language Fountas and Pinnell reading levels that indicate growth towards bi-literacy. Students will demonstrate progress on an appropriate writing rubric.</p> <p>Balance of 50/50 in all K-5 dual language classes with full capacity through 5th grade. We want our dual-language classrooms to be balanced with 50% native Spanish and 50% native English speakers balance beginning with our 2020-2021 cohort of kinder students.</p>
Goal #3	1 year goal	Increase family engagement across the board, to include subpopulations, as evidenced through 100% family engagement with student led conferences	We need to create systems for tracking family engagement and community engagement with goals. This will be evidenced through sign in sheets, a set of defined "family engagement activities," and further conversations about how to actively engage families in their child's education and future planning
Goal #4	5 year goal	In order to provide a 21st Century learning environment with highly engaged and collaborative students, 100% of classrooms will be retrofitted for space and flexible seating arrangements by 2025.	<p>We also want our students and teachers to articulate how they see campus technology integration in learning through a survey</p> <p>We want to positively increase the ratio of student to technology (laptop, chromebook, tablet)</p>

We believe the implementation and integration of our three pillars will be the hardest goal to achieve. Historically, we have struggled to meet the needs of our English Learners in meeting grade level standards in reading and in math by 8th grade, seeking only to support their growth to the "approach" grade level. This mindset is established early on, and it is a trend that needs reversal. Additionally, and as a result, a population of ELs never progress to Advanced High in TELPAS reading and writing, and thereby never attain "fluent" status as English language communicators. These two facts demonstrate a weakness in our fluid and consistent integration of best practices from K-8.

Reasons for this include a focus on our dual-language population, as well as limited professional development opportunities for classroom innovation in our English-only strand. The inconsistencies horizontally and vertically often stem from a lack of opportunity for collaboration within the grade level, as well as vertically through the years. Because our dual-language strand has two to three teachers per grade level, they are able to share the instructional workload for

each grade level. However, in our English-only, one teacher is solely responsible for the population. Given limited plan times and competing instructional needs, it can be difficult for our dual-language and English-only strand teachers to share best practices and materials with each other. In our dual-language strand, students benefit from cross-pollinating with a wider variety of students, whereas in the English-only strand, the same cohort of students remains together year after year. Students rarely have the opportunity to engage with instruction with students from dual language. Students rarely have an opportunity to shift their mindset or regroup or reconceive themselves as a learner, friend, or leader.

An additional challenge for implementing our three pillars in K-8 is that our ELs are less likely to participate in our other pillars because they lose the opportunity to participate in electives due to state requirements around intervention for students not approaching grade level standards in math and reading. We believe the arts, environmental science, and the core principles of dual-language/dual-cultural models enhance instruction and cognitive ability and processing. But this core belief is lost for those students who begin under-achieving at an early age.

Academic Model

At Bonham, we envision building on the legacy from our initial charter, while working to integrate the pieces of our identity that have emerged over the years. We also aim to cohesively tell a story about our history, our present, and our future as a community. Taking all of that into consideration, our academic model is multi-faceted in its approach.

Our three pillars from our original charter will stay in place. They are:

1. Dual Language
2. Fine Arts
3. Science

We have included a core philosophy and orientation for our model as it relates to belonging and creating a culturally responsive, student-centered experience. You will also see new elements related to STEAM as an umbrella for our science and fine arts work, as well as a social-emotional component.

Our core philosophy for our academic model

Belonging and a Culturally Responsive, Student-Centered Experience: “When you get to a place where you understand that love and belonging, your worthiness is a birthright and not something you have to earn, anything is possible.”
-Brené Brown

We pride ourselves at Bonham on being a school that is inclusive, safe, and welcoming. Our explicit support for all students includes those who are undocumented or refugees, as well as those who identify as part of the LGBTQ identity, and beyond. We are clear on our commitment to create a positive sense of belonging, and aspire to work each day towards that commitment. While there is tension at times between the commitment and reality, the sense of familia is a north star for us. We want all of our students and families to be affirmed in their identity, to know that we honor who they are.

Belonging influences learning by increasing student effort and motivation while decreasing distractions that can arise from feelings of alienation and inadequacy (Schwartz, Tsang, & Blair, 2016). Instructional strategies that support a feeling of belonging connects to our vision of bringing together students, teachers, parents, and the community.

Strategies, such as:

- Middle school houses
- Grade level and cross-campus field trips within and outside of San Antonio
- All-school cultural opportunities, such as La Posada, Dia de los Muertos, Friday Fenomenal, school plays and art nights root students, teachers and families in community by allowing them to make connections and develop their cultural literacy.

Because students take a large role in designing and participating in these activities, they develop their leadership skills. For instance, middle school students have taken leadership roles in La Posada and theatre productions by working with teachers to develop and refine their presentations. Similarly, a final series of plays each year feature student writing, performance and production, and sometimes original musical compositions.

With our younger students, these strategies meet their developmental needs. As Copple and Bredekamp (2009) note, “Children’s early experiences, whether positive or negative, are cumulative” (p. 12). As a campus we want to ensure students are equal partners in developing, participating in, and leading positive experiences. With voice and choice, students’ sense of belonging is established early and increases each year they are part of our community. Doing so will create cumulative experiences that are additive rather than subtractive in nature.

The exploration and inclusion of culturally responsive teaching is part of the explicit work we need to do to further our reach to students. Students need to see themselves in the curriculum, to explore the cultures of others, and to build empathy and acceptance.

We see elements of this through our offering of Mexican American Studies at the middle school level already.

While we look back to the key elements of our history and legacy, we also have questions about the next chapter of integration our core components.

“Too often we give children answers to remember rather than problems to solve.” Roger Lewin

STEAM Integration

As we consider the integration of all of our key pillars, STEAM education is part of the professional development and approaches we want to use to further our collective work. STEAM is something our campus will continue to explore in our work and be further developed. Our goal of preparing students for 21st century learning and careers can include a strong implementation of STEAM through a dual language lens, that further enhances our previous work.

STEAM connects to a broader depth of transdisciplinary units of study with clear projects and summative exhibitions. Additionally, when we look at the work of our fine arts team and the dedicate work we have accomplished through science, the threads are clear.

Robotics has been an immensely popular club for us, and we are exploring how to further integrate it into our school day. Robotics touches upon important themes related to capturing students’ interests for learning, while also focusing on STEAM careers and higher education opportunities.

This STEAM work can also be embedded through our choice times, passion pursuits, electives, extra curricular offerings, and “Friday Fenomenal” experiences, which were started this year.

“Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment.” Maria Montessori.

“By its very definition, civic responsibility means taking a healthy role in the life of one’s community. That means that classroom lessons should be complemented by work outside the classroom. Service-learning does just that, tying community service to academic learning.” -John Glenn

Connected to our STEAM work is our expeditionary experiences. Our community has a heart for supporting students in being well-rounded, civically engaged, and global learners. An emphasis on service learning through projects is key and something we seek to achieve for all students. The expeditionary component for our school is about connecting to our community and extending learning beyond the four walls. With service learning, we see a key space for student voice to be activated through this work. As we develop a graduate profile, the service component will be key in what we strive to instill in our students and community. This may emerge through projects, clubs, student leadership/advisory boards, etc.



Our Three Pillars

Dual Language and Cultural Appreciation

“My humanity is bound up in yours, for we can only be human together.” Desmond Tutu

The sense of belonging goes hand in hand with our dual language work. We currently follow the Biliteracy Framework from Dr. Escamilla et. al. and from the research of Thomas and Collier, our dual language model aligns well with the goal of providing multicultural and multilingual learning opportunities. In particular, Thomas and Collier’s research highlights the long-term benefits of being bicultural and biliterate. We seek fluency across language and cultures, and not just exposure.

We want to continue developing the elements of dual language. Through the use of sheltered instruction and strategies that reinforce listening, speaking, reading, and writing, we work to ensure our students meet Goal 1 of dual language: students are biliterate and bilingual.

The Second Goal of dual language is for all students to have high academic achievement. Our students in dual language will be on track to take advanced courses, culminating their dual language career in AP Spanish. At Bonham, we have Advancement Via Individual Determination (AVID) as a elective for middle school that helps teachers shift from delivering content to facilitating learning, resulting in an inquiry-based, student-centric classroom. These elements are at the core of our approach to closing the opportunity gap. They also help with college and career readiness.

Additionally, SpringBoard/College Board ELA instruction and materials for all middle school students with a pathway to English I Pre-AP curriculum for 8th graders. In grades 6-8, the SpringBoard curriculum focuses on real classroom needs and encourages teacher and student involvement: Writing Workshop/Close Reading Workshops, Turnitin Revision Assistant (online platform with automated feedback), and Zinc Learning Labs (access to texts online for independent reading/vocabulary/close reading of a passage/multiple reads). SpringBoard lessons have differentiated instruction (adaptive features) to help teachers customize each lesson to student needs. Pre-AP English 1 focuses on the close reading, analytical writing, and language skills that have immediate relevance for students across their current courses and that are most essential for their future work in high school, college, and careers.

The Third Goal of dual language is for students to achieve socio-cultural competence. Through an awareness of self and their roots, students can begin to extend beyond themselves to learn about others. Creating a safe space where students develop their critical consciousness and learn to advocate for the needs they see in the community is key.

