

In-District Charter Proposal

Bowden Academy

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Data Reflection and Outcomes Analysis

A. Data Submission

The attached academic performance data for Bowden Academy demonstrates compelling reasons for an innovative shift in our school culture and instructional practices. Bowden Academy students are struggling to demonstrate performance in the meets and masters areas in reading and writing in comparison to state averages and many district averages. For example, in 2018 Bowden students scored 22% behind the state in STAAR reading meets and 11% behind the state in STAAR reading masters. In the last three years, Bowden students have made incremental growth in scoring meets and masters in reading, math, and writing. While these trends are encouraging, no content area scored above 30% meets and masters in the 2017-18 school year. Over the last three years, Bowden has focused on a number of curricular and instructional initiatives to improve performance. These include using the TEKS Resource System as a tool to develop teacher content knowledge and impact instructional planning, implementing a focus on writing strong content objectives and aligning activities to these objectives, and onboarding a balanced literacy instructional framework across all K-7 classrooms. Despite these efforts, academic performance has lagged considerably for Bowden students.

A second trend that surfaced in examining campus data was the relatively high percentage of student (83% in 2018) and teacher retention (75% in 2018). Students stay at Bowden for consecutive years on a regular basis which provides them with a consistent school experience. Similarly, teacher retention rates have remained consistent in recent years. Five years ago, a high number of Bowden teachers left the school during a principal transition. Since that time, very few have left the school, leading to a stable teaching staff. Despite the stable populations, the instructional programming on campus has been inconsistent across classes and grade levels. This resulted in the student experience varying significantly within the school which then connects to student performance.

The third clear trend is the number of discipline referrals at Bowden Academy. Student referrals have increased over the last several years into the hundreds (387 referrals in 2017-18), significantly higher than most other district academies. This data, coupled with anecdotal data from teachers indicating that student behavior has gradually become more challenging, speaks to broader challenges around consistent behavioral expectations in classrooms and in common areas. Student engagement and differentiation in the instructional setting also has a strong connection to student behavior. Another key factor in the increasing number of office referrals is the addition of middle school to our campus. Sixth grade was added in the 2016-17 school year which correlates to the increase in discipline referrals (287 referrals). However, the increase in office referrals cannot solely be attributed to the addition of middle school because a grade level analysis of referrals shows that elementary referrals also increased at the same time. The campus has worked on developing common area expectations but has done little to create consistent behavioral expectations in classrooms and consider how student engagement impacts student behavior.

B. Challenges for your School

The three most significant challenges confronting our school are:

- Low literacy proficiency
- Shared belief system among staff
- Student behavior/inconsistent systems

These three challenges were identified through careful analysis of quantitative and qualitative data in a variety of structures and settings. Campus data was analyzed over the summer and into the fall on the Campus Leadership Team (CLT), administrative team meetings, professional learning communities that consisted of all teachers, and with families at Principal Coffees and through data distribution to the broader population of families. The in-district charter committee developed deliberate structures to elicit ideas from three stakeholders groups at the school that included families, students, and staff. These sessions included questions meant to identify areas of celebrations while naming issues in need of refinement. A full description of the process is found in the “Knowing Your Constituents” section.

As each phase of the visioning and listening process unfolded during the fall, information was carefully collected, synthesized by the in-district charter committee, and then shared back out with all stakeholders. This careful process of asking, listening, collecting, finding trends, and then sharing helped our community move towards consensus around key challenges.

Low literacy proficiency

Bowden has demonstrated consistent historical struggles in literacy performance. The root causes include a lack of coherent and consistent implementation of instructional models in reading and writing. Part of the reason for this is due to shifting district priorities and unfocused campus professional development. Many Bowden students come from economically disadvantaged backgrounds and have a diverse set of learning needs. This requires teachers both to understand the developmental needs of students and to craft consistently targeted and highly differentiated learning experiences. Bowden students require more frequent opportunities to experience authentic reading and writing that meets their instructional needs, but the instructional programming at Bowden has not provided enough focus or coherence to support these experiences. This data has been collected through conversations with teachers in professional learning communities and through class observations by the leadership team in the fall of this school year.

Shared belief system among staff

Bowden staff care deeply about kids and creating a school where all kids succeed. In visiting classes, the leadership team has observed a lack of consistency in teachers engaging in lesson planning, implementing guided reading, analyzing data, and monitoring student growth and performance. Often, these inconsistencies are noted with teachers on the same grade level. Over the last five years, SAISD has undergone significant shifts in various district-level departments, including Curriculum and Instruction. This has led to inconsistent training and implementation of curriculum in classrooms. When engaging in professional development at the district and campus level, the shifting priorities and focus has made it challenging for staff to know what to ensure is implemented with fidelity. As a lack of

instructional vision has become the norm, teacher collaboration has become more difficult. Student achievement has suffered, and the campus has struggled to know how to define an instructional identity and adopt best practices that will support all students.

Our willingness to engage in building a united instructional vision is present; however, the evolving vision of supports which have shaped our instructional focus have made it difficult for teachers to know what to ensure is implemented in every room, every day. Again, this information has been collected through conversations with teachers in professional learning communities (PLCs) and through class observations by the leadership team in the fall of this school year. Additionally, the leadership team reviewed Campus Improvement Plans (CIPs) from previous years and noticed a pattern of shifting priorities and lack of support to ensure implementation. For example, teachers were asked to implement balanced literacy without adequate sustained training or feedback on their practice.

Student behavior/inconsistent systems

In our visioning conversations with families and teachers during the fall of this school year, concerns about student behavior surfaced repeatedly. At the halfway point of the 2018-19 school year, we had 387 discipline incidents logged. Over 60% of these discipline incidents occurred in middle school. The high rate of discipline incidents is rooted in inconsistent expectations and beliefs about discipline, instruction that sometimes feels inauthentic to students, and a lack of social-emotional learning (SEL). From classroom to classroom, and between teachers and administrators, there are a variety of expectations for how students should behave and how we as adults should respond to challenging behaviors. These inconsistencies cause confusion for students about how to act depending on their setting. Additionally, there is a lack of authentic programming on our campus, particularly at the middle school level. Bowden does not offer many engaging enrichment opportunities (such as clubs, electives, field experiences, integrated projects) that give students meaningful purposes for coming to school. Finally, Bowden teachers do not have the time in their already cramped school day, nor the training necessary, to implement SEL instruction. When students act out, it is often because they do not know how to act appropriately. Our teachers need the time and training to provide this instruction. Student behavior is a hot topic at Bowden among staff and families and has been discussed at many faculty meetings and family events this year. Discipline referral data has increased and some staff worry that middle school behavior issues are influencing elementary student behavior. Our campus is primed to engage in meaningful dialogue around how to provide a balanced environment of high expectations and structure while honoring student voices and identity.

School Overview

A. Mission and Goals

Our mission is to work in partnership with parents, families, staff, and community stakeholders to cultivate the social, emotional, and academic skills needed to connect our students' learning to their future.

Goals for Bowden students focus on five overarching pillars:

Academic Excellence

- Set high academic goals in all grade levels that challenge each child’s thinking and ensure they are performing at or above the level of their peers
- School partners with students and families to create support system
- Develop differentiated intervention and enrichment opportunities for all students
- Develop consistent, rigorous, engaging curriculum that provides students with explicit opportunities to listen, speak, and write in authentic settings

Curiosity:

- Routinely wonder and ask questions about their learning and the world
- Conduct inquiry into questions that matter to them and their communities
- Demonstrate persistence and resilience in the face of challenge
- Position all members of our community to take risks with their learning

Social-Emotional Learning:

- Self-awareness: recognize and understand their emotions and how they impact their behavior
- Self-management: regulate their emotions, thoughts and behaviors, including impulse control, managing stress, maintaining motivation and goal setting
- Social awareness: take the perspective of and empathize with others from diverse backgrounds and cultures
- Relationship skills: establish and maintain healthy and rewarding relationships with diverse individuals and groups
- Responsible decision-making: make constructive and respectful choices about personal behavior and social interactions (Collaborative for Academic, Social and Emotional Learning or CASEL)

Advocacy:

- View self as change agent who can make a difference in the world
- Advocate for self and others
- Understand that knowledge is power so they seek to learn to have an impact
- Effectively articulate thoughts and feelings through writing and speaking

College and Career Readiness:

- Connect academic growth and development to high school and post-secondary life
- Develop the technical and adaptive skills required to be successful in and outside of school
- Exposed to variety of colleges and jobs during their experience at Bowden

B. Academic Model

Bowden Academy has a stable and committed staff willing to engage in the process of examining our practices and making changes to improve student performance. Unlike many schools serving high percentages of economically disadvantaged students, we have a relatively low mobility rate. Bowden is

committed to providing consistent and integrated literacy programming that will support our most struggling learners while challenging high achievers. We also understand the need to build students' capacity for handling social-emotional challenges, while at the same time implementing engaging curriculum and responding consistently when students make inappropriate decisions. Our students can achieve at high levels, and our staff is committed to creating the conditions to ensure they do.

The *combination* of the following core components will drive teaching and learning at Bowden:

- Best-practice literacy instruction
- Project-based learning (PBL)
- AVID (Advancements Via Individual Determination) and College and Career Preparedness
- Social-Emotional Learning (SEL)

Best-Practice Literacy Instruction

Bowden teachers believe that our students have important ideas and a right to be heard. It is our responsibility to teach students how to become effective listeners, readers, speakers, and writers so that they can successfully advocate for themselves and others. However, in examining our trends in literacy achievement, there is clearly a disconnect between the instruction we are providing and the literacy skills students are demonstrating. Our instruction needs to become more consistent and authentic to close this gap. Attempting to align our instruction to one literacy curriculum would lead to a one-size-fits-all approach. Instead, our literacy professional development focuses on the following research-based instructional practices, so that no matter what grade level or classroom students walk into, they can expect to experience:

- A workshop-style format
- Abundant time for independent reading and writing on a daily basis
- Differentiated, small-group instruction
- Reading and writing for authentic purposes

Teachers structure literacy blocks like a workshop, during which they gather students to offer a brief lesson before releasing them to spend most of their time transferring skills to their own reading and writing. Students read good-fit, self-selected texts pulled from high-quality classroom libraries every single day. Students practice writing a variety of genres for real audiences with relevant purposes every single day. Teachers lean in to coach students 1:1 and provide small-group instruction based on assessment data. During PBL units, students are provided authentic, integrated opportunities to read and write. Over time, teachers discover how to facilitate literacy learning opportunities where students see connections between PBL units, Science, and Social Studies.

Currently, Bowden implements components of Balanced Literacy with inconsistency. The campus will engage in professional development to develop understanding of a workshop model and learn about curricular frameworks that will support this idea. These frameworks include Daily Five in grades PK-2 and Balanced Literacy in 3-8. Our focus is on developing shared beliefs and creating a rigorous, consistent literacy learning experience for all students.