Dual Language is an additive method of instruction including high levels of oral language proficiency and literacy in both English and Spanish, academic achievement in all subject areas, cultivation of an understanding and appreciation of other cultures, and the development of positive attitudes toward fellow students, their families, and the community. Research from across the United States shows that students participating in dual language immersion-type programs perform well above the norm on standardized tests after several years in the program. Our Monolingual English strand incorporates some of these researched-based strategies K-8 and benefits from them as well.

We also aspire to become a hub for clinical teachers to learn dual language practices into their teaching profession. Through a long-standing partnership with local universities, with a special focus on UTSA, our school has serve as a learning space for generations of bilingual teachers. We aim to further build those relationships and to become a national model for that lab work.



Fine Arts Integration

“Every child is an artist. The problem is to remain an artist once they grow up.” Pablo Picasso

Our school is located in the Arts District of San Antonio. King William, Blue Star, Southtown the Arts District, and the growing South Flores arts scene are central to our community. We are located by Southwest School of the Arts, Blue Star, and many other areas organizations/location. Our hope is to provide authentic experiences for students to exhibit their art. Art is also tied to social-emotional learning.

Fine arts instruction aligns with our vision to provide students with artistic learning opportunities and to develop innovative global learners and leaders. Instruction in the fine arts enhances student achievement, learning and success (President’s Committee on the Arts and the Humanities [PCAH], 2011). As the PCAH report notes, “for today’s students to be innovators and economic leaders for the future, they will need to have experiences as musicians and dancers, painters and sculptors, poets and playwrights—they will need to be creative innovators who will build our nation’s economy for the future” (p. 3). While some impacts of a fine arts education are quantifiable, others are not. As Thompson (1995) states:

Given the slightest opportunity and encouragement, virtually all children begin to create drawings and paintings and sculptures with assurance and intensity. The ability to create visual images and the ability to interpret images that others have made are universal human potentials that can be enhanced—or extinguished—by education. We need only consult the adults around us to realize how fragile the artistic confidence we possessed when we were children can be. Adults who experienced art as a discouraging or futile pursuit when they were children learned to consider themselves artistically inept and came to feel excluded from the domain of artistic activity (p. 82).

As Eisner (1997) notes: “different forms of representation develop different cognitive skills...[and]...the selection or form of representation influences not only what you are able to represent but also what you are able to see” (p. 351). For example, children tasked with creating an artistic representation of community would not only learn different concepts about community based on the artistic representation that they choose (e.g. art, dance, music, drama or poetry), they would also convey different meanings of community based on their chosen representation of it. In other words, “Dance, sculpture, music, drama, painting exist because there are ideas that can only be expressed through those forms. Every form reveals as it conceals. The form you choose to represent an idea makes certain things possible and other things impossible” (Goldstein, 2005). At Bonham, we aim to integrate the fine arts not only to develop students’ skills as artists, but also to provide avenues for students to express their understanding of what they are learning and the world.



Environmental Science

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.” -Margaret Mead

In the context of where we are located, we see a clear need to instill in our students and community the importance of being good stewards to mother nature. Through our gardens, monarch way stations, and recycling efforts, we embed this message.

Our science instruction has benefited throughout the years from PTA sponsored Bamberger Experience, which is a 2 day Outdoor Classroom/ Education program. Science is an area our teachers, staff and parents wish to further strengthen by making it a special focus of this Internal Charter. We plan to continue working with many collaborators, including scientists at Trinity University, UTSA, the Bamberger Ranch Preserve, Cibolo Nature Center, Mitchell Lake Audubon Center, and area naturalists/teachers.

Our science instruction, aligns with our goal of developing innovative global learners and leaders and providing scientific learning opportunities. As Marincola (2004) notes, we learn to think through our study of science and scientific concepts. Science provides the foundation and tools for students to become innovative thinkers. Moreover, true scientific endeavors do not occur exclusively in a lab; rather, scientists must engage with the community in order to impact it. Taken together, our instructional strategies align with our school’s academic model and support our school’s mission.



Social-Emotional Learning

The practice of mindfulness has been a part of emerging work at Bonham. While there have been challenges with implementation, we affirm the belief that social-emotional learning is a key component for our academic model. We see the connection as it relates to belonging and the cross-cultural integration work at our school.

Moreover, as we consider educator health and wellness, we center this part of our academic model to address the support of *our staff and their own well-being*.

While the charter committee has not determined a specific model, we want to consider the criteria of a model that addresses the school holistically (students, families, and teachers). We also want to see strong materials that support in-class lessons in English and Spanish, and that are developmentally appropriate since we have a wide-range of grades. We also would want to see how this builds into the work of mindfulness.

A key piece for us is also trauma-informed practices as many of our students who live in poverty or who recently came to this country have experiences related to trauma. We want to have a responsive classroom and a faculty that embraces creating space for students to heal.

Lastly, we see the role of restorative practice embedded in this component as it relates to our ongoing work with PBIS. We seek to actively disrupt the school-to-prison pipeline. This involves actively raising the awareness of the adults and students, while introducing the notion of self-regulation, and extending to implicit bias and critical consciousness.



Mitigating Downsides

Overall, our work in mitigating downsides will be in having clear plans for adult and student learning, with a multi-year phase in. As we consider the onboarding of new faculty, we have to think about the stages and learning and development around in each. With certain components, it will take us looking at our practices as a faculty and aligning the work we are already doing related to the layers of our academic model.

Another downside to mitigate for us is balance the commonalities and difference from our dual language classrooms and monolingual classrooms from an instructional stand point. We can mitigate that through quarterly English-only collaboration, professional development, and reflection.

From the integration standpoint, we have started doing some mixed rotations between our mainstream programs (monolingual and dual). This includes mixed cohorts for our specials, and a consideration of mixed groupings at lunch as well. The shared ownership and cohorting of the classes are key throughout the whole school.

Another downside is the funding needed for certain professional learning experiences and conferences. Through a strategic planning phase after the writing of the charter, we will identify funding sources to include grants, nonprofit and for-profit funding mechanisms.

We will also consider our hiring process having components that help us identify strong, high quality candidates whose dispositions align with our beliefs and values.

Lastly, we believe all special populations (ELs, SPED, 504, Dyslexia, etc.) will be served well through our model because in line with cognitive science research our program “goes wide” (Brown, Roediger, & McDaniel, 2014). We don’t focus on one strategy or program, rather we use a wide range of instructional strategies and programs to help students develop the knowledge, skills, and dispositions necessary to meet their academic and social and emotional learning goals. Domain 3 of our annual report related to STAAR will help us identify areas where are not meeting students’ needs.

Data and Continuous Improvement

Timing of Data Collection →	Weekly (formative)	Monthly (formative)	Quarterly/Semester (summative)	Yearly (summative)
Data Collection	Teachers will use a range of formative assessments (e.g. anecdotal records, Exit tickets, Lead4Ward Playlist; Think-Pair-Share)	Writing samples	Teacher selected assessments/Exams (e.g. teacher created exams, CBA’s, Performance Assessments from TEKS Resource System; SpringBoard Embedded Assessments; Pre-AP writing tasks and online assessments). MAP Growth Data Fountas & Pinnell (K-2)	STAAR Data PSAT AP Spanish
Member(s) reviewing data (timeline for analysis)	Teachers (ongoing)	PLCs (monthly) Faculty meetings (biannually)	PLCs (3 times per year) ACT meetings (3 times per year) Administrative team and PLC meetings with Research and Evaluation (3 times per year)	Administrative team and PLCs with Research and Evaluation (annually) CLT (annually)

			CLT (annually)	
Analysis	Analysis of formative assessments will indicate whether students are meeting, approaching or exceeding standards.	At PLCs, we will look across grade level samples for areas of strength and for areas of growth. This analysis will be reviewed vertically twice a year at faculty meetings to look for school trends.	At PLCs, we will look across grade level data for areas of strength and for areas of growth. This analysis will be reviewed vertically during ACT meetings to look for school trends. To support analysis of MAP data, PLCs and the administrative team will meet with a member of the Research and Development Department. CLT will analyze yearly growth data to determine campus needs.	The administrative team and PLCs will meet with Research and Evaluation to examine STAAR, PSAT, and AP data focusing on areas of strength and areas for growth. CLT will review this data to determine campus needs.
Reflection*	Reflection will be connected to instructional strategies that support student learning.	Based on the analysis at PLCs and faculty meetings, we will collaboratively determine grade level and school wide next steps for instruction. Reflections will be shared biannually at Principal's Coffee.	Based on the analysis at PLCs and faculty meetings, we will collaboratively determine grade level and school wide next steps for instruction. Reflections will be shared biannually at Principal's Coffee. The CLT will use data from their analysis in writing the CNA.	Based on the analysis at PLCs, we will collaboratively determine grade level and school wide next steps for instruction. The CLT will use data from their analysis in writing the CNA.

Across our reflections, we will determine what aspects of our practice and our model are working well and what areas need improvement. Based on those reflections, we will decide if our next steps should focus on elements of planning, instruction, classroom management and/or professional development. For instance, if our data shows that we need to deepen our content knowledge, we would use one of our extra planning days for professional development to target that specific content. Other steps might include coaching and providing feedback (both administrative and peer-to-peer).

School Community Communications

Systems and Routines

Communication was at the top of the feedback given through the work of the charter and the search for the new principal. Through the creation of replicable systems, we have been able to systemize and automate what families and our teachers can expect communication-wise. As a school, we recognize the need to meet families' communication needs through a variety of services.