Mitigating Downsides

To do this work well, teachers need to know their students’ developmental needs and the grade level standards in depth, as well as spend additional time analyzing data and planning for instruction. Without these foundational pieces, we risk a literacy program that is uninformed and unfocused. Administrators will support teachers’ professional development and collaborative planning by creating time in faculty meetings and PLCs to learn more about the instructional practices listed above, as well as analyze data and plan for instruction, as outlined in the phase-in plan.

Special Populations

These practices benefit all students, but they are particularly important for our at-risk students. Our most recent literacy STAAR data for students qualifying as Economically Disadvantaged shows that a large majority are not scoring in the college ready range (29% in Reading and 27% in Writing). Research strongly correlates reading performance to the amount of time a child spends reading. Our at-risk students need classrooms in which they spend a large portion of their day reading and writing. Furthermore, workshop models provide generous time for students to practice working with language in a variety of ways, which is important for our English language learners. Students in special education are best served by teachers who routinely provide targeted, individualized instruction.

Literacy Phase-In Plan

2019-20	<ul style="list-style-type: none">● All teachers receive training in reading and writing workshop model● All teachers ensure independent reading, guided reading, and writer’s workshop framework is implemented● Campus ensures every classroom has a diverse class library that has at least 1,000 titles● Campus ensures school library has a diverse library in Spanish and English with titles for PK through 8th grade students● Assess fidelity and quality to independent reading, guided reading, and writer’s workshop through teacher self-assessments, observation data, and STAAR results
2020-21	<ul style="list-style-type: none">● All new teachers receive training in Reading and Writing workshop model● Professional development provided based on end-of-year assessment● At least one PBL unit planned with authentic reading and writing integration● Assess fidelity and quality to independent reading, guided reading, and writer’s workshop
2021-22	<ul style="list-style-type: none">● All new teachers receive training in reading and writing workshop model● Differentiated professional development provided based on end-of-year assessment● At least two PBL units planned with authentic reading and writing integration● Assess fidelity and quality to independent reading, guided reading, and writer’s workshop

2022-23	<ul style="list-style-type: none"> ● All new teachers receive training in reading and writing workshop model ● Differentiated professional development provided based on end-of-year assessment
2023-24	<ul style="list-style-type: none"> ● At least three PBL units planned with authentic reading and writing integration

Project-Based Learning (PBL)

Students deserve learning opportunities that feel relevant and meaningful to them. PBL is a teaching method that enables students to develop deep content knowledge, enduring understandings and skills by examining a real-world problem that relates to students’ experiences and/or community. Teachers design and teach interdisciplinary units that engage students for an extended period of time in an investigation of a question to answer or problem to solve. The Buck Institute for Education (BIE) has developed the Gold Standard Project Design Rubric (see Appendix A) for PBL units. These elements include:

- Key Knowledge, Understanding and Success Skills
- Challenging Problem or Question
- Sustained Inquiry
- Authenticity
- Student Voice & Choice
- Reflection
- Critique & Revision
- Public Product

When students engage in PBL units, an authentic, relevant and challenging problem is posed to them that is derived from the Texas Essential Knowledge and Skills (TEKS). Students are hooked by an entry event that typically includes a field experience or inviting a community member into the class to pique student interest. Teachers then facilitate a series of activities that incrementally help students to position themselves as experts on a part of the project. During this part of the unit, students complete considerable amounts of non-fiction reading and writing about the topic they are studying. At the end of a unit, students share their learning with an authentic audience that might include field experts, other students, or their families. Examples of challenging problems posed to students include, “Why are bees important to our world?” and “How can we welcome new members to our community?”

Teacher schedules will include daily reader’s and writer’s workshop. When PBL units are taught, some integration will occur into the reading and writing blocks. Over time, we expect more integrated curriculum to be developed impacting literacy. When PBL units focus on science and social studies, integration will also occur. We do not plan to integrate math because of the specific required content that needs to be delivered. Appendix B illustrates a sample schedule.

Bowden’s staff will complete a 3-day PBL workshop given by a national facilitator from BIE in June-July 2019. As we hire new staff, they will attend the same 3 day PBL workshop in the summer before the start of the school year. Teachers will receive additional support as needed throughout the year. We will

use the Gold Standard Project Design Rubric so that teachers can give feedback on the quality of their units. Doing so will ensure that teachers’ curricular units successfully address core PBL design features.

Timeline to Phase-in PBL Units at Bowden

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

Mitigating Downsides

In order to plan and teach highly effective PBL units, significant amounts of front-loaded and ongoing professional development are required. The initial training prepares teachers to deliver their first PBL unit, yet we expect many will still have questions, wonderings, and even anxiety. Partnering with the BIE ensures that professional development is high-quality, and offering ongoing support from the BIE during the year in coaching cycles offers support in planning and teaching units. Another risk in implementing PBL is finding ways to balance time while still teaching required content to depth. With support, teachers will be expected to map their curriculum and find ways to integrate skills into PBL units. It will be critical for teachers to spend time mapping curriculum in a thorough way. If they don’t, there will not be time in the curricular year to teach expected content standards and PBL units.

Special Populations

PBL provides students with engaging, authentic tasks that help all students grapple with challenges. Students who come from at-risk backgrounds often are delayed in their language development. Providing opportunities to read, write, speak, and listen within interesting content facilitates strengthening language skills. PBL also creates organic opportunities for students to go on field experiences that are meaningful and contextualized. For ELL students, the more they can touch, feel, and experience their learning, the more access they will have to what they are learning. Diverse learners who have traditionally struggled with paper and pencil tasks will benefit from learning by doing.

PBL Phase-In Plan

2019-20	<ul style="list-style-type: none"> ● PBL summer training provided by BIE ● Teachers plan and teach at least <u>two</u> units aligned to the Gold Standard Project Design Rubric ● Sustained support visits from BIE during the year to observe PBL units being taught and spend time planning
2020-21	<ul style="list-style-type: none"> ● PBL summer training provided by BIE for new staff ● Teachers plan and teach at least <u>two</u> units aligned to the Gold Standard Project Design Rubric, focus moves to integration in Literacy ● Sustained support visits from BIE during the year to observe PBL units being taught and spend time planning

2021-22	<ul style="list-style-type: none"> ● PBL summer training provided by BIE for new staff ● Teachers plan and teach at least <u>three</u> units aligned to the Gold Standard Project Design Rubric, focus continues on integration in Literacy ● Sustained support visits from BIE during the year to observe PBL units being taught and spend time planning (if needed) ● Develop plan on how to capture PBL units electronically or in display cases
2022-23	<ul style="list-style-type: none"> ● PBL summer training provided by BIE for new staff ● Teachers plan and teach at least <u>three</u> units aligned to the Gold Standard Project Design Rubric, focus continues on integration in Literacy
2023-24	<ul style="list-style-type: none"> ● Assess and refine plan on how to capture PBL units electronically or in display cases

AVID (Advancements Via Individual Determination) and College and Career Preparedness

In the 2017-18 school year, 26% of Bowden Academy students scored in the “college-ready” level on the STAAR test. Several reasons exist for this level of performance and no stakeholders in our community are comfortable with continuing at this level. Student focus groups indicated the desire to have broader exposure to college and career opportunities as they gain the skills required to be successful in high school and post-secondary learning. Our staff has identified similar desires coupled with a need to offer more consistent programming across the campus.

AVID is a nationally-recognized framework that focuses on the following areas:

- relational capacity
- high expectations
- collaboration, inquiry, and organization
- and finally layers on existing curriculum

AVID focuses on closing the achievement gap among diverse and underrepresented groups. Teacher capacity in delivering student-centric instruction is developed through professional development and coaching. Best practices are spread and emphasized while infusing a college and career culture across the campus and throughout each class.

AVID Elementary focuses on organization, study skills, communication, and self-advocacy. Students learn how to take structured notes and respond to higher-order questions, two areas that require improvement and link to literacy development. A strong college-going culture encourages students to consider college and career plans. Students visit colleges and have speakers come in to discuss their careers each year. College and career graphics cover classroom and hallway walls throughout the building.

AVID Secondary acknowledges that many kids have a strong desire to go to college and are not yet prepared for the challenges they will face. AVID Secondary builds the capacity of both teachers and students to be better-prepared for the future. An AVID elective course is offered where students receive

additional academic, social, and emotional support that helps students succeed in rigorous academic courses. AVID training equips teachers with teaching activities and practices that impact the AVID elective course and core content courses.

The following structural components will be implemented at Bowden to support the AVID program:

- all teachers will engage in three days of professional development during the summer to learn about the components of the AVID program
- an AVID elective will be available to all 6-8 grade students
- all 3-8 grade students will visit at least one college each year
- PBL units will include inviting in members of our community in careers that support the unit to speak with our students about how the unit connects to their field
- Each class will have a college name
- Each teacher will discuss their college journey
- The walls of our hallway and rooms will be adorned with evidence that we value college and career
- We will invite in members from our community to discuss college and career journeys

Mitigating Downsides

AVID requires three days of professional development, coupled with implementation in elementary and middle school. Finding time to provide training to all staff and then have the headspace to incorporate AVID strategies into our regular instruction will be a challenge for some. It will be important for our staff to gradually phase-in strategies, monitor for successful implementation, and create support plans to ensure fidelity to the program. Another challenge that needs to be addressed is distinguishing how the AVID program is the same and different from elementary to middle school. We are one campus implementing AVID which has differences as students graduate to middle school. Given that our campus includes PK-8 students, helping teachers understand the differences between the lower and upper AVID program and then helping our campus articulate how the program shifts over time to families will be important.

Special Populations

Our at-risk, ELL, and special education students are not college ready. AVID directly confronts this problem and provides opportunities for these students to learn the academic, organizational, social, and emotional skills needed to engage and succeed in post-secondary learning opportunities. For our students at risk of not finishing high school, or not continuing their education beyond high school, this program sets them up for success through exposure to a variety of college and career opportunities and explicit instruction on success skills.

Avid Phase-In Plan

2019-20	<ul style="list-style-type: none"> ● Administrative team researches AVID, visits schools to learn more ● Offer AVID elective to all 6-8 grade students ● PK-5: every teacher puts out a college pennant
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	<ul style="list-style-type: none"> ● Career Day will include a strong college focus with booths for visiting colleges and universities
2020-21	<ul style="list-style-type: none"> ● All teachers engage in three days of professional development to learn about the components of the AVID program (summer 2020) ● Each class adopts a college name and each teacher discusses their college journey ● Every 6-8 grade student begins to visit one college per year
2021-22	<ul style="list-style-type: none"> ● Plan one PBL unit that will include inviting in members of our community in careers that support the unit to speak with our students about how the unit connects to their field ● Every 3-5 grade student visits one college per year ● Student and staff surveys collected to evaluate components of AVID program
2022-23	<ul style="list-style-type: none"> ● AVID program continues to be implemented, monitored, and improved
2023-24	

Social-Emotional Learning

American children are experiencing unprecedented levels of anxiety, depression and stress (Brackett, 2016). Based on discipline referrals and recent anecdotal teacher data, Bowden's students reflect that national trend. Our emotions drive creativity, learning and decision-making. Teaching the skills of emotional intelligence enables our students to become more effective learners and joyful human beings.