For faculty, there has been a conversion to the Google platform. This allows for the use of Google Drives and the other applications that come with it. Additionally, there is a daily Bonham Bulletin that all staff members have access to and can co-create content, sharing important individual, team, and school-wide updates.

A shared component for families and the staff is the use of Google Calendar. There is both a community and internal Calendar which is updated in real-time.

We recognize that there is still a digital-divide and have taken into account the feedback families give regarding wanting paper fliers and notices to go home. We work with our PTA and parent/family liaison to meet those needs.

Weekly, there is a message that goes out via School Messenger and School Mint email. School Mint also allows for a text feature. All messages are archived for families so they can go back to re-read them, if necessary, or if a new family joins after the school year has started. These go out every Sunday.

In the 2018-2019 school year, all grade levels went to the same method for communication. By the 2020-2021 school year, we hope to roll out school-wide, classroom methods of communication that integrate the work of digital portfolios (ex: SeeSaw and blogs for middle school).

Feedback Loop and Refining Plan

We will know that our families are getting the messages because they will attend scheduled functions such as: conferences, training sessions, social gatherings. They will submit what was requested of them, and will articulate a better understanding of all that is going on in the school and in their children's classroom as evidence through yearly surveys. They will feel comfortable in providing feedback when requested by the school because they are knowledgeable of school processes, activities, and functions.

By the 2020-2021 school year, we will put together a team to do a further analysis of strengths and weaknesses in our systems more broadly.

Student Retention and Recruitment

We pride ourselves in our overall retention rate. The average mobility rate at Bonham for the past 5 years is about 9% (range is 7.3%-12%); this is less than 1/2 of the district's mobility rate of about 24%. With this in mind, students grow academically in an environment that is familiar to them.

Our retention plan includes:

- Positive communication from the school and teachers about their students' progress
- Family engagement events (ex: Movie Nights, Principal's Coffees, MAP Data Nights, etc.)
- Continued fostering of a positive relationship with our PTA and engage with their events (Fun Runs, Fall Festival, Las Fiestas Navideñas, folklorico performances, etc.)
- Having continuous feedback loops and family leadership committees so they can get involved in a variety of ways
- Have all communications synced (weekly messages, Facebook, website, etc.)
- Having an academic model (described above) that fosters belonging and competence

The campus participates in recruitment activities that are scheduled by the district or by the campus. We will seek to actively recruit families from across the city through some of the following efforts:

1. Tabling at big events in the city (Siclovía, Book Festival, etc.)
2. Block walking
3. Putting flyers around the area in key areas

Additionally, we will accommodate tours in a strategic manner (ex: monthly tours/first Friday tours). Our social media will be accessible and shared broadly as well.

We want to continue to build on the legacy of strong family engagement and involvement, and to focus further on subpopulations within the school and in our recruitment efforts.

School Climate and Culture

With the emphasis on creating a sense of belonging, the importance of school climate and culture is a key piece for how the school serves its community.

The climate and culture at Bonham Academy is one of the reasons why most parents choose Bonham and why most students stay through 8th grade. Family volunteers bring many of their skills for the benefit of students. Many of our after school clubs have been started by parents and a co-sponsored with a passionate teacher. We have a Robotics Club that was started six years ago by a parent that has gone to and succeeded at local and regional competitions. Likewise, Chess Club, Harry Potter Club, etc. include meetings during the school week, but also extend into weekend events and competitions. Every drama and music production plays to a packed house of relatives, students (former and current), as well as community members.

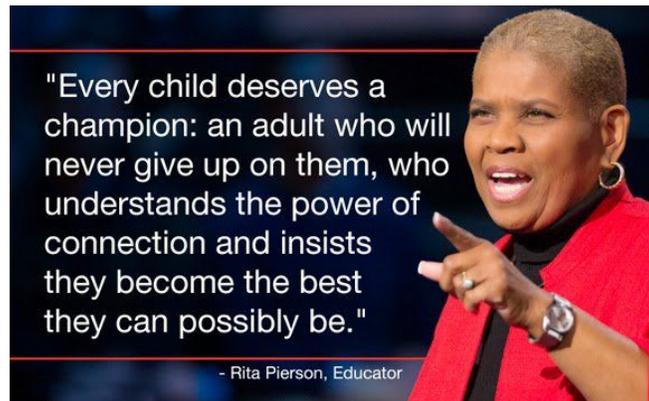
School Year	Number of Incidents
2016-2017	90
2017-2018	232
2018-2019	78

The table above demonstrates the trajectory of our discipline data for the last three years. The significant drop this year is a result of changes in district policy as they relate to the reporting of behavior issues .

PBIS has been in place for approximately 10 years at Bonham. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools. PBIS is a behavior intervention system that seeks to improve social, emotional and academic outcomes for all students. The PBIS team comprised of teachers, behavior specialists, and administrators, does annual reviews to align practices. They meet monthly and bring practices to our campus, as needed. The committee holds an annual rally for the entire school. Procedures and behavior expectations in common areas are reviewed and a spirit stick is awarded. PBIS practices primarily include the use of Bonham Buck for both students and staff who are exemplifying Bonham P.R.I.D.E. The student Bonham bucks are used in the “Bobcat Tiendita” (store) while the staff use their bucks for up lifting perks, such as reserved parking, gift cards, and an extra 15 minutes for lunch.

We will continue the use of PBIS, while layering on a focus on social-emotional learning and mindfulness.

We aspire for our school to be a place that all feel welcomed, affirmed, and loved. We want every child to have a champion and for the staff to love coming to work.



Proposed Autonomies

Proposed Autonomy	Description-what we want to do	Rationale-why we want to do it and alignment with Mission, Goals or Challenges
Schedule	<p>We want the autonomy to implement more flexible daily student schedules, such as a 6 or 9 Week calendar, or allowing dedicated blocks of time or days for specific courses or projects.</p> <p>We also want flexibility over start and end times.</p> <p>We also want to add compensated additional professional development days beyond those allotted through the instructional calendar.</p>	<p>This will enable our school to provide time for student to tackle passion projects, community service, off-campus personalized learning that rotates for groups of students based on interest and ability.</p> <p>This will also enhance our ability to implement strategies to enhance academic model.</p> <p>By reserving the option to add student holidays to our instructional calendar (while doing our due diligence to include our community in the development of such a calendar), this time would be used for teacher collaboration and professional development.</p>
Student Grading	<p>We want to move towards a badging and/or standards based grading system that is aligned to best practice.</p> <p>Our focus will be achievement based, rather than classwork completion and district created assessments, such as CBAs and semester exams in middle school.</p> <p>We will have a discussion about homework alignment at the campus.</p>	<p>This will promote the positive reinforcement for those who are emerging, meeting or mastering a standard at their grade level, as well as providing portfolio experiences to ensure students are engaged personally with their growth in a standard.</p> <p>A weakness of current grading system involves the concept that completion or "missing" an assignment is a direct</p>

		<p>indication of ability. A reorientation toward success rather than a grade percentage or letter would move toward more honest discussions of growth and skill acquirement.</p> <p>Performance Based Assessments will guide student, teacher and parent understanding of skill and knowledge acquisition.</p> <p>Additionally, we will take into consideration research and best practices regarding homework for students that is developmentally appropriate and aligned as a campus.</p>
<p>Curriculum and Ancillary Purchasing</p>	<p>We want grade level/subject area autonomy in purchasing and state approved adoption cycle materials.</p> <p>We also want autonomy to select our own service vendors that may or may not be approved by the district, including but not limited to: Amazon, Home Depot, Costco, Sam’s, Dollar Tree, Target, etc.</p>	<p>We want to get get away from boxes of materials purchased at a district level that get dropped off without sufficient training or buy-in from the teachers or PLCs.</p> <p>This will help us eliminate wasted monies to ensure that monies go to materials and professional development that is necessary to improve campus achievement and culture.</p>
<p>Technology</p>	<p>We seek to go beyond the processes provided by the district for technology purchases. What we will need to rely on the district for is the infrastructure. We want to see further autonomy in the technology we can use and purchase.</p>	<p>The goal is to enable cloud based learning and 21st century skills.</p> <p>This will enhance the blended learning opportunities and possible shift to paperless curriculum to align with Environmental Science.</p>
<p>Curriculum Design</p>	<p>We want to see flexibility in curriculum design and implementation and teacher configurations, such as team teaching humanities or STEAM.</p> <p>We also want to seek autonomy from required curriculum in grades 6-8 in order to create our own middle school course offerings, pulling from a variety of TEKS and national standards and ensuring that students are adequately prepared for state assessments.</p> <p>We want to see further incorporation of the arts into instruction.</p>	<p>This will allow us to reach our goals around integration of curriculum. We will also be able to align across the nine-year experience at Bonham (keeping in mind priority standards as we will still experience mobility).</p> <p>This autonomy also relates to flexibility of schedules and teacher assignments to ensure students extend their learning at their pace and ability, rather than lock-step to a course description/grade level TEKS.</p> <p>This will require built in PD time throughout the school year and</p>

	<p>We want choice in implementing district assessments.</p>	<p>pre-service to ensure vertical and horizontal teaming is moving with the same goals in mind, as well as utilizing the appropriate scaffolding strategies.</p>
<p>Social-Emotional/Mindfulness and Physical Connections</p>	<p>We also want autonomy to adopt our own SEL/mindfulness program.</p> <p>We want to see a clear connection to expeditionary learning/science and community projects.</p> <p>We will also see mindfulness led through community volunteers, and each teacher will be trained in implementing mindfulness strategies.</p> <p>We want to waive the PE requirement for middle school.</p> <p>Outdoor activities for K-8 (including recess and intra-grade level games) for all students without regard to academic success.</p>	<p>This will address our goals for social-emotional learning and mindfulness. We believe a connected community is a healthy community, so our hope is to use these autonomies to go beyond the traditional notion of physical education.</p> <p>A challenge in our middle school currently is how the master schedule locks out students for a choice between our academic model. By still affording recess and other options related to movement, we can support building healthy bodies and healthy minds. PE will still be offered as an elective, and movement options will be provided. This could include zero period and after school offerings such as Girls on the Run, yoga, walks to the River, and other options. We can build a physical activity plan that involves student voice and choice. Some of the options may be lead by teachers, others by community and family members, while others may be led by students themselves.</p>
<p>Community Connections</p>	<p>We request autonomy over the types of partnerships we develop with community organizations, for-profits, and nonprofits. Whether it's social workers, classes/workshops for families, and/or embedded nonprofit individuals to support the mission of the school</p> <p>Our school will strive to obtain a social worker added to the staff to promote community connections and well-being. A coat closet, community classes after school, counseling around organization and habits beyond just a subject area or grade level. Seeking out and maintaining conversations with families to fulfill their needs and desires for their kids when they feel they are unable to provide the support themselves or without the help of the school.</p>	<p>We believe that those who are closest to the work have the solutions for the challenges at hand. Through strategic asset-mapping and a targeted approach to stewarding relationships, we want have a long-term plan to support our charter efforts.</p>

<p>Professional Development</p>	<p>We want flexibility in the resources for professional learning.</p> <p>We also want to be able to attend district professional development, but not be required by any department (to include the administration and teachers at the campus)</p> <p>With the use of clinical teachers, we want to identify a path for a sabbatical-like experience for mentor teachers as they work to provide interventions for students, write research, and apply to present at local, state-wide, and national conferences.</p>	<p>This is connected to the flexibility in schedule. We want to consider the rotation of staff to ensure energy levels are maintained by variety of staff throughout the year. You won't see the same "burn" in October and February if some staff are just rotating in after a few weeks off. Likewise, May won't simply be for testing and closing up shop - learning and meaningful projects will be maintained into June/July. Students and staff could elect which calendar they are on - not to make it year round for all students and staff, but allows us to have time to focus more on the high-needs kids. Likewise, the 45% of students who meet grade level for reading and math will have a chance to grow under direct instruction, but much more autonomy and PBL time with a classroom facilitator/teacher/mentor from the community.</p>
<p>Budget and Finance Processes</p>	<p>We request to the maximum extent possible that all campus budgeted funds can be used flexibly to support the needs of the campus, to include funds allocated for staffing, building and grounds maintenance, curriculum and classroom materials, professional partnerships, and classroom assets (flexible seating, etc.).</p> <p>We also request to develop Bonham's own school budget and allocate school funds however we see appropriate.</p> <p>When we see it appropriate to the mission of the school, we have the power to convert staff positions to dollars for our campus, if such positions are not deemed necessary for the mission of the school.</p> <p>We want to to have a district issued credit card (purchasing card) to be controlled by the principal to ensure timely purchases.</p> <p>We want to be able to purchase</p>	<p>To meet the needs of our campus, we request the maximum autonomy of campus funds in order to pay for programming, consider how to maximize the impact of staff, and think creatively about how we partner with our community. For example, each position equates to dollars and the campus wants the option to use these dollars for other purposes.</p> <p>The use of a campus credit card will afford the campus the opportunity to purchase materials in a timely manner and ease the process of making necessary travel arrangements for required professional development.</p> <p>Professional memberships and conferences associated with these memberships allow the opportunity for the campus administration to further our knowledge and expertise in matters related to curriculum, instruction, and assessment. This will also help campus administrators and teachers to stay</p>

	<p>professional memberships (such as Texas Elementary Principals Association, TEPSA, TCEA, NCTE, NCTM, etc) using our campus funds.</p> <p>We want to be able to contract with curricular and project specialists/facilitators to meet the needs of our professional development and academic pillars.</p>	<p>engaged with matters related to school leadership and best practices on the implementation of special programs. Professional memberships for teachers ensures that our teachers are forward thinking and constantly developing themselves for the future.</p> <p>Providing funds for curricular and project specialists and facilitators ensures that knowledgeable experts in the field help us achieve solutions quickly and efficiently.</p>
<p>Staffing and selection process</p>	<p>We request no forced placement or forced transfer of teaching and administrative staff into the campus.</p> <p>We also request autonomy in our selection processes to include group interviews, sample teaches, and other processes that align to our charter work.</p>	<p>Our instructional requires willing, able, and passionate educators. Starting the summer of 2019, we are providing training to build capacity in our staff. By requiring our campus to vet all incoming staff members, we ensure they are a good fit for our campus. By maintaining a stable staff, we ensure that our staff has needed skills to implement the model.</p>
<p>Staff Assessment</p>	<p>We request the waiver from annual formal observations who meet a certain threshold.</p>	<p>We request the ability waive the observation component in the TTESS instrument if the teacher scores proficient or higher for at least two consecutive years on their end-of-year appraisal.</p> <p>Year 1: Proficient Year 2: Proficient Year 3: Waiver Year 4: Waiver Year 5: observed again, if scoring Proficient or higher again, the teacher will have two more years of waiver</p> <p>We believe that Bonham teachers should have earned autonomies based on performance. We believe this autonomy will reward consistently strong teaching performance. We also believe that administrators and instructional coaches need time to coach staff intensively. In order to reduce the caseloads on each administrator and instructional coach, appraising less staff each year is required.</p>

		<i>If, during a waiver year, the appraiser believes the teacher will score below Proficient on their end-of-year appraisal based on walk throughs, the administrator can choose to remove the waiver and conduct an observation</i>
Site-Based Decision Making	We propose to select a site-based decision-making committee that is different than the structure required by the District (CLT policy).	We want flexibility in creating a structure that works best to support the structure of the school.

Capacity of Applicant Leadership Team

Team Member Name	Current Role	Skills + Expertise
Cherise Allegrini	Parent	Cherise has been chief fundraiser and President of Friends of Bonham, an organization dedicated to collaborating with the community to raise funds for programs at Bonham Academy. She served on the School Health Advisory Council for three years, and holds a PhD in Biological Sciences and was formerly an adjunct professor at UIW. She works in public health policy and education. Cherise is currently President of the Lavaca Neighborhood Association.
Jennifer Cortinas	Parent	Jennifer is a parent of two students at Bonham. She is a proud Bonham alumna. She also has an older daughter who graduate from Bonham and is pursuing her civil engineering degree in New York. She works at USAA as a product development owner. She has been an active volunteer at Bonham for many years, having served as a home room parent. Her family is active in sports outside of school. She and her husband coach sports and volunteer with their leagues.
Marcela Vasquez	Parent	Marcela is a parent of three students at Bonham. She is an industrial engineer. She has worked in human resources and programming for production. She volunteers extensively at Bonham, for over 7 years, and she also serves a substitute at Bonham for the last 3 years. She also serves at LPAC representative and has gone to trainings for parent engagement.
Dercy Perez	Parent	Dercy holds an Associate’s degree in Liberal Arts and Pre-Nursing and is pursuing a career as a nurse. She has two children in the fourth and third grades at Bonham and her youngest child will be attending Bonham kindergarten next year. She is a native of Mexico and is bilingual in Spanish and English. She is an active volunteer at Bonham and her church.

Cynthia Germeroth	Parent	Cynthia Germeroth is the parent of a student at Bonham. She and her mother volunteer extensively at the school. Cynthia is also pursuing the opportunity to become a master gardener and start a junior master gardener program at Bonham.
Sarah Sorensen	Parent	Sarah has served as the VP of Fundraising and President of the PTA. She is an experienced community organizer and public policy analyst. She is currently the VP of the Lavaca Neighborhood Association.
Nathan Busse	Parent and teacher Master Teacher, Middle School Liaison and House Coordinator	Nathan serves as a middle school teacher. His skills are primarily in middle school ELA Curriculum and Instruction, Professional Development Module Design and Implementation, as well as 6th-12th grade PreAP
Holly Clifford	Teacher	Holly is a theater director, performer, and theater arts educator. She has a Bachelors of Art in Theater Arts and has served the Bonham community for 10 years as the campus's first Theater Teacher. She has been awarded over \$25,000 in grants from the SAISD Foundation, The King William Association and Fund for Teachers, a national organization who funded a European theater history and performance professional development which included workshops at the internationally recognized Globe Theater and with the Royal Shakespeare Company. Her teaching philosophy is based on empowerment, collaboration, and building community bridges. This philosophy has allowed the program to create partnerships with The Public Theater of San Antonio, The Magic Theater, Say Si, and many more local nonprofit organizations. Holly is a product of the SAISD School system.
Veronica Ramos	Teacher	Veronica is a Dual-Language teacher, who has taught for 12 years at Bonham Academy from 3rd grade, 2nd grade and currently 1st grade. She has served as a member of the Campus Leadership Team when the first Charter Application was submitted. She helped in initiating the Dual-Language Committee to address support for Cultural and Dual-Language academic needs. Currently, Veronica is and has been the first grade Lead teacher for the past 3 years. She is a first-generation college graduate with a second language learning public education upbringing. Veronica is an educator who is passionate about the benefits of teaching children in two languages and cultural diversity for a stronger, healthier and better prepared globally-conscious society.
Sara Sherwood	Parent, teacher, member of Campus Leadership Team	Sara teaches first grade at Bonham. She has a Ph.D. in Curriculum and Instruction from the University of Texas at Austin and a bachelor's and a master's degree from Trinity University. Prior to returning to the classroom, Sara spent 17 years at Trinity University in variety of roles including as their certification officer and as a teacher educator. Sara was on the design team for the Advanced Learning Academy, which was the first innovation school in SAISD. Her work included helping to