Drawing from the Yale Center for Emotional Intelligence, we want Bowden students to develop the following discrete mental abilities of emotional intelligence (Mayer & Salovey, 1997):

- Perception of emotion
- Use of emotion to facilitate thinking
- Understanding and analysis of emotions
- Management of emotion (conscious, reflective regulation of emotion)

Bowden will adopt a modified school day and structure to accommodate initiatives piloted during this school year. The modified schedule includes extending the school day from 8:00-3:35 as well as providing release time for teachers from 1:00-3:00 once a week to provide them time for activities such as professional development, planning, and conferences and home visits with families. The current daily schedule runs from 8:05-3:20 so the typical daily schedule will not change significantly. The most tangible difference is the once a week early dismissal which will prove to be an adjustment with families and staff.

BOBCAT Time is an acronym that represents the focus for the start of the school day:

<u>B</u> elonging	<u>O</u> ngoing Growth	<u>B</u> ring out best self	<u>C</u> haracter development	<u>A</u> ttitude	<u>T</u> ogetherness
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BOBCAT time will be taught during the first twenty-five minutes of the day. Rather than the typical disconnected morning announcements and immediate checking of homework, we will now sit, listen and learn together.

BOBCAT Time follows several components outlined in *The Morning Meeting Book*:

- **Greeting:** Students greet each other by name, often including handshaking, singing, movement and other activities.
- **Sharing:** Students share some news or information about themselves and respond to each other, articulating their thoughts, feeling, and ideas in a positive way.
- **Group Activity:** The whole class does a short, inclusive activity together, reinforcing learning and building class cohesion through active participation.
- **Morning Message:** Students practice academic skills and prepare for the day by reading and discussing a daily note to the class posted by their teacher" (Kriete & Davis, 2014, p. 3).

In addition to explicit instruction about growth mindset and intervention with individual students, we will implement a social-emotional curriculum called RULER. Designed by the Yale University Center for Emotional Intelligence, RULER is an acronym:

- R**ecognize emotions in self and others
- U**nderstand the causes and consequences of emotions
- L**abel emotions accurately
- E**xpress emotions appropriately
- R**egulate emotions effectively

Teachers will implement a number of tools (see Appendix C) to provide students with a set of strategies and skills to help identify and manage their emotions. They include writing a class-created contract, using the “mood meter” to better understand their emotions, utilizing the meta-moment framework to work through highly emotional experiences and reflecting during difficult situations using a blueprint. The direction instruction for these tools will occur during BOBCAT Time and they will be reinforced throughout our instructional day.

Mitigating Downsides

While we know that social-emotional learning is crucial to the success of our students, we also acknowledge the risks that come with implementing a new type of instruction. Asking teachers to provide instruction in a brand-new content area could lead to inconsistency between classrooms and grade levels. We will mitigate this risk by phasing in the RULER curriculum over multiple years, providing routine professional development in year one around the four basic components of the curriculum. Additionally, adding in more content to teach in an already tightly-packed school day poses challenges. In order to avoid taking precious time away from core content areas, we will add 25 minutes to the

school day, set aside for emotional intelligence instruction. Teachers will also learn a model for structuring this time through the *Morning Meeting Book*. These supports should position teachers for success by giving them the time, resources, and knowledge to implement a social emotional curriculum.

Special Populations

Social-emotional learning is important for the development of all students, and it is especially important for our at-risk students. Often, at-risk students come to school lacking social-emotional developmental skills critical to their success in handling academic challenges and interpersonal situations. The RULER curriculum will help equip students with needed tools they can apply to a variety of situations. The RULER curriculum also has a strong focus on developing students’ language to express their emotions. Phase 2 will introduce the Feeling Words curriculum, which teaches students 16 new emotional vocabulary words every year. The focus on language within this curriculum is especially helpful for English language learners and students in Special Education.

Social-Emotional Learning Phase-In Plan

RULER is a trainer of trainers model that is implemented over three years after a core group of teachers and administrators receive initial preparation.

2019-20	<ul style="list-style-type: none"> • Anchors of Emotional Intelligence - Bowden staff attend a 2-day RULER training. (summer 2019) • Bowden teachers implement the class contract, mood meter, meta-moment and blueprint tools.
2020-21	<ul style="list-style-type: none"> • Feeling Words Curriculum – Bowden staff attend a 2-day RULER training. (summer 2020) • Teachers implement the Feeling Words Curriculum, and students hone their ability to use this new vocabulary appropriately in context.
2021-22	<ul style="list-style-type: none"> • The work is sustained through the RULER online community and as-needed professional development focused on the needs of our students and staff. • Teachers begin rating students’ social-emotional competency with the Devereux Student Strengths Assessment (DESSA) at beginning of year for all students, middle of year for students in need of improvement, and end of year for all students.
2022-23	<ul style="list-style-type: none"> • The work is sustained through the RULER online community, DESSA assessment and as-needed professional development focused on the needs of our students and staff.
2023-24	

C. Data and Continuous Improvement

Our campus has five pillars that drive our work: Academic Excellence, Curiosity, Emotional Intelligence, Advocacy, and College and Career Readiness. We utilize a number of systems and routines to make data decisions around these five pillars.

Systems and Routines

1. Campus Leadership Team (CLT) - CLT includes administrators, teachers, paraprofessionals, family members, community members, a district representative, and students. Our CLT meets in the summer to review prior year's performance and then set annual goals. This team then meets monthly to check on progress of goals throughout the year.
2. Professional Learning Communities (PLCs) - Our PLCs meet weekly to engage in data analysis, planning, reflection, and professional development. These PLCs take what has been discussed at CLT and focus on content, grade level, class, and student-specific data. PLCs formally look at data at beginning-of-year, middle-of-year, and end-of-year. As formative assessment data points are collected between these times, PLCs discuss these and make plans. Data is uploaded onto data trackers that are viewable by all campus staff as a way to track progress and ensure that no student is struggling without intervention. The spreadsheet color-codes students based on a number of identifiers, including At Risk, English Language Learner, Special Education, Dyslexia, prior year failures on STAAR, students in need of improvement on DESSA in prior years. Data protocols such as the ATLAS and Data Mining Protocol (<https://www.schoolreforminitiative.org/>) are used, as needed, to provide structure and focus to conversations. While some PLC work will occur on grade level teams, our early dismissal schedule intentionally provides time for our teachers to meet in vertical, cross-grade level and content area teams. This structure will be especially effective in planning PBL units that involve more than one content area and/or grade level.
3. Teacher-specific Support - Teachers require varying levels of support in understanding and analyzing student data. During the first nine weeks, each teacher will be tiered (1, 2, or 3) based on their level of need and they will receive additional support from administrators and/or the instructional coach. Tiering of teachers will be determined by student data in the class, teacher capacity to analyze data and design an action plan, historical data with the cohort of students, and historical data in working with the teacher. All teachers are tiered based on these four factors specifically around data analysis and developing action plans.
 - a. Tier 1 teachers have their data analysis and planning needs met by the PLC.
 - b. Tier 2 teachers meet at least monthly with an administrator and/or instructional coach to receive additional data analysis and planning support.
 - c. Tier 3 teachers meet weekly to receive additional support from administrators and/or instructional coach. These sessions will include designing aligned activities and assessments and/or analyzing assessment data and creating action plans to support classes and/or individual students.
4. Administrative Team - The administrative team consists of the network principal, associate principal, assistant principal, instructional coach, and senior coordinator of operations. Administrative team meetings occur weekly and discussion items focus on student growth and proficiency on various campus metrics, to include looking at campus and grade level trends and

teacher and student proficiency. Action plans are generated to support needs and focus on developing a network of support, including designing and delivering professional development, mentoring and coaching for teachers, and allocating resources to support needs.

Each of our five pillars will be assessed using a variety of tools and metrics.

<u>Goal</u>	<u>Metric</u>
Academic Excellence	STAAR performance and growth MAP performance and growth Teacher-created assessments in all content areas at 3, 6, and 9 week marks
Curiosity (see Appendix D)	Rubric in first nine weeks and end of year
Emotional Intelligence	Devereux Student Strengths Assessment (DESSA) at beginning of year for all students, middle of year for students in need of improvement, and end of year for all students at the end of the year
Advocacy	Rubric in first nine weeks and end of year
College and Career Readiness	Rubric in first nine weeks and end of year

Celebrating Student Proficiency and Growth

We believe in celebrating proficiency and growth in all of our qualitative and quantitative metrics. Student performance is measured in all academic areas at three, six, and nine weeks. Students track this data and it is recorded on a student goal-setting tracker in google docs. If they meet the proficiency and/or the growth metric, the administrative team and teachers celebrate students who meet the set performance goal and/or individual growth goals. These celebrations include tangible items like sweet treats and non-tangible experiences like extra recess or time with an administrator. Each class decides their celebrations and shares them with the administrative team.

Portfolio Presentation

At the end of the year, students will meet with families, community members, and staff to present their portfolio of data. Each nine weeks, students will collect evidence to support their development in the five pillars. Students will write and/or narrate responses to these various data points as a way to reflect on their current learning and plan action steps to support future acquisition of these skills. Fall conferences (in October) and spring conferences (in March) with families will serve as formative assessment checks for the portfolio presentation in May. These discussions will include quantitative measures such as MAP and DESSA scores and qualitative measures such as rubrics.

The portfolio celebration is a big event and includes significant amount of preparation for students, teachers, and the campus. Student work is all over the building on bulletin boards, presentation cases, and in classrooms. Students talk with great specificity of their accomplishments and growth areas in all five pillars. Each portfolio includes a set a goals students have designed that will help them be successful the following year.

Data-driven Culture

This system is built on a number checks and balances to ensure all students are progressing throughout the year and from year-to-year. Campus trends are identified through CLT, the administrative team, and through PLCs. When a student or group of students is identified as needing additional support through one of these mechanisms, the administrative team meets with the teachers, and together they design a support plan. This plan includes identifying how to strengthen the instructional core; planning, implementing, and measuring the fidelity and success of tutoring; and identifying how master teachers can play a part in supporting this student or students. San Antonio ISD has implemented a master teacher initiative in which expert teachers are hired. These teachers work additional hours with students and serve in a leadership capacity on campus. As more master teachers are hired by the campus, the schedule will reflect blocks of time during which master teachers will provide tutoring to struggling students, enrichment to high-achieving students, and coaching to teachers. In this way, master teachers will extend their reach beyond their own classroom. Interventions are documented in Branching Minds, our district system to document supports for students and help match students with required accommodations to ensure they are successful. Goals are documented in the system that include three, six, and nine week data checks in all core academic areas. This data is then brought to PLCs on a routine basis.