		draft ALA's charter application. Sara is also the parent of a Bonham 7th grader and has served as the Bonham PTA VP of Membership, PTA Parliamentarian and Chairperson of ArtSmart.
Jason Siptak	Parent and teacher	Jason teaches 7th-8th grade science, environmental systems and algebra at Bonham He has a Bachelors of Science in Biology with an emphasis on ecology, conservation and habitat restoration from the University of Texas at Austin. He strives to instill a sense of environmental responsibility to his students through various projects including a National Wildlife Federation and Monarch Watch funded monarch waystations and gardens, a recycling program run primarily by students, and a growing bicycle fleet project for the campus.
Sheila Vardiman	Parent and teacher Courtesy Committee Campus Leadership Team Grade Level Chair	Sheila is a 5th grade monolingual teacher at Bonham. She has a Bachelor's of Science in Education. She began her career in education in 1984 in Dallas ISD. She moved to San Antonio in 1990 where she began teaching at Bonham Elementary in 3rd grade. Sheila has taught grades 1 - 5 grade and is currently teaching 5th grade. She was a part of Expeditionary Learning at Bonham and numerous programs implemented at Bonham. She is GT certified and she constantly pushes her students to thrive daily. She's the grandmother of a student at Bonham that is in the dual language program.
Monico Vitela	Visual Arts Teacher, K-8th Visual Artist Education Activist Member of Campus Leadership Team AFT Certified Trainer	Monico Vitela is a visual artist, arts educator, and education activist. He has a Bachelors of Art in Visual Art and a minor in Art History. He started his professional education career in 2015. Monico was hired as Bonham's first campus based Visual Arts Teacher. Since starting with SAISD he has been awarded several grants through the SAISD Foundation, National Wildlife Federation, and local non profits. Monico believes in the power of community and collaboration. His ability to collaborate with community organizations has led to students showing and making award winning artwork through the San Antonio area, throughout Texas, and internationally.
David Nungaray	-Bonham Principal -Member of the SAISD Principals' Advisory Group -Member of the SAISD Dual Language Principals' Council -Member of the SAISD Technology Refresh Committee -Member of the Authentic Engagement -Co-Founder for the Mexican American Studies Leadership Institute in SAISD	David Nungaray began his education career at Bonham as a 4th grade dual language teacher. He started in 2010 as a founding member of Teach For America-San Antonio. David was named SAISD's Rising Star at the end of his first year as a teacher. Since then, he had the opportunity to serve as an administrator in a neighboring district after obtaining his Masters in Educational leadership from Trinity University as part of the first Tomorrow's Leadership program. He also helped found the first innovation school in SAISD, the Advanced Learning Academy, as the associate principal and a member of the design team. He is headed into his 10th year in education. David is first generation, bilingual college graduate and the son of immigrants. His story and that of the students and families he served at Bonham brought him back to serve in the capacity of principal.

<p>Blanca Gebhart</p>	<p>Assistant Principal</p>	<p>Ms Gebhart taught Dual Language at Bonham Academy for 11 years before assuming the role of Vice Principal. The school at the time she began working there in 2002 was rated, Exemplary, and already had the reputation of being the Best Dual Language school in San Antonio. She hosted numerous visitors from all over the world that wanted to see what a Kindergarten Dual Language classroom looked like in an enormously popular school. Visitors came from as far away as Africa, Washington DC, and many came from within and around San Antonio. Ms. Gebhart was a member of a Center For Applied Linguistic panel to develop a meaningful assessment for kindergarten dual language. She won the prestigious San Antonio Independent School District Foundation Inspire Award in 2015. After working in state government for approximately 20 years, she switched careers to teach. She holds a Master’s in Public Administration from Texas State University. Go Bobcats!</p>
<p>Karen Klingsporn</p>	<p>Instructional Coach</p>	<p>Karen Klingsporn has worked in SAISD as a teacher specialist for the Reading/English Language Arts Department, the writing Coordinator K-12, an assistant principal, and an instructional coach. She holds elementary and secondary teaching certifications, a reading specialist PK-12 certification, and principal certification. She has served as an educator for over 20 years.</p>

Human Capital



Recruit

With many diverse needs, we seek to recruit individuals whose dispositions and skills sets align with our work. There is much research that points to the impact that teachers make in terms of student achievement. Keeping in mind the bold vision we have, as well as the components of our charter, we want to actively recruit high-quality individuals.

Some of this work happens through word of mouth. Another key component for us at Bonham is our transition into a bilingual residency hub with UTSA. Allowing clinical teachers to be embedded for years has served us well. Experienced

teachers are also attracted to our school based on their own stories and vision for their work and how it aligns with our work.

In our work, we are looking for individuals who:

1. Espouse dispositions connected to our charter through their professional work and track record
2. Demonstrate evidence and a track record of collaboration with colleagues, families, and students
3. Have a willingness to challenge their own mindsets and beliefs, especially as it relates to equity and social justice
4. Are data-driven with a focus on balancing student achievement and growth

Our plans for recruitment include, but are not limited to:

1. Attending job fairs
2. Presenting at conferences to meet other high quality educators
3. Posting our openings on social media (LinkedIn, Facebook, Twitter, etc.)

Our hiring process will include multiple tiers of selection, to include, but not be limited to, a group interview, essays, digital portfolio submission, sample teaching, and other components deemed appropriate and within reason by the selection committee and principal.

The principal will continue to retain the final decision on hiring based on the feedback and recommendations of the selection committee.

Our end goal is to recruit the highest quality candidates and having a processes that allows up to see multiple facts.



Develop

We aim to create a learning community that is focused on student wellness, achievement, and supporting an affirming school-wide culture.

With a diverse staff ranging in years in the profession, varied content areas, and grade levels served, we recognize that professional learning cannot be a one-size-fits-all.

Through the “Choose Your Own Adventure” professional development in the 2018-2019 school year, we have seen some strides in the right direction, however, we are continuing to grow in this area. This includes improvement of our

professional learning communities, ghost walks, peer to peer observations, various methods of instructional coaching, school site visits, and other important learning opportunities for the educators on the campus. Vertical alignment and cross-curricular integration conversations are in their infancy stages.

We see the opportunity and potential to be a national model for professional learning consider our unique blend of programs and academic model. This can only be accomplished through providing the space and resources for teachers to grow their own capacity. Through differentiated support, we believe that all of our arrows will still point in the right direction, especially once we codify our graduate profile.

Teacher voice and advocacy in their own learning can have clear connections to how it can translate in their own classrooms/grade levels/grade level bands.



Retain

By creating a special environment and culture where people feel affirmed, challenged, and celebrated, we aspire to retain teachers because they are inspired by our mission as a community. The collective teacher efficacy on the campus will be key to having teachers and staff choose Bonham year after year. We see elements of this from the longevity of our campus and the many staff members who started their career here or have come in and want to stay.

By showing our appreciation throughout the year, we want the staff who serve at Bonham to know how much they mean to our familia. There are deep relationships that exist and we want to continue to foster them. We launched bilingual buddies for the 2019-2020 school year, and we want to continue that into the years to come so faculty can connect with others across the campus.

Additionally, through the use of style/personality assessments such as Compass Points, StrengthsFinder, Love Languages, and Business Chemistry, we hope to provide the opportunity for people to develop a strong understanding of themselves in this work, and to build empathy as they work/collaborate with others.

Beginning of year and midyear retreats will help solidify team building, though that is also done weekly through professional learning communities, monthly through faculty meetings, and in other aspects. Through the use of protocols from the School Reform Initiative, we will grow our capacity for tuning and feedback as a community.

Building leadership is also about investing in people's development through conferences, presentation opportunities, encouragement to attain other degrees/certifications, and connecting them to experiences that will help them grow.

Ultimately, we want faculty and staff to continue to choose Bonham because it is a place they love, because they believe in the work we are doing, and because they love to serve our community.



Constituent Map and Stakeholder Engagement

Knowing Your Constituents

As one of the few hybrid models in the district, our main priority is always service to our neighborhood families. By giving them choice early on, we believe this creates a stronger foundation for students and families. We have an equal responsibility to our families that come from near and far. When you look at where families apply from it ranges from Poteet to Alamo Ranch and all the way to New Braunfels.

As one of the longest standing schools in San Antonio ISD, we have served generations of families, many of whom have had several children at our school, and others who attended as children and now have their grandchild at Bonham. It is a true joy to see how much of a community school we are.

We also meet the needs of families who come in through the choice model by providing a strong option for them. Families have the opportunity to attend either of monolingual or dual language options, and still have exposure to all elements of our academic model.

Constituent Groups	Strengths in meetings these constituent needs	Opportunities for Growth in meeting their needs	Recent and Relevant Engagement	What have we learned?
Students	<p>We offer a variety of options for them with programs and extra curriculars.</p> <p>They like their teachers and they feel safe. They</p>	<p>We still have work to do in meeting their needs academically so they are on track for college and career readiness. Students also need greater access to extra curriculars, especially</p>	<p>K-1 robotics grant writing.</p> <p>We started a student group in the fall, but the work has not been sustained.</p>	<p>They want to see more technology integration. They want a clean school. They enjoy their teachers and the activities at Bonham.</p>

	<p>feel like they belong.</p> <p>They like their sense of family.</p> <p>They also enjoy recesses.</p>	students who are low SES	Community service was a clear goal they wanted to have.	
Families	<p>We have increased our communication with them.</p> <p>Many families, across grade levels are involved and know how to get involved.</p> <p>Families are generally supportive of programs and events.</p>	<p>They want strong communication (in both languages)</p> <p>They want to address social-emotional needs (ex: teaching kindness and compassion to combat bullying behaviors)</p> <p>We still have work to do in meeting the needs of families who are not often as involved either due to their own schooling experiences or because they have many competing needs (ex: working multiple jobs, main caregiver for aging parent, etc.).</p>	<p>-Charter committee feedback from families</p> <p>-Survey feedback from families</p> <p>-Principal's Coffees</p>	Families are highly invested in the school and its future.
Teachers	They have a passion for dual language, environmental science and fine arts	<p>Teachers have asked for further training on technology and tools that will enhance teaching and learning.</p> <p>They want voice and choice in their professional learning.</p> <p>They see a need for further vertical alignment and</p>	Complete surveys regarding professional development, areas for improvement,	Teachers want to have voice and choice in their work.
Community	<p>Many people in the community who's family went to Bonham previously.</p> <p>We have worked with UTSA for 20 years. They send clinical teachers to do their work here, as well as field students.</p>	<p>Growth areas:</p> <p>Some partners want to deepen the relationship.</p> <p>There are some relationships that have not been sustained or cultivated to the next level.</p> <p>We can also grow in</p>	<p>Relevant Engagement:</p> <p>We have many of our partners attend events with us.</p> <p>We are doing a residency model with our UTSA partners.</p>	<p>What have we learned?</p> <p>Our partners enjoying working with our school and students.</p> <p>Our partners want to help us implement</p>

	<p>Kiwanis has been coming to us for over 25 years. They provide school supplies, read with our first grade monolingual students on a bi-weekly basis, and hold two pizza parties each year to celebrate students' reading.</p> <p>San Antonio Youth Literacy has been with us for many years as well.</p> <p>Mission Trail Rotary Club purchases personalized for all of our kindergarten students</p> <p>King William Association has donated thousands of dollars in support of literacy initiatives, technology, arts and teacher initiatives.</p> <p>The Mexican Cultural Institute annually brings Mexican artists, authors, and plays that add to the cultural diversity and dual language programs that have brought notoriety to our school.</p>	<p>maintaining and further exploring relationships with a few key partners.</p> <p>We can also consider how we can reach out to strategic partners based off the pillars and their expertise.</p>	<p>The Mexican Cultural Institute just sent a play to our students and took another group of students to do an art project.</p> <p>Gemini Ink's Writers in Community has had an ongoing partnership with our MS ELA classroom teachers for 5+ years.</p> <p>Kiwanis will be holding their annual pizza party on May 22nd.</p> <p>The King William Association attended our kinder and first grade Fiesta Parade.</p> <p>Our Friday Fenomenal allows us to collaborate with many community partners, such as the Animal Defense League.</p>	<p>our pillars in engaging, innovative manners.</p> <p>Our partners are willing to thoughtfully adapt to the needs and feedback presented by teachers.</p> <p>Our partners exhibit pride when we present, visit and demonstrate our progress and projects.</p>
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Completed Engagement

Please see "Recent and Relevant Engagement" in chart above.

In the spring of 2018 we held two Re-envisioning Bonham focus group events open to families and community members. These focus group events were attended by over 150 parents and community members. The events had tables moderated in both English and Spanish.

The key findings from the focus groups were that our families and community valued our dual language, fine arts and environmental science programs but that many people were unfamiliar with the environmental science pillar of our charters and how it is implemented across grade levels. When asked why they chose Bonham as their school, the most popular answers participants gave were: the dual language program, the cultural diversity, its reputation in the community, the fine arts and environmental science pillars, the high level of parent and community involvement, family tradition, and that it is the school that serves their neighborhood. When asked what they think is important for children

to learn, participants listed critical, independent and innovative thinking, and social-emotional and conflict resolution skills.

Based on the information gathered at the focus groups, the charter committee determined that the focus of our autonomous school should include the three pillars of languages, fine arts and environmental science that were created in our charter ten years ago and that our plan should focus on strengthening and integrated the pillars and making sure that students at every grade level have an opportunity to participate in the full range of arts and environmental science programming.

Planned Engagement

Planned Engagement	What will happen?	What do we hope?
Pre-launch feedback sessions for parents, staff, and community	<p>Presentation on application content and Q&A at staff meeting</p> <p>Parent/Community feedback on application content at 3 sessions- at principal's coffee, at 3:20 pm release time and at 5:30 pm</p> <p>We will present at the Lavaca Neighborhood Association on May 21 and will schedule to present at the King William Neighborhood Association board meeting. We will work with the associations to distribute information about the application through their email communications.</p>	Parents, staff, and community will understand the application process and the proposal we are submitting. They will have an opportunity to share feedback that will shape the final application.
Pre-launch survey	Parents will have the opportunity to complete an online survey related to the application	Parents will understand the application process and the proposal we are submitting. They will have an opportunity to share feedback that will shape the final application.
Charter approval announcement	<p>We will send information home to families via text/email, social media and flyers that explain focus and governance of our autonomous model</p> <p>We will hold a media event announcing the launch of our revamped model and the engagement process we used to develop the model</p>	<p>Parents will understand the school's model and will have the opportunity to apply to serve on the advisory board.</p> <p>The community will understand the school's model and our engagement process.</p>
Implementation	Upon the launch of our autonomous structure, we will provide families and community members	Families and community members will understand focus of autonomous plan and opportunities for providing

	<p>information about the plan and how it will be implemented in the following ways:</p> <ul style="list-style-type: none"> ● Meet the Teacher ● Open house ● Email/text messages ● PTA presentations ● Neighborhood Associations presentations ● Principal's Coffees 	<p>feedback on implementation and serving on advisory board</p>
<p>Ongoing engagement</p>	<p>We will have opportunities for community partners, non-profits, businesses, and other community entities to engage with our work.</p> <p>This includes our Fall Festival, Rummage Sale, and Health Fair. Our <u>school calendar</u> provides an overview of community events from this past year.</p>	<p>We hope these folks have a better understanding of our school, how to partner with us, and how they can promote their services.</p>

Governance (Part 1)

Role of the Campus Governing Board

The campus governing board will govern, oversee policy and direction, and assist with the leadership and general promotion of Bonham Academy while maintaining fidelity to our mission to bring together students, teachers, parents and the community in order to empower its members to be culturally literate and innovative global learners and leaders and providing students with multicultural, multilingual, scientific, and artistic learning opportunities.

Major responsibilities:

- Understands and believes in the mission of Bonham Academy
 - develops a strong understanding of the core pillars of the school and is able to speak to them knowledgeably
 - has a philosophical belief in the mission of the school reflected in their words and actions
- Assist and advise with organizational leadership
 - shares varied experiences to enhance the functioning of the school
- Oversee policies and procedures
 - ensure the school adheres to appropriate policies and procedures
 - generates and approves changes, as needed
- Adopt and oversee the annual budget
 - adopts the annual budget
 - provides input on budget expenditures throughout the year
- Approves annual goals and holds organizational leadership accountable to meeting goals
- Oversee strategic planning
 - offers unique perspective on planning of organization
- Develop and evaluate the principal
 - assists in developing and supporting principal
 - approves the evaluation of principal
- Review organizational and programmatic reports
 - utilizes unique lens to review reports and offer feedback
- Promote organization among allies, funders and targeted governmental officials
 - utilizes various networks to advocate for and support the school
 - identifies partners who can add value to the school in keeping with our mission
- Support fundraising and outreach
 - helps tell the story of the school to community
 - utilizes partnerships and networks to fundraise

The governing board may also support the campus in forming strategic partnerships with non-profit entities, including forming a Senate Bill 1882-based partnership contingent on the approval of the majority of teachers and families.

Length of term: Two years, which may be renewed up to a maximum of two consecutive terms, pending approval of the board. Four of the initial board members will serve for one year during their first term so as to stagger the board terms.

The governing board will meet quarterly to complete the functions outlined above. Agendas will be determined by the principal and board chair. Additional roles will include a vice chair, secretary, and community liaison. Other than signing off on the evaluation of the principal, the board will have no administrative oversight of the daily operations of the school. The principal will still continue to receive leadership coaching and support from the Assistant Superintendent for Bilingual Education. As necessary for the implementation of the charter, the principal may also meet and consult with the Superintendent, Board President, and Deputy Superintendent.

Membership and Capacity of the Campus Governing Board

The campus governing board will consist of nine members once fully populated, though others can serve in an advisory role. Members of the campus governing board will be recruited and selected by the principal based on their commitment to the mission of our school, their ability to represent our school community, and their community-building skills. The teacher representatives will be selected by a vote from the faculty. Student representatives will be based on teacher recommendation and principal decision.