In order to get a sense for how students from different demographics experience our school, each administrator and instructional coach is required to spend three half days in the first half of the school year shadowing a student with at least one of the following characteristics: At Risk, ELL, Special Education, Gifted and Talented, and first year at Bowden. The observer will debrief this experience with the administrative team.

Our campus is designed to help students improve their performance over time. We believe in designing an approach that ensures that regardless of a student's background, they have the opportunity to be successful on any metric administered. Student reflection and continual growth over time, regardless of their strengths or weaknesses, must remain at our core if each child in our school is to be successful.

D. School Community Communications

We strongly believe in partnering with families and other stakeholders in order to support all our students. We recognize that casting a wide net and engaging our community in a variety of ways is needed to reach our community.

To foster strong relationships between teachers and families we will do the following:

- Host a Meet-the-Teacher event before the first day of school and a Back to School Night in the first month of school to establish strong school-home connection at the start of the year
- Ensure 2 early-release days are on the calendar in the fall and spring to give teachers time for family conferences that will focus on goal setting for each child
- Build into the calendar Friday early dismissal time for ongoing family-teacher conferences

To communicate school news and classroom updates:

- Send out weekly school newsletter messaged out via SchoolMint
- Ensure teachers create class accounts with Remind 101, Seesaw, or Google Classroom

To engage families and community partners in curricular initiatives:

- Administrators and support staff will offer informational sessions around PBL, AVID, and RULER. Sessions will be offered as part of monthly community coffee chats, in addition to evening sessions to promote access for all stakeholders.
- The Campus Leadership Team, which meets monthly, will include a student, family, and community member, so that all voices are heard
- Community experts, including family members and neighbors, will be invited to share their expertise and consult students on projects
- Families and community members will be invited to public presentations of students' project work

To develop collegial and collaborative teacher-to-teacher communication:

- PLCs will provide structured conversations around planning, teaching and assessment
- One focus of Friday early dismissal sessions will be on vertical alignment of teaching practices and curriculum
- Teachers will engage in instructional rounds where they visit one another's rooms during and outside the school day

Feedback Loop and Refining Plan

Every spring, we will send home an end-of-year survey regarding school satisfaction and school culture.

Questions will include the following:

- What's working/not?
- Do you know what your child is learning? Do you know how to help them?"
- Do you know what our campus is working on?
- Do you know how to help our campus? If money were no option, what would you do to help our campus?

These results will be shared with our staff at the beginning of the school year as a way to reflect on our plans and make changes to improve our work with families.

In the spring of 2020, we will conduct a focus group to learn more about how families experience school communication. The data gathered at this meeting will be shared with staff members and the school community. We will modify our communication plan to meet the needs presented here. We will also use this information to drive our campus improvement plan.

E. Student Recruitment and Retention

Our students will benefit from a variety of programs that Bowden has to offer, including Project Based Learning, AVID, and Social Emotional Learning. Our students will be able to thrive in an academy setting as they grow and learn from teachers who are knowledgeable, nurturing, and supportive. Our teachers sponsor extracurricular activities for our students including UIL, drama, gardening, and choir.

We believe we are creating programming options that appeal to both current and prospective students. If our enrollment trends continue, we will likely have approximately 160 open seats in the fall of 2019.

Our retention plan for our current families includes:

- sharing our successes in a variety of formats, including newsletters, meetings, and conferences
- sharing our upcoming challenges and work plans
- positioning students to post work and present their learning
- encouraging families to become strategic partners with our school and their child
- eliminating barriers to enrollment, such as school hours and language, by providing time outside the school day to complete the process with English and Spanish-speaking staff members present to assist
- providing opportunities for multiple families to register at the same time, such as a mobile laptop cart in the family room on campus and a night for an SAISD enrollment bus to tour our neighborhood

Our recruitment plan for prospective families includes:

- creating multiple “Open House” opportunities for them to experience our school
- developing a social media page to help tell our ongoing story
- using our improving data to help create momentum

Bowden will welcome and encourage both current and prospective diverse learners from around the city to enroll. In the “Proposed Autonomies” section of this application, we request the ability to retain the Alternative Curriculum Environment (ACE) and Pre-preschool for Children with Disabilities (PPCD) programs at Bowden. The protection of these current programs, in addition to the programs we aspire to offer through the charter, will help make our school a place our current families want to remain and prospective families want to join.

At the beginning of our journey, it will be especially important to use every opportunity to tell our story in a way that is compelling and accessible to our various audiences. Over time, we firmly believe that our school will sell itself to current and prospective students due to the high quality and meaningful learning taking place at our campus.

F. School Climate and Culture

Students deserve to learn in a place where they are valued and respected as people. We believe our social-emotional curriculum will help to create the culture and climate where students feel empowered to make great decisions and learn from their mistakes.

We use *Review 360* as our behavior management system. We have experienced inconsistent utilization of the system by teachers and administrators in previous years, leading to sporadic data. More office referrals seem to occur in the afternoon than the morning and a much higher percentage of referrals are for males than females (see table below). This may indicate that the instructional setting is not meeting the behavioral and possibly the learning needs of males, especially in the afternoon.

	Number of Incidents	Percent of incidents for males
2015-16	275	92%
2016-17	93	90%
2017-18	387	75%

Our district currently uses Positive Behavior Intervention and Support (PBIS) which includes a format to structure settings for kids called CHAMPS (see below). CHAMPS strategies are meant to reduce classroom disruptions, office referrals, and improve classroom climate by providing specific ways to behave at different instructional points in the lesson. PBIS is a program that is used to positively respond to and support social and emotional behavior. It provides incentives for students who make appropriate choices within different areas of the school building. The data shows that both CHAMPS and PBIS strategies in the classroom have not been implemented consistently at Bowden Academy.

<u>C</u> onversation	<u>H</u> elp	<u>A</u> ctivity	<u>M</u> ovement	<u>P</u> articipation	<u>S</u> pecial Instruction
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CHAMPS Framework (see Appendix E)

Bowden Academy will focus on developing student emotional intelligence by implementing a social-emotional curriculum and adopting restorative practices. Resources required to implement these ideas include the RULER curriculum outlined earlier full-campus training in Restorative discipline provides ways to successfully address behavior, offers a supportive environment which can improve learning, and it offers alternatives to suspension and expulsion. Restorative discipline addresses student behavior in a way that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. This approach is different than our current strategies in that it equips staff and students with tools to prevent some student behaviors and restore relationships when student behaviors do occur.

Despite implementing clear learning and behavioral expectations, students do sometimes act inappropriately and implementing natural, predictable appropriate consequences do serve as a deterrent to future misbehaviors.

Behavior: Student does not keep hands or feet to self

<u>Grade level range</u>	<u>What happens</u>
3-5	<ul style="list-style-type: none"> ● Provide verbal reminder ● Send student to cool-down spot to reflect ● When aggressor has calmed down, teacher holds a brief restorative conversation between the aggressor and victim <ul style="list-style-type: none"> ○ Apology ○ Building empathy ● Appropriate consequence administered - (i.e. lunch detention) ● As soon as possible, the aggressor gets back to work with the class ● <u>For severe or persistent behaviors, administration is contacted</u>

The table above will be created for each type of offense and student, teacher, and administrative responsibilities will be outlined (Appendix F outlines full table). For students in crisis, administration will be contacted immediately to remove the student. After removing the student, the administrator will follow the following steps:

1. De-escalate the student
2. Discover the cause of their frustration
3. Decide on restorative steps, to include other students and/or staff
4. Decide appropriate consequence
5. Contact student’s family
6. As soon as possible, bring student back to class

Our goal is to create the very best conditions for all students to meet their potential. We believe that outlining very clear expectations, equipping all staff and students with needed skills, and building our capacity to understand and implement a less punitive discipline culture will enable us to maximize the learning time we have with our students.

G. Proposed Autonomies

<u>Type of autonomy</u>	<u>Description of autonomy</u>	<u>Rationale for autonomy</u>
Staffing	We request flexibility to use allocated staffing across the network to support student needs within the network.	Each campus has unique needs. In order to best meet these needs, utilizing staff between the two campuses would help serve students more effectively. For example, an electives teacher that does not a full caseload at one campus may go to the other campus once a week to serve students.

	We request no forced placement or forced transfer of teaching and administrative staff into the campus.	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.
Professional Development	We request that school administration and their staff have the option but will not be required to attend all district professional development.	Bowden’s charter has unique features that may or may not be met by attending district-offered professional development. By providing staff the option to choose what professional development they attend with the guidance of their campus leadership, teachers and staff retain flexibility to choose best-fit learning opportunities to line up to individual and campus-specific needs.
School Schedule and Calendar	We request to extend the school day; on Monday-Thursday from 8:00am-3:35 pm to allow for weekly professional development each Friday from 1:00-3:00 pm.	Ongoing professional development is critical to successful implementation of new programming. By providing embedded professional development, the campus has the opportunity to sustain momentum throughout the year.
	We request to extend the school day and calendar by adding an optional ten day summer curriculum writing institute.	Project-based learning and social-emotional learning requires time to write curriculum. The optional time in the summer provides a chance for staff to get ahead on curriculum writing while also offering feedback to one another.
	We request to generate modified school calendar based on needs of the campus.	The school calendar will include early dismissal days to accommodate time to conference with families. This time also be designed to incorporate family training sessions to teach them upcoming units and teaching strategies that will be implemented
Curriculum and Instruction	We request that campus and/or network-adopted scope and sequence may be implemented that deviates from the district scope and	The unique features of Bowden’s instructional program such as project-based learning and social-emotional learning may lead to a deviation in the scope and sequence of some grades and content areas.

	sequence.	
	We request discretion to implement district-required Curriculum-based assessments (CBAs).	The unique features of Bowden’s instructional program such as project-based learning and social-emotional learning may result in the CBA exams not aligning to our campus needs.
	We request the ability to retain Alternative Curriculum Environment (ACE) and Pre-preschool for Children with Disabilities (PPCD) programs on campus.	Part of Bowden’s identity is we teach all kids, regardless of their learning or emotional needs. We also believe that students in special education need general education peer models to learn with and from. Similarly, we believe that students not in special education need opportunities to work and learn with students in special education so they are prepared to work with all types of learners and people in the future.
	We request the waiver from annual formal observations who meet a certain threshold.	<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 Bowden 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. <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></p>

Grade Reporting	We request the ability to retain the option to generate a modified report card based on campus needs.	Bowden’s charter is focused on five pillars, some of which are not reflected in our current district report card such as Curiosity, Advocacy and, College and Career Readiness. The modified report card will allow the campus to measure and provide feedback to students and families regarding the campus pillars.
Budget	We request to the maximum extent possible that all campus budgeted funds can be used flexibly to support the needs of the campus and/or network, to include funds allocated for staffing.	In order to meet the unique needs of the campus, our instructional program and ultimately our students, the campus requests 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.

H. Capacity of Applicant Leadership Team

The applicant leadership team is comprised entirely of volunteers. They are part of a larger in-district charter committee team focused on developing the vision for our charter. Each member of the team brings with them a specific and unique set of skills and talents.

<u>Team Member Name</u>	<u>Current Role</u>	<u>Skills</u>
Takiesha Martinez	Teacher, Middle School Math	Master teacher, highly respected voice among colleagues, laser-focused on instructional core
Robert Wilson	Teacher, Special Education	voice of reason among colleagues, strong connection with families, remarkable depth of knowledge of students and their interests
Paloma Guillen	Teacher, First grade	Master teacher, servant-oriented member of our community, willing to do whatever it takes to support kids
Lauren Pum	Senior Coordinator of Operations	has experience as teacher with project-based learning and social-emotional learning, listens more than she speaks, exceptional writer
Veronica Valdovinos	Instruction Coach	depth of experience in the district, strong teaching pedagogy, remarkably patient with students and colleagues

Natasha Dennis	Assistant Principal	former Instructional Coach at Bowden, understands context and history of campus and colleagues, deeply committed to all kids
Yvonne Martinez	Associate Principal	varied experiences within the district as teacher and administrator at a number of schools, very detailed, instructional leader willing to have challenging conversations
Brian Sparks	Network Principal	former Teacher of the Year, led in-district charter effort at Lamar, builds strong relationships with staff, families, and students

Our applicant leadership team is remarkably diverse in their backgrounds in order to be well-positioned to execute the successful implementation of our plan. This includes the following categories: role, teaching experience, in-district charter exposure.

Role

By design, our team is comprised of individuals who work in different roles on our campus. This includes teachers from middle and elementary school, teachers of special education, operations coordinator, instructional coaches, and administrators. We believe that each perspective is critical in helping us better understand how our plan will impact each group on campus.

Teaching Experience

Our group is remarkably diverse in their teaching experience. Ms. T. Martinez (18 years) has taught middle school Math and Reading and is a Master Teacher. Ms. Guillen (7 years experience) has taught primary grades and is a Master Teacher. Both of these teachers are master teachers at Bowden and serve in a leadership role with their peers. Mr. Wilson (9 years experience) has taught upper and lower grades Special Education and is a trusted member of our community. Ms. Pum (5 years experience) taught first, second, and third grade during her career working in two different districts. Ms. Valdovinos (11 years experience), Ms. Dennis (12 years experience), and Ms. Y. Martinez (15 years experience) taught a variety of elementary grades before moving into leadership. Finally, Mr. Sparks (14 years experience) taught upper grades and worked in Special Education. Not only does this group have the pulse of the teachers at Bowden but they also have a widely varied history teaching throughout the elementary and middle school grades and in diverse settings.

In-district Charter Experience

Our team brings to the table a variety of perspectives and backgrounds on the in-district charter process. Two years ago, Mr. Sparks led Lamar Elementary through the chartering process that resulted in board approval and start-up funding from the Texas Education Agency (TEA). Ms. Pum served as part of the founding teacher group at Lamar and played an active role in shaping the mission. Ms. T. Martinez

previously worked at Davis Middle School which recently transitioned to an in-district charter school. She has spoken at length to the committee of this process. The remainder of the committee (and most staff) are new to the in-district charter process. They have asked critical questions about the process and specific content that has helped our team to clarify our thinking as we continue to develop and refine our thoughts.

Our team is composed of 100% volunteers. No one was forced or “strongly encouraged” to engage in this challenging and complicated work of developing a mission for our school. We have a number of celebrations to point to in our short time together. They include:

- Learning details about the chartering process and communicating this information to our staff and families
- Conducting two visioning events with families and broader community
- Conducting visioning event with staff
- Synthesizing visioning events and working towards cohesive vision
- Visiting six schools in five different states
- Sharing information with staff in formal and informal settings and listen with intention to understand their perspective
- Developing drafts of the charter, receiving feedback from the staff, and revising the draft to build consensus

Our team is committed, passionate, and ready to improve the teaching and learning conditions on campus in order to create more impact for all students. We have a diverse set of skills anchored in a commitment to meeting the needs of all students through providing meaningful learning opportunities. Our teaching and administrative experience coupled with our understanding of campus context position our team to successfully lead the implementation of our charter.

I. Human Capital

Recruiting Teachers

One of the most critical actions we can take as a school is to recruit and hire the most talented teachers to serve our kids. In considering applicants, we have identified the following characteristics as the most critical.

1. Passionate advocate for students
2. Ability to develop curriculum to meet needs of diverse students
3. Willingness and capacity to collaborate with colleagues
4. Self-reflective on their practice and able to make changes over time
5. Willingness and hunger to be an active learner in our community

We believe that the very best teachers want to work at a place offering interesting and engaging programming for kids. Our programming provides teachers with opportunities to design experiences for students while creating a network of support to ensure that no child falls through the cracks. We want to ensure that our process identifies candidates who are philosophically aligned with our beliefs about

teaching and learning, so we implement a screening/interview process that includes several components.

1. During the year, identify candidates and invite them to visit campus during the instructional day
2. Administrators screen candidates by February
3. Campus panel convened consisting of administrators, teachers and other staff
 - a. Interview has three components
 - i. Panel interview
 1. The panel interview questions stem from the district-approved bank of questions coupled with additional questions generated by the interview panel specific to the role. For example, the interview panel for a middle-school science position might include administrators, instructional coach, a current middle school teacher, and a lower-grades teachers with a strong science background. A role-specific question might be, “How do you balance teaching scientific content along with providing opportunities for students to practice and experience scientific processes, such as observation, collaboration, and scientific reasoning?”
 - ii. Group interview with other applicants
 1. This step provides applicants with an authentic situation anchored in our school pillars, such as project-based learning. Applicants then work together to address the task. The interview panel observes applicants and assesses their performance on a rubric. The rubric specifically assesses the competency of candidates in the following categories: student-centered, ability to develop curriculum, willingness and capacity to collaborate with colleagues, self-reflection, capacity to learn.
 - iii. Model lesson that is delivered to students
 1. Candidates teach a model lesson up to 30 minutes in length. The following categories are assessed: connection to students, engagement of students, task selection and clarity, assessment for understanding
 - b. Administrator uses feedback from panel to make decision on applicant

Developing Teachers

If recruiting quality teachers is one of the most critical things a school can do, developing our teachers is close behind it. If we are to achieve our goals as a school, we have to find ways to not only support our novices but also meet the learning needs of our strongest practitioners. We will engage in the following activities to ensure our staff is getting the support they need.

- New staff engages in three-day summer institute to learn about campus programming and routines/procedures
- Utilize master teachers to coach and mentor prospective master teachers
- Encourage potential master teachers to apply
- Develop learning campus adult learning culture by facilitating attendance at conferences, visiting colleagues and other schools, and engaging in individual growth areas with coaching from administrators, instructional coaches and colleagues

Retaining Teachers

We know that teachers have options for where they serve. We believe that teacher retention is focused around a few key areas.

- Feeling a sense of effectiveness
- Receiving in-time support
- Being a part of a broader mission

Feeling a sense of effectiveness

Everyone wants to feel effective in their job and teachers are no different. We will celebrate student growth with teachers and connect student academics to teacher behaviors. As teachers reinforce or develop new practices to support student learning, these changes will be recognized by administration and instructional coaches. Each staff meeting and PLC meeting will include a layer of celebration, always connecting back to how we are growing and shifting to meet student needs.

Receiving in-time support

One key reason teachers leave a school is they don't feel they are improving their practice. Regardless of the expertise of the teacher, our school will create a network of support for all teachers. This support will come from our administration team and instructional coach through developing meaningful coaching relationships. Additionally, master teachers will serve in a mentoring role to colleagues who can benefit from their expertise. These growth opportunities focus on identifying the needs of the individual teacher and developing a plan that meets their diverse needs. These activities include co-planning, co-teaching, videotaping instruction with debriefs, observing other teachers, and engaging in books studies. Our teachers will be hungry to learn and they will receive support.

Being a part of a broader mission

At Bowden, our teachers will be part of something larger than themselves. This feeling of connectedness tied to doing really important work for kids will bond us together and breed a culture of shared values. Additionally, network staff will be utilized to serve the population of both Bowden and Lamar, where similar work is occurring. In this way, Bowden staff will contextualize their ongoing work while contributing towards a broader mission.

The quality of our teachers will be a critical determining factor in our success as a school. By creating the conditions where all teachers can be successful in growing their practice to impact students, we will recruit, develop, and retain the best talent available.

School Network Development Plan

A. Relevant Experience

Over the last five plus years, I have worked together with the leadership team at Lamar Elementary to establish a learning community where all students, families, and staff work together to accomplish our goals. This journey included a number of steps to build up our campus culture, elicit ideas from our various stakeholders, and codify a mission and vision we could collectively support and sustain. The

mission we developed is “to provide an educational program where all children reach their full potential by challenging them intellectually while building the social-emotional and self-advocacy skills needed to continue learning and to sustain our democracy.”

Examples of how we engaged our community are found in the table below.

<u>Date</u>	<u>Audience</u>	<u>Number Attended</u>	<u>Agenda/Outcomes</u>
5-13-14 5-18-14	Lamar staff and families	75	Lamar Visioning Events (2 hours) <ul style="list-style-type: none"> held two separate, repeated visioning events, one on a weekday evening, the other on a Sunday afternoon to maximize participation
12-4-14	Lamar Charter Exploratory Committee	8	1 st Committee Meeting <ul style="list-style-type: none"> explained committee’s charge (e.g. to learn about the charter process)
9-8-16	Lamar families	80	Open House (15-minute session) <ul style="list-style-type: none"> reviewed charter proposal in two 15-minute sessions held before families went to child’s classroom
9-20-16	Lamar families	15	Charter Proposal Information Session (1 hour) <ul style="list-style-type: none"> reviewed charter proposal discussed in detail extended school year component

Through my experiences at Lamar, I have learned several important lessons that inform the visioning and implementation of an in-district charter at Bowden.

- Ask the right questions in the right way at the right time to as many people as possible.
- Listen more than you speak and take really good notes.
- Every moment is an opportunity to help tell our story: Where have we been? Where are we are today? Where are we going?
- Assume that every person involved in our work at Bowden wants the very best for our students.
- The leader creates the conditions on a campus where risk-taking can occur. My role is to maximize staff learning and risk-taking so we can maximize student learning.

- Celebrate along the way. This work is really challenging and all members who are part of this process need validation and appreciation.
- Get clear on the success measures for each year of the charter implementation and calendar out time formative checks throughout the year.
- Provide space and time for staff to ask clarifying questions so we can keep our eye on the most important parts of our work.
- Balance the need for short-term wins while maintaining the organization's focus on the long-term mission of the school.

Lamar has a long a history of success within San Antonio ISD. When teachers come to Lamar, they rarely leave for other teaching opportunities. In recent years, the high quality work of our stable staff has resulted in strong results. Our STAAR Reading and Math results have consistently outperformed district results by at 10 percentage points in all approaches and meets. Additionally, our subpopulations have performed similarly well, indicating that at risk factors do not strongly influence achievement. Finally, enrollment has nearly doubled from 215 in 2013-14 to 385 in 2018-19, clearly indicating that Lamar has become a school of choice.

This year, I have taken on the challenge of balancing my time between Lamar and Bowden as a Network Principal. This opportunity has pushed my growth and required me to become more efficient and focused with my time. I am learning how to lead through others while building their capacity. Through my learning in the Replicating Great Options (RGO) fellowship, I have developed and implemented a strategic plan at Bowden that addresses both short and long-term challenges facing the school. This has been a year of learning that has left a permanent mark on my identity as a leader.

B. Capacity for Additional School(s) - Systems

Developing a network of two schools creates a number of challenges that need to be addressed if each school and the network overall is to be success. The challenges (not in prioritized order) include:

- Developing each school's identity while bringing them together under one network
- Clarifying and calibrating what is consistent and what is not across campuses
- Associate Principals are managing the daily instructional vision of the campus

Systems to respond to challenges

Weekly Network Leadership meetings: Network leadership has a weekly meeting that the Network Principal plans and facilitates. This meeting alternates locations between Bowden and Lamar. All administrators and instructional coaches are present. The focus of the meetings is around identifying each campuses needs, discussing how each campus can be supportive in addressing these needs, and planning professional development so it is mutually beneficial to network. When whole campus professional development is offered, the network team will identify when and how the campuses will learn together. Over time, we anticipate completing more professional development together, both as a faculty and in smaller teacher teams.

Professional Learning Communities (PLCs): Each campus conducts high-functioning professional learning communities that focus on data, planning, instruction, and action plans. The instructional coaches and associate principals lead these sessions with the network principal supporting teacher groups that are more challenging and providing coaching support to the instructional coaches and associate principals to ensure consistent and high quality implementation of these sessions. PLC sessions are planned during campus-specific leadership team meetings and are discussed at network meetings to identify if and how the other campus can add value. As ideas surface in PLCs that the other campus can benefit from learning or can be supportive of, the two campuses will come together in a cross-network PLC.

Weekly leadership team walkthrough protocols: The network principal is not on each campus daily and needs to have a strong understanding of what is happening in classrooms. The leadership team conducts team walkthroughs on each campus weekly. These sessions help the team calibrate while also providing feedback that informs professional development and PLCs. During the week, instructional coaches and associate principals conduct their own walkthroughs and input this data into a shared google document that includes the observation notes, strengths, areas of growth, and next steps. This document is a way for all members of the leadership team to have shared access to information and to keep a steady coaching cycle with teachers. At least quarterly, administration teams from each campus conduct walkthroughs at the other campus. This process ensures calibration across the network, stimulates meaningful conversation, and allows the network principal to broker conversations that bring both groups of administrators closer together in the feedback they offer to teachers.

C. Capacity for Additional School(s) - Mitigating Risks

The principalship at one school is remarkably challenging and assuming responsibility for another school can feel daunting. A number of risks are in place and must be accounted for each school to find success.

<u>Risk</u>	<u>Mitigating strategy</u>
Staff and/or families are confused by who the principal is	In order to avoid confusion, frequent communication and messaging through newsletters and family gatherings is needed to clarify that the campus principal role belongs to the associate principal. The office staff must be notified so they refer calls to the associate principal. The associate principal should hold the door open in the morning, open faculty meetings, and have their office in the main office. All of these messages are important for families and staff to see and understand.
Stakeholders may have inaccurate perceptions of what is occurring	Any time change is occurring, the individuals within the organization will experience it in

	<p>different ways. First, the network principal needs to identify how staff and families are experiencing the change, especially at Lamar. This information can be collected in-person, through surveys, or by eliciting responses. If the school is struggling with the new normal, the network principal needs to identify why this is happening and take action to address it. Over time, the role is diagnosing the challenge and developing a plan should migrate to the associate principal as they will increasingly be seen as the campus principal.</p>
<p>Limited time and resources</p>	<p>Both schools may feel the need to compete for the network principal’s time. It is important to keep both secretaries in the loop on calendared events so they can help staff and families and contextualize the lack of physical presence on the campus. In addition, the network principal needs to be an active coach to the associate principals so they can begin to take on the roles of the principal. It will be critical for the network principal to calendar time intentionally around high priorities. Another issue that may arise is the idea of fighting for limited resources. The network principal and leadership teams need to make the budget as transparent as possible and clarify if/how network resources are shared.</p>

Constituent Map and Stakeholder Engagement

A. Knowing Your Constituents

Bowden Academy exists to serve our neighborhood students first and foremost. Partnering with students’ families is key to our success as a school and to students’ growth. As a community school, we also work with multiple organizations and individuals in our neighborhood, including the Ella Austin Community Center, Martinez Street Women’s Center, Fort Sam Houston, Dignowity Hill Neighborhood Association, SnakPak 4 Kids, Phi Delta Kappa, and the San Antonio Museum of Art.

To understand the needs of our constituents, the Bowden charter committee conducted several visioning events throughout the fall of 2018. We took careful notes and then analyzed the data for trends and unique ideas. The table below shows Bowden’s strengths and opportunities for growth in service to our community, as named by our constituent groups.

<u>Constituent Groups</u>	<u>Strengths</u>	<u>Opportunities for Growth</u>
Elementary students	<p>Belief that teachers have their best interests in mind</p> <p>Relationships with other students and staff</p> <p>Excitement by experiential learning and field experiences</p>	<p>Offer more field trips</p> <p>Engage in more fun activities to get excited about</p> <p>Offer more high-interest clubs, such as robotics</p> <p>Close instructional gaps so students are better prepared for the next grade level</p>
Middle School Students	<p>Overall engaging curriculum</p> <p>Technology assignments</p> <p>Hands-on, community experiences, such as field trips and Army field day</p> <p>Relationships with other students and staff</p>	<p>Offer more electives</p> <p>Provide more hands-on learning opportunities</p> <p>Improve academic interventions for struggling students</p> <p>Enhance rigor of ELAR and science instruction to better prepare students for high school</p> <p>Ensure students are socially and emotionally prepared to transition from an academy model to a large high school</p> <p>Modify middle school schedule to ensure best use of time</p>
Families	<p>Teachers who are dedicated and care deeply about their students</p> <p>Advantageous community partnerships</p>	<p>Provide more opportunities for families to bring their culture into the school</p> <p>Enhance the rigor of instruction for students</p>

		<p>Change approach to student discipline</p> <p>Provide more extra curricular activities</p> <p>Teach social and emotional skills</p> <p>Expose students to college and career opportunities</p> <p>Take students on more field trips</p> <p>Increase home/school communication</p>
Teachers	<p>Strong relationships between staff members</p> <p>Experienced staff who are committed to students and families in our community</p>	<p>Increase student access to experiences outside of school, including college visits and authentic field trips</p> <p>Expose students to a variety of possible careers and post-secondary educational opportunities</p> <p>Develop teachers' capacity to provide social and emotional instruction</p> <p>Change approach to student discipline</p> <p>Foster strong, positive relationships with families</p>
Community Partners (Ella Austin Community Center, Martinez Street Women's Center, Dignowity Hill Neighbors)	<p>Welcoming school environment that is open to working with the community</p>	<p>Open up more frequent lines of communication between Bowden and its partners</p> <p>Reach out to additional partners in the community</p> <p>Consider how to create meaningful curricular experiences, possibly tied to PBL through community partners</p>

		Facilitate mentorships between community partners and students
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B. Completed Engagement

Charter committee members facilitated conversations with our constituents at four visioning events, including a charter committee meeting (Sept. 24th, 2018); a faculty meeting (Oct. 15th, 2018); and two community events, in which family members, neighbors, and community partners participated (Nov. 5th and 12th, 2018). We used an interview protocol to structure small group conversations around the following prompts:

1. Describe your most meaningful experience in elementary school.
2. What are the essential experiences students should have while they are enrolled at Bowden?
3. What is your current perception of Bowden and what has informed that perception?
4. What should a successful Bowden student be able to do when she/he graduates (academically, socially, or otherwise)?
5. What expectations do you have for students, families, and staff?
6. What is Bowden’s role in preparing students for college and career readiness?

At the end of the 2018-19 school year, Bowden Academy will graduate its first class of eighth graders. As we transition from an elementary to an academy model, we know there is more we can provide to our older students. To better understand the needs of all our students, and particularly our middle schoolers, our network principal facilitated a conversation with seven eighth-grade students on Dec. 20th, 2018. All students had attended Bowden since Pre-K, except for one student who started attending Bowden in fourth grade. Students discussed their Bowden experiences and recommendations for school improvement around these questions:

1. What has made Bowden special in Pre-K-7?
2. What have been the most important learning activities?
3. What activities have not motivated you?
4. What have you liked about your 8th grade year?
5. What have you disliked about your 8th grade year?
6. Are you as prepared as you can be for high school?
7. Is there anything else you want to share that will improve our school?

The results from each of our visioning events are listed in the table above. We learned several overarching lessons about our community through these conversations. First, our constituents feel like valued members of the Bowden community. We are a relational community in which students, families, and staff members feel cared for on a personal level, and in which families and community partners can collaborate with staff. We will continue to grow in this area by providing days for family conferences and extended planning time for teachers, as well as inviting community partners to participate in student projects and career-focused events. There are also significant needs the school is not currently meeting.

Teachers and families need a learning environment for their students that is more focused and less disrupted by discipline issues. We believe that as we provide more authentic instruction to captivate each student's intellect, in addition to social-emotional instruction to help students appropriately and constructively deal with conflict, disruptions to learning will decrease. Finally, students and families are asking for more rigorous academics in the context of authentic, experiential learning opportunities. Our focus on best-practice literacy instruction, project-based learning, and career and college exposure will provide these opportunities.

C. Planned Engagement

Between now and the beginning of the 2019-20 school year, we will reach out to each of our constituents to engage them in the launch of our charter. We will canvas our neighborhood to inform our neighbors of the upcoming changes to our school, encourage families to participate in the charter vote, and to answer any questions in person.

Launch

To celebrate the launch of our charter, we will invite families and community members to an informational event on the core charter components and phase-in plan in the spring of 2019. Teachers will present the charter to their classes and connect it to the needs they brought to our attention. To engage families specifically, we will continue to hold monthly principal coffees, with a portion of each meeting dedicated to learning more about our charter. This information will also be presented at each of the three spring PTA meetings. Members of the charter committee will present the charter components at a Dignowity Hill Neighborhood Association (DHNA) meeting. We will prepare teachers throughout the spring semester for the launch of the charter by dedicating portions of our monthly faculty and CLT meetings to conversations and professional development around the charter components.

Phase-in

To update our constituents on the phase-in process over the next five years, we will hold an open house event each fall, open to families and community members, to highlight how the charter will develop specifically during that school year. We will meet with teachers throughout the year in our faculty meetings and Friday afternoon sessions to engage in professional development around each of the charter components, co-constructing how they will look at Bowden. The administrative team will host sessions to educate families on specific pieces of the charter. Families will be invited to PBL presentations and asked to share their expertise as students work on projects. Members of the administrative team will attend DHNA meetings to share the school's progress. Each spring, we will host an event looking back on the current school year and previewing where Bowden is headed in the next school year. At each of these events, we will invite feedback from our constituents through open, honest conversation and written reflections. As we move forward, we will connect our next steps to feedback we receive directly from our constituents.

The academic components of our charter directly meet the needs our constituents have expressed for more rigorous, authentic learning opportunities for students. As we learn a new academic model over

the next five years and seek frequent feedback from our community to revise our work, we hope to see several indicators of successful relationships. We expect to see increased engagement and improved literacy skills in our students, coupled with their ability to connect their learning to specific college and career opportunities. Our families will feel more included in their children's learning through routine family-teacher conferences and participation in project-based learning. Our community partners will participate meaningfully in the life of the school through project involvement and student mentoring.

Our Staff

One of the risks we take in launching this charter is that it will require teachers to engage in curricular programs that are brand new to them, such as project-based learning and social-emotional learning. In the summer of 2019, we will offer seven additional professional development days to teachers. During this time, teachers will learn the basics of project-based learning and begin planning their first project, learn how to teach the anchor pieces of the RULER curriculum, and receive initial training in reader's and writer's workshop. These initial trainings will be followed up with sustained support trainings throughout the year. It will be critical for all teachers to have opportunities to share their feelings about the charter implementation and their experience implementing key elements. Frequent and customized support systems, including ongoing professional development and instructional coaching through administrative and mentor support will also be key to ensuring the phase-in implementation plan is executed effectively.

Governance (Part 1)

A. Role of the Campus Governing Board

Purpose: To advise, govern, oversee policy and direction, and assist with the leadership and general promotion of our Bowden - Lamar Network so as to support the organization's mission and needs.

Our mission is to work in partnership with parents, families, staff, and community stakeholders to cultivate the social, emotional, and academic skills needed to connect our students' learning to their future.

Major responsibilities:

- Understands and believes in the mission of Bowden - Lamar Network
 - develops a strong understanding of the core pillars the network 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 network
- Oversee policies and procedures
 - ensure network adheres to appropriate policies and procedures
 - generates and approved 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 Network Principal
 - assists in developing and supporting Network Principal
 - approves the evaluation of Network 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 network
 - identifies partners who can add value to the network
- Support fundraising and outreach
 - helps tell the story of the network to community
 - utilizes partnerships and networks to fundraise

The governing board will also support the campus in forming strategic partnerships with non-profit entities, including forming a Senate Bill 1882-based partnership.

**Members of the board share these responsibilities while acting in the interest of the Lamar - Bowden Network. Each member is expected to make recommendations based on his or her experience and vantage point in the community.*

Length of term: Two years, which may be renewed up to a maximum of three consecutive terms, pending approval of the board.

The Network Principal will lead the day to day operations of the network and the schools. He will:

- Run the network in line with the direction of the board and in accordance to the plans laid out in this application
- Keep the board educated and informed through a thoughtful annual calendar of meetings and creation of board committees
- Recommend goals and policies
- Make all hiring and staff development decisions with the support and input of the Associate Principal
- Seek support from the board, leveraging their external connections and expertise to support the organization.

The governing board will meet quarterly to complete the functions outlined above. Agendas will be determined by the network principal and board chair. Additional roles will include a timekeeper, secretary, and parliamentarian. The board will publish agendas prior to the meetings as well as publishing meeting minutes after meetings are held. Other than signing off on the evaluation of the Network Principal, the board will have no administrative oversight of the daily operations of the school.

Rather, the board will exist to add value to the network operations in being a thought partner in helping the network and each individual school become stronger over time.

B. Membership and Capacity of the Campus Governing Board

The campus governing board will consist of between five and nine members once fully populated. Members of the campus governing board will be recruited and selected based on their ability to fulfill the core duties of the board. In addition to meeting the baseline legal duties of care, loyalty, and obedience, campus board members will be expected to contribute a diverse range of expertise in a profession or field beneficial to the success of the school. Relevant knowledge and skills we are looking for include expertise in the following fields: education, youth development, law, accounting/finance, facilities/real estate, fund development, and community leadership. Potential board members include:

<u>Name</u>	<u>Role</u>	<u>Function</u>
Mari Rodriguez	Parent/Education Consultant	experience in the San Antonio community partnering with schools and districts to develop school improvement and school transformation practices
Heather Eichling	Parent/Non-profit Consultant	experience in the San Antonio community partnering with schools and districts to develop school improvement and school transformation practices
Becky McMains	Parent/SAMA	works at a museum partner of both schools and strongly believes in experiential and culturally-responsive learning
Chris Navarro	Doseum	works at a museum partner and has a rich teaching background focused on integrating authentic reading and writing into experiential learning
Marcus Mlcak	Ernst and Young	experienced mentor and committed school supporter, strong connection to large corporations
Simon Thompson	South Texas Investment	experienced mentor and committed school supporter, immersed in the financial and investment sector, provides unique perspective
Ryan Smith	Charter - IDEA	district and charter school experience, worked with museum partner, provides diverse educational perspective
Alicia Thomas	Consultant/Retired Asst Superintendent	highly respected educator, administrator and consultant, demonstrated ability to see across multiple schools and advise
Richard Middleton	Retired Superintendent	experienced former San Antonio superintendent, understanding of school choice models and district context
Karen Bessette	Retired Principal	retired elementary principal, provides insight into university and district support systems
Viki Ash	Retired Librarian	committed library educator with experience partnering

		with schools, knowledge of city resources
Lori Campos	Parent/Real Estate	real estate expert who works in both communities, has vested interest in the success of each school, connected to localized and city leadership

C. Sustaining the Campus Governing Board

To ensure the sustainability of the campus governing board over time, the board chairperson will work with the Network Principal to build out staggered board terms to ensure ongoing health of the board and commitment by members, and to ensure that members do not come and go all at once, but move off the board in planned intervals. We will research and invest appropriately in board training for our members, and we will ensure that the training is adapted for public schools and to the unique situation of our network. The board and the Network Principal commit to the following member recruitment plan:

- **Identify.** Potential board members will be identified through a variety of channels, including through the social and professional networks of school leadership and current board members. School leadership and current board members will regularly identify individuals in their networks to maintain a healthy pipeline of prospective board members that fulfill our need for specific skills and expertise and who bring diverse perspectives to the board.
- **Connect.** Once identified, potential board members will be connected to the network leader or current board chair for a brief introduction, and to gauge their baseline level of fit and interest in the role.
- **Cultivate.** Over time, school and board leadership will cultivate interested potential board members through one-on-one conversations, school visits, and other informal opportunities.
- **Vet.** Prospective board members who demonstrate a serious interest in serving on the board will be formally vetted to determine their fit and overall suitability for service.
- **Socialize.** Prospective board members who pass the vetting process will be socialized to current board membership as potential additions to the board. Barring no strong objections to their candidacy, prospective board members will receive a formal offer to join the board in accordance with applicable policies and bylaws.
- **Onboard.** Each new board member will undergo a thorough onboarding process to ensure he or she is able to effectively perform the requisite duties of a board member.

Campus Charter Petition

Engaging classroom teachers and families in the process of developing the in-district charter is critical to the eventual success of the program on campus. Teachers have been part of the visioning of the charter and many of them have served on the committee leading the process. As the charter has been drafted, teachers have offered feedback and asked questions to further refine the plan. The final version of the charter was distributed to all staff through email and hard copies were also made available. Teachers were provided five days to read the final version and then place their vote.

Families have also been part of the process from the beginning. Once the final version of the charter was developed, families were offered three different formal opportunities to learn about the charter components. A full copy of the final version of the charter was made available in the front office for all families. They were then given a summary of the charter and invited to vote. Any families who did not return the ballot was contacted by a charter committee team member to answer questions and encourage the return of the ballot. Finally, the charter committee conducted home visits to collect the remaining ballots.

No voting irregularities occurred during the voting process.

Budget Exercise

The table below outlines allocated expenditures totaling \$500,000 during the first two years Bowden’s in-district charter. Significant amounts of funding focus on providing professional development and ensuring adequate resources are available to support instructional programming. Most trainings will be offered at some point before and during year 1 with implementation support professional development offered during year 2. In order to sustain funding beyond the second year of the charter, a combination of funds from title I, local, fundraisers, and network will be utilized.

<u>Priority/Expense</u>	<u>Rationale</u>	<u>Projected Costs</u>	<u>Frequency/Timeli ne</u>	<u>Sustainability Plan</u>
Literacy training and resources	The success of our literacy program will be a huge determining factor in our long-term success as a school.	Professional development in reader’s and writer’s workshop- \$40,000	Year 1 and 2	Senate Bill 1882 funding
		Library and class resources - \$80,000	Year 1	Title I and local
Project-based learning training and resources	Teachers will need summer training and sustained training for the next several years. Additional resources will be needed to pay for materials and	Professional development from BIE for initial and sustained trainings- \$40,000	Year 1 and 2	Senate Bill 1882 funding
		Materials - \$40,000	Year 1 and 2	Senate Bill 1882 funding

	experiences tied to units.	Student experiences - \$40,000	Year 1 and 2	Senate Bill 1882 funding and local fundraisers
AVID training and experiences	Our campus will have initial and ongoing training for elementary and middle school programming and engage in college visits for all kids in 3-8 grade.	Professional development for initial campuswide training and ongoing support - \$40,000	Year 1 and 2	Title I
		Materials - \$10,000	Year 1 and 2	Title I
		College experiences - \$30,000	Year 2	Senate Bill 1882 funding
Social-Emotional Learning	Our campus requires support in learning about and implementing SEL programming.	Professional development from Yale Center for Emotional Intelligence- \$40,000	Year 1 and 2	Title I
		Materials - \$20,000	Year 1 and 2	Title I and local
Extracurricular and Enrichment programming	Our students require additional extracurricular and enrichment programming and intervention to support their core academic classes.	After-school care for Fridays - \$50,000	Year 1 and 2	Senate Bill 1882 funding
		Extra duty pay to run enrichment, to include academic tutoring and club experiences- \$50,000	Year 1 and 2	Senate Bill 1882 funding
		Materials - \$20,000	Year 1 and 2	Title I and local

Year 1 funding		\$295,000		
Year 2 funding		\$205,000		
Total funding		\$500,000		

Governance (Part 2)

A. Campus Governing Board Expertise and Development

Together with the network 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:

1. Members will individually and collectively complete any training of members of public charter school boards required by the the state of Texas.
2. All board members will participate in a strategy session to dive deep into the strengths and challenges of the schools and the network, to get to know one another at board members, and to align around the strategic priorities recommended by the Network Principal for the year.
3. 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 Network 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 network principal will provide input and feedback to the board. The board will then set new annual goals for itself, just as the schools are setting annual goals. Working together, the board and the network 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.

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 network principal to identify options and select the option that is in the best interest of students and that fits within financial constraints.

B. Campus Governing Board Leader Personal Statement

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

In my capacity as board leader, I am genuinely excited by the opportunity to be a part of this new network initiative in San Antonio. As a resident and active member of San Antonio, I see great promise in the concept of scaling out successful school models to additional schools in order to serve students in the urban core of our city. I see this work as leader of the board as an opportunity to advocate for students and support two schools invested in developing into one network committed to developing the leaders of tomorrow within our schools. I can't wait to get started with this important, meaningful work as leader of the Bowden-Lamar board.

C. Campus Governing Board Engagement with Families and Other Stakeholders

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

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

Campus visits: All board members will be encouraged to visit 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.)

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 network principal 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.

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 network principal and/or associate 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.

D. School Leader Evaluation and Planning

School Leader Evaluation

The school leader’s evaluation will be completed by a member of the nonprofit network partner. The evaluation may include the TPESS structure or the board has the option to develop and approve a modified tool. Upon completion by a member of the Senate Bill 1882 partner team, the Bowden-Lamar Network board will be responsible for approving the evaluation.

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

1. Search committee identified that includes at least two members of the board and associate principals 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

Reformat this whole thing

<u>Proposal element</u>	<u>Task or Initiative</u>	<u>Responsibility</u>	<u>Resources</u>	<u>Deadline to initiate</u>
School model	Convene in-district charter committee	Brian Sparks	Time	10/1/18
	Conduct needs assessment of campus	In-district charter committee	Time	10/1//18
	Conduct school visits	Lauren Pum	\$20,000	10/15/18

	Conduct visioning events with staff and community	In-district charter committee	Time	11/1/18
	Schedule summer professional development, to include literacy, PBL, and SEL training	Brian Sparks	\$20,000	3/1/19
	Communicate PD to teaching staff	Yvonne Martinez	None	3/1/19
	Plan and purchase needed materials for start of the year, to include literacy resource for classrooms, bookroom, and library, and SEL curriculum guides	In-district charter committee	Time and \$20,000	6/21/19
Constituent Engagement	Introduce new administrative team to community in-person and via letter	Administrators	None	8/1/18
	Engage with family leadership in a variety of settings	Yvonne Martinez	None	8/10/18
	Attend neighborhood association meeting and share Bowden plan outline	Brian Sparks, Lauren Pum	none	9/15/18
	Ensure all families have opportunities to learn about and share input to school mission	In-district charter committee	Time	10/1/18
	Encourage all households to submit vote in chartering process	Brian Sparks	Time and People	2/11/19

	Educate all families in a variety of forums regarding plans for the 19-20 school year, including new curricular options, including modified schedule on Fridays	Yvonne Martinez	Time	2/11/19
	Share charter with neighborhood association	Brian Sparks	Time	3/1/19
	Share school historical STAAR and MAP data and and 1, 3, and 5 year metrics in these areas with all families	Yvonne Martinez	Time	5/15/19
	Convene CLT to analyze school data and decide on plan to share data with staff and community	Yvonne Martinez	Time	7/20/19
Board Development	Learn about board composition and brainstorm viable potential board members	Brian Sparks	none	12/1/19
	Recruit and identify board members	Brian Sparks	Time	1/7/19
	Set-up board training	Brian Sparks	Time and Money	4/1/19
	Communicate board structure and core responsibilities	Brian Sparks	Time	4/1/19
	Create opportunities for the board to interact with stakeholders in each school community	Brian Sparks Yvonne Martinez Roxanna Bazaldua (Lamar Associate Principal)	Time	5/8/19

Appendix

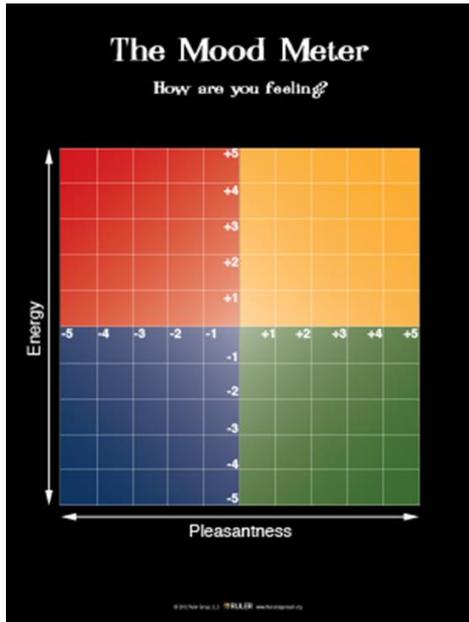
Appendix A: Portion of BIE PBL Gold Standard Project Design Rubric, copyright 2015

Essential Project Design Element	Lacks Features of Effective PBL <i>The project has one or more of the following problems in each area:</i>	Needs Further Development <i>The project includes some features of effective PBL but has some awkwardness:</i>	Includes Features of Effective PBL <i>The project has the following strengths:</i>
Key Knowledge, Understanding & Success	<p>Student learning goals are not clear and specific; the project is not focused on standards.</p> <p>The project does not explicitly target, assess, or scaffold the development of success skills.</p>	<p>The project is focused on standards- derived knowledge and understanding, but it may target too few, too many, or less important goals.</p> <p>Success skills are targeted, but there may be too many to be adequately taught and assessed.</p>	<p>The project is focused on teaching students specific and important knowledge, understanding, and skills derived from standards and central to academic subject areas.</p> <p>Important success skills are explicitly targeted to be taught and assessed, including critical thinking/problem solving, collaboration, and self-management.</p>
Challenging Problem or Question	<p>The project is not focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project.</p> <p>The central problem or question is not framed by a driving question for the project, or it is seriously flawed, for example:</p> <ul style="list-style-type: none"> -it has a single or simple answer. -it is not engaging to students (it sounds too complex or “academic” like it came from a textbook or appeals only to a teacher). 	<p>The project is focused on a central problem or question, but the level of challenge might be inappropriate for the intended students.</p> <p>The driving question relates to the project but does not capture its central problem or question (it may be more like a theme).</p> <p>The driving question meets some of the criteria (in the Includes Features column) for an effective driving question, but lacks others.</p>	<p>The project is focused on a central problem or question, at the appropriate level of challenge.</p> <p>The central problem or question is framed by a driving question for the project, which is:</p> <ul style="list-style-type: none"> -open-ended; it will allow students to develop more than one reasonable answer. -understandable and inspiring to students. -aligned with learning goals; to answer it, students will need to gain the intended knowledge, understanding, and skills.

Appendix B: Sample Daily schedule

8:00-8:25	BOBCAT Time
8:25-10:25	Reader's Workshop <i>With PBL integrated</i>
10:25-11:25	Writer's Workshop <i>With PBL integrated</i>
11:25-12:10	Lunch / Recess
12:10-12:55	PE
12:55-2:25	Math
2:25-3:25	Science / Social Studies
3:25-3:35	Wrapping up / Dismissal

Appendix C: Examples of RULER Tools



Mood Meter

Solve problems with The Blueprint

Describe	What happened?	
RULER Skill	Me	Other Person
Recognize & Label	How did I feel?	How did ___ feel?
Understand	What caused my feelings?	What caused ___'s feelings?
Express & Regulate	How did I express and regulate my feelings?	How did ___ express and regulate his/her feelings?
Reflect & Plan	What could I have done to handle the situation better? What can I do now?	

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Blueprint

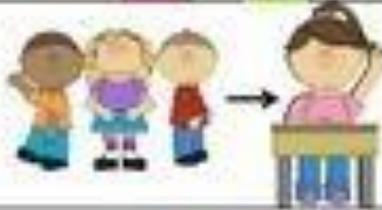


Meta-Moment

Appendix D: Example of Curiosity rubric

Curiosity					
Learning Targets	0	1	2	3	4
I can discover something new everyday.	Exhibits no interest in examination, research, or exploration to understand something new	Sometimes exhibits interest in understanding something new but does not follow through with examination, research, or exploration	Sometimes exhibits interest in understanding something new and follows through with examination, research, or exploration	Consistently exhibits interest in understanding something new and follows through with examination, research, or exploration	Always exhibits interest in understanding something new and assists others with examination, research, and exploration
I can explore my world.	Does not display interest about the surrounding world and does not engage in sensory examination: touch, smell, see, hear, or taste	Displays minimal interest or curiosity about the surrounding world and does not follow through with sensory examination	Sometimes displays interest in the surrounding world and rarely follows through with sensory examination	Consistently displays interest in the surrounding world and follows through with sensory examination	Always exploring the surrounding world with sensory examination and leads others to do the same
I can look for new things around me, and new ways to learn about them.	Does not express interest in learning new things and does not engage in written, oral, or tactile research	Sometimes expresses interest in learning new things but does not engage in written, oral, or tactile research	Sometimes expresses interest in learning new things and sometimes engages in written, oral, and tactile research	Consistently expresses interest in learning new things and engages in written, oral, and tactile research	Always expresses interest in learning new things and leads others through the research process

Appendix E: Example of CHAMPS poster

Independent Work	
C	Level 1- whisper 
H	Ask 3 before me Raise your hand 
A	Working at your seat 
M	Sharpen Pencil Bathroom Writing Paper 
P	Completing assigned work 
S	Success! 

Appendix F: Example of completed discipline table for behavior

Behavior: Student does not keep hands or feet to self	
Grade level range	What happens
PK-2	<ul style="list-style-type: none"> ● Provide verbal reminder ● Send student to cool-down spot to reflect ● When aggressor has calmed down, teacher holds a brief restorative conversation between the aggressor and victim <ul style="list-style-type: none"> ○ Apology ○ Building empathy ● Appropriate consequence administered - (i.e. contacting family, missing a station in class) ● As soon as possible, the aggressor gets back to work with the class ● <u>For severe or persistent behaviors, administration is contacted</u>
3-5	<ul style="list-style-type: none"> ● Provide verbal reminder ● Send student to cool-down spot to reflect ● When aggressor has calmed down, teacher holds a brief restorative conversation between the aggressor and victim <ul style="list-style-type: none"> ○ Apology ○ Building empathy ● Appropriate consequence administered - (i.e. lunch detention) ● As soon as possible, the aggressor gets back to work with the class ● <u>For severe or persistent behaviors, administration is contacted</u>
6-8	<ul style="list-style-type: none"> ● Provide verbal reminder ● Send student to cool-down spot to reflect ● When aggressor has calmed down, teacher holds a brief restorative conversation between the aggressor and victim <ul style="list-style-type: none"> ○ Apology ○ Building empathy ● Appropriate consequence administered - (i.e. lunch detention, community service) ● As soon as possible, the aggressor gets back to work with the class ● <u>For severe or persistent behaviors, administration is contacted</u>

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: Bowden Academy

Please type the school year (e.g., 2016-2017) for each year -->

	Year 1	Year 2	Year 3	Change Y1 to Y3	% Change Y1 to Y3	
	2015-2016	2016-2017	2017-2018			
PART 1: ENROLLMENT AND STUDENT