Board Member Name (First and Last)	Proposed Role on Board
1. TBD	Monolingual Parent Representative
2. TBD	Dual Language English Parent Representative
3. TBD	Dual Language Spanish Parent Representative
4. TBD	Science Representative
5. TBD	Fine Arts Representative
6. TBD	Dual Teacher Representative
7. TBD	Monolingual Teacher Representative
8. TBD	Other Teacher Representative
9. TBD	Business/Non-profit Partner
10. TBD	Student Representative (K-5)-advisory role
11. TBD	Student Representative (6-8)-advisory role

Sustain the Campus Governing Board

The applicant leadership team will recruit four initial board members who will agree to serve a one year term. The leadership team will seek to make sure the initial board members are parent and teacher representatives. The initial board will commit to working with the principal for developing a plan to recruit additional board members, creating training and onboarding materials for board members. The initial board will create policies for ensuring that the selection of board members is an inclusive process for our school community.

Campus Charter Petition

To be completed by May 21st.

Budget Exercise

The following is based on an additional \$500,000 per year. We understand that funding sources are not currently available. When we consider the conversations we have had with our staff and community throughout this engagement process, the list below identifies some of those desired needs and aspirations.

Priority/ Expense	Rationale	Projected Costs	Frequency/ Timeline	Sustainability Plan
Professional Learning Experiences for Staff	The success of our school model is contingent on the level of expertise of staff will have	<p>Annual literacy, math, technology, and other leadership development opportunities for teachers in monolingual</p> <p>Annual dual language conferences (national level)- such as La Cosecha/NABE (divided everyone can go every three years)- \$14,000 (to include registration, hotel, flights, and per diem)</p> <p>STEAM Conference-\$14,000 (to include registration, hotel, flights, and per diem)</p> <p>National Art Educator Conferences-\$5,000 (to send two annually)</p> <p>Site Visits (national and international) \$20,000</p> <p>Counselor Development Opportunities to seek out best practices in the counseling world \$2,500</p> <p>Technology Conferences-\$10,000 (state and national)</p> <p>Culturally Responsive Teaching Conferences \$10,000 (to send four annually)</p>	Annual	Bilingual, Title I, and local funds
21st Century Classroom Retrofitting	Our current infrastructure and facilities need significant updating. While we made progress with	<p>Flexible Seating and furniture as well as light/aesthetic update</p> <p>\$11,000 per classroom</p>	Once school is completely retrofitted,	Grant writing

	teacher tools (laptops, projectors, etc.) there is still much updating that needs to happen. Flexible furniture is only available due to grant funding and teachers finding funding sources.	(5 classrooms annually for the next 4 years)	monies will be used to refresh technology thereafter	
Library Renovation and Makerspace Creation	Our library space is incredibly inadequate for a campus our size and with the diverse needs that come with our programs. Additionally, as we consider the integration of the arts and projects, a Makerspace	\$26,000 for library Plus an additional \$30,000 for Makerspace	One time	N/A once it's renovated If needed, grants for minimal updates
Curricular Resources	There are several components we want consistency on that the district has funded in the past but may not always fund. Many of these require annual subscriptions. We also want materials/resources to be in both languages for K-5. Additionally, our 6-8 curriculum relies heavily on access to technology across the curriculum. Ideally, our school would be 1:1 with wireless internet access at home for all MS students.	Reading A to Z \$3,000 annually iStation (assessment and intervention) \$4,000 annually Springboard \$3,000 annually Technology for Students and Teachers (Hardware) \$25,000 annually to refresh and replace broken and outdated equipment, as well as move toward 1:1 wireless devices.	Annual	Title 1, Bilingual Funds, State Compensatory , and Federal
Family Engagement Events	The goal is to continue to build community.	Annual family field trip for families that qualify based off need \$4,000 Movie Nights (two annually) \$2,000	Annual	Donors
Field Experiences	Our teachers spend much of their extra time doing fundraising for field trips. As we codify	Bamberger-\$3,000 Each grade level will receive \$5,000 each year (based on their field trip planning and budgeting) to off load the amount of money they need to	Annual	Grants and fundraising

		fundraiser for summative field experiences		
Supplies for unique learning experiences	With the addition of Friday Fenomenal to our campus, more resources are needed to implement this at a high level. Additionally, as we look at projects, exhibition, and STEAM integration, we need more supplies for these unique projects. This also includes supplies for our Makerspace.	\$5,000	Annual	Family donations
Extra Duty Pay for Staff	The sustainability of our programs is key for continuity and growth. We believe teachers and staff members should be compensated for their additional work. Stipends help to honor the work these folks do.	<p>Examples of Extra Duty Pay:</p> <p>To serve as Enrichment and Acceleration facilitators before and after school, including weekends for competitions and unique experiences</p> <p>To serve as recruitment chairs</p> <p>To serve as technology coordinator.</p> <p>To serve as TELPAS coordinator.</p> <p>To serve as AVID coordinator.</p> <p>To serve as Middle School House and Leadership Coordinator.</p> <p>To serve as Field Experience and Friday Fenomenal Committee Members.</p> <p>To serve as Exhibition and Community Events coordinators</p> <p>Stipends to be determined.</p>	Annual	Unsure
Stipends for individuals who run programming (can be	The community has relied heavily on volunteers and the goodwill of families and teachers. As students age out of Bonham and go to	<p>Some examples include:</p> <p>A mindfulness coordinator \$3,000</p>	Annual	Unsure

employees or community based members)	high school, we need clear coordinators to sustain our programming.	<p>A robotics coordinator \$3,000</p> <p>A coordinator for social justice programming \$3,000</p> <p>A coordinator for recycling program \$3,000</p> <p>A coordinator for our gardens \$3,000</p> <p>A coordinator for arts partnerships \$3,000</p>		
Full Time Wellness Counselor/ Social Worker	The development needs associated with serving a student population that has mixed demographics (ethnically and socioeconomically) required supports beyond what one counselor can provide. The need for an additional counselor or full time social worker would assist with help us reach families who are in need.	\$65,000	Annual	Unsure/ Maybe Foundation
Food pantry, school supply and uniform storage, and other materials (ex: shoes, umbrellas, coats, etc.) for students who show a need	We need dedicated resources and materials to house items for our students who are experiencing poverty. The creation of these storage spaces would allow us to better meet the needs of our students.	\$4,000	One-time	N/A
Full Time STEAM Coordinator and supply	As we have seen for the past decade as the science pillar needs additional reinforcement. With the	\$60,000	Annual	Unsure

funds for STEAM activities	integration of our pillars through STEAM work, we need a dedicated coordinator to help with curriculum development and implementation. This person would be/become an expert in this field.			
Administrative stipend	The work required to design and implement the charter to a high level requires a commitment beyond the traditional administrative role. From community engagement practices to vision implementation, we want to be able to consistently attract high quality talent to this pool. Carrying through the additional requirements and facilitating the growth of programs also comes with additional time, potentially spent in weekends and off periods according to the calendar. This also allows flexibility for the administration to serve as community liaisons with funders, donors, and nonprofit networking.	This should not exceed \$10,000 annually. A range between \$5,000-\$10,000 may be appropriate to attract and retain high quality administrators with a deep knowledge of the program implementation and needs.	Annual	Unsure
Staff Appreciation Items	Often times, local funds do not allow for the purchasing of items to show appreciation for teachers. While there are many low to no cost options, and our families are generous in their giving, having funds allocated for occasional breakfasts, yearly staff polos, items for the staff lounge, etc. would be a token of appreciation for	\$3,000 annually.	Annual	Family Donations and Community Gifts

	our staff. Without these funds, faculty are often expected to pay out of their own pocket.			
Funds for bike tools, bike maintenance parts such as chains, tubes and tires replacement helmets and for continued growth of a bike barn storage area.	A Bonham Bicycle fleet is a work in progress. Donated bicycles exist and a prototype bike barn with an 8 bicycle capacity is almost complete using funds provided by SAISD Foundation. Bonhams proximity to the SA River Trail System provides a unique opportunity for environmental education that Bonham has taken advantage of for the past four years. A reliable bicycle fleet will help continue this experience as well as increase the participation in the annual elementary bike rodeo for students who don't have a bike to bring.	\$2,000 one time \$400 annually	One time and annually	Donations, grants, and fundraisers
Funds for continued maintenance of campus gardens and pollinator waystations/e cosystems. Signage, tools, gloves, seeds and soil.	Bonham happens to sit in the Texas Flyway of migrating birds and monarch butterflies. We have spent four years developing our gardens. Garden beds are available to teachers who wish to garden with their classes.	\$500 annually	Annually	Donations, grants and fundraisers.
Funds for continued growth of the Bonham Recycling Program	With the recent UN report that we are facing a possibility of the extinction of a million species in the near future, it is imperative that we reduce our resource use and learn to have a smaller impact on Earth.	\$400 one time \$150 annually to replace broken or worn bins, purchase gloves for the recycling crew, and to replace worn grabbers for campus clean up and removing trash from recycling bins.	One time and annually.	Donations.

	<p>Bonham has worked very hard this year to start a recycling program, but its effectiveness would be increased with more signage, and more recycling bins.</p>			
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Governance (Part 2)

Campus Governing Board Expertise and Development

1. All board members will participate in a strategy session to dive deep into the strengths and challenges of the school, to get to know one another at board members, and to align around the strategic priorities recommended by the Principal for the year.
2. Over the course of the first year of board function the board will investigate and then participate in select training on strong board function and specific best practices for governing boards of public schools, provided by experts in board training and support. This support will be customized to the gaps that the board chair and the Principal identify once the board is formed and the first two sessions are complete.

Each year the board will complete a self assessment and the principal will provide input and feedback to the board. The board will then set new annual goals for itself, just as the school is setting annual goals. Working together, the board and the principal will identify and access training opportunities for individual board members and for the board as a whole.

As one of several SAISD-authorized charters, our board will have several other boards that it can learn from. Our board will proactively make connections with other SAISD-authorized charters to exchange best practices and documents so that we can all improve faster. These might include sample board agendas, committee structures, goals documents, evaluation forms and protocols, etc. Together with the principal, the board will establish a short list of goals for itself during its first year of operation. This will likely include several formative goals related to basic structure and function of the board (committee development, populating committees, establishing the annual calendar and goal setting routines, etc.). The board will also adopt a board self-assessment tool that it will use annually.

Once the board is populated with its founding members, the board will engage in three deep training and development activities:

3. Members will individually and collectively complete any training of members of public charter school boards required by the the state of Texas.

The board will create a finance committee to lead the work of ensuring financial sustainability for the schools and the network. The committee will be populated with board members who have strong financial expertise, such as business or accounting backgrounds. This committee will review financial reports in detail and will pressure test the annual budget when it is developed each year. The finance committee will report out to the full board on all issues related to the budget and the financials throughout the year. If financial challenges arise, the finance committee will work with the principal to identify options and select the option that is in the best interest of students and that fits within financial constraints.

Campus Governing Board Leader Personal Statement

The governing board is currently being developed and members are actively being identified. No board leader has been identified. As a result, there is no personal statement.

Campus Governing Board Engagement with Families and Other Stakeholders

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

Board meetings: Quarterly board meetings will be open to the public and held on campus.

Campus visits: All board members will be encouraged to visit the campus regularly. This will be facilitated by board meetings scheduled on campus, and board members will arrive early or stay late from time to time so they can visit classrooms, and talk to teachers, students and parents.

Event attendance: Board members will be encouraged to attend public events at the school (plays, competitions, sporting events, award ceremonies, etc.). They will also serve to recruit volunteer and obtain needed resources for campus events.

Staff interactions: At least twice a year the board will host lunch for the staff and have the opportunity to informally interact with the staff and hear how things are going on campus, as well as answering questions from the staff about the board. In addition to this, as needed, the board may conduct staff interviews or focus groups with the support of the administration in order to build a deeper understanding on select issues.

Student interactions: In addition to attending events at the school, board members may engage students in short focus groups while they are on campus to hear about issues that are top of mind for students. They will hold an annual focus group with students in 8th grade to hear about their experiences at Bonham.

Family interactions: Board members will have the opportunity to interact with family members who choose to attend board meetings. Periodically, members of the board will be invited to attend family meetings to create a formal channel for communication between families and the board.

Community partner interactions: A key role for board members is making connections to the larger San Antonio community. Board members will be generous in identifying connections for the school and making introductions for the principal and/or assistant principal to local business leaders, community leaders and potential partner organizations. They will act as ambassadors for the campus as they go about their daily lives and will promote awareness and goodwill toward the campus.

School Leader Evaluation and Planning

School Leader Evaluation

The school leader's evaluation will be completed by the chair of the board. The evaluation may include the T-PESS structure or the board has the option to develop and approve a modified tool.

In the case that the principal role becomes vacant, the board will be responsible for leading the search for principal replacement. The following steps will be initiated:

1. Search committee identified that includes at least two members of the board, the assistant principal, and teachers from each campus
2. Search committee identifies key characteristics of incoming school leader
3. Candidates are cultivated

4. Interviews held with search committee
5. Finalist(s) identified and invited to campus to meet with various stakeholders
6. Finalist is recommended to the board for final consideration and approval

Transition Plan

<u>Proposal element</u>	<u>Task or Initiative</u>	<u>Responsibility</u>	<u>Resources</u>	<u>Deadline to initiate</u>
Initiate Further Communication about Charter once adopted	Email families once the charter has been submitted and approved	David Nungaray	None	05/2019
	Have a launch with families	Charter Team		08/2019
Recruit and Train Board	Learn about board composition and brainstorm viable potential board members	David Nungaray	none	06/19
	Recruit and identify board members	David Nungaray	Time	06/19-07/19
	Set-up board training	David Nungaray	Time and Money	08/19
	Communicate board structure and core responsibilities	David Nungaray	Time	08/19-09/19
	Create opportunities for the board to interact with stakeholders in each school community	David Nungaray	Time	10/19
Strategic Planning Engagement and Implementation	Determine scope of the strategic planning initiative	David Nungaray with the Board	Time	11/19
	Begin engaging in strategic planning with the Bonham community	David Nungaray with the Board	Time	1/20
Staffing	Work with Talent Management on hiring and roles	David Nungaray	Time	Summer 2019
Enrollment	Work on next phase of	Marketing and	Time and	Fall 2019

Teacher Training	marketing and enrollment team Refine professional learning	Enrollment Team Professional Learning Design Team	Money Time	Summer 2019
Technology + facilities Work	Begin implementation of technology + facilities renovation	Facilities Team	Time and Money	Summer 2019

Appendix

Bonham Charter Work

Bonham's Previous Charter

Charter Committee Feedback 02/11

- Third language -change in offerings
- FAQs
- One pagers with our community
- Support for monolingual
- Community School, UTSA, SPF, 5 Year Strategic Plan

Key Buckets/Ideas from Dream Session with Charter Committee

Students

- Field experiences that are connected to their learning to build schema (help students see the world)
- Integrated PBL/STEAM
- Social-emotional learning/stress management
- Consideration of homework policies
- Movement time for physical well-being
- Blending learning + personalization
- Badging for certain accomplishments throughout the nine-week experience
- Higher education + career prep
- Passion Projects

Families

- Family Workshops (with virtual connection)
- Community Classes
- Consider a nine-year cycle-what do families learn about over the course of 9 years at Bonham?
- Dr. Joyce Epstein:
https://www.fhdschools.org/UserFiles/Servers/Server_995699/File/2015-16/Parents/Epstein%20-%20Six%20K%20eyes.pdf

Faculty

- Intentional time for planning (adding days for staff learning/planning on instructional calendar)
- Sabbatical
- Radical Love

Community

- Teach classes for families, teachers, and students

School

- Renovation + retrofitting
- Technology refresher + update
- Green School

PERFORMANCE DATA TEMPLATE



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

SCHOOL NAME: Bonham Academy

		Year 1	Year 2	Year 3	Change Y1 to Y3	% Change Y1 to Y3
		2015-2016	2016-2017	2017-2018		
<i>Please type the school year (e.g., 2016-2017) for each year --></i>						
PART 1: ENROLLMENT AND STUDENT PERSISTENCE						
A. General Information						
1	Grade Levels Served (e.g., K-8; 9-12, etc.)	K-8	K-8	K-8	N/A	N/A
2	Total Enrollment Count	542	546	542	0	0%
B. Student Population						
3	% African-American	2%	2%	1%	-1%	-41%
4	% Asian	0%	0%	1%	1%	250%
5	% Hispanic	92%	91%	90%	-2%	-2%
6	% White	6%	6%	7%	1%	14%
7	% Other Race/Ethnicity	1%	1%	1%	0%	17%
8	% Economically Disadvantaged	62%	60%	59%	-3%	-5%
9	% English Language Learner	24%	25%	26%	1%	6%
10	% Special Education	6%	4%	4%	-1%	-25%
C. Student Persistence						
11	% of Students who Remain at School from Previous Year (Total Student Population)	89%	92%	92%	3%	3%
12	% of Students who Remain at School from Previous Year (Special Education Population)	89%	97%	81%	-8%	-9%
PART 2: ACADEMIC OUTCOMES						
A. STAAR Grades 3-8 Outcomes (if applicable)						
13	% of Students who Meet or Master Standards (Reading)	38%	38%	44%	6%	16%
14	% of Students who Meet or Master Standards (Math)	36%	29%	34%	-2%	-6%
15	% of Students who Meet or Master Standards (Writing)	30%	27%	27%	-3%	-10%
16	% of Students who Meet or Master Standards (Science)	39%	41%	29%	-10%	-26%
17	% of Students who Meet or Master Standards (Social Studies)	59%	35%	15%	-44%	-75%
B. STAAR EOC Outcomes (if applicable)						
18	% of Students who Meet or Master Standards (English I)		93%	87%	87%	N/A
19	% of Students who Meet or Master Standards (English II)				0%	N/A
20	% of Students who Meet or Master Standards (Algebra I)	100%	89%	77%	-23%	-23%
21	% of Students who Meet or Master Standards (Biology)				0%	N/A
22	% of Students who Meet or Master Standards (U.S. History)				0%	N/A
C. Self-Selected Academic Outcomes (Select up to 3 data points to share)						
23					0	N/A
24					0	N/A
25					0	N/A
Part 3: STAFF EXPERIENCE AND PERSISTENCE						
26	Average Years of Teacher Experience	11.1	9.7		N/A	N/A
27	% of Teachers who Remain at School from Preceding Year			80%	80%	N/A
28	Number of Master Teachers	0	0	2	N/A	N/A

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

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

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

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

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

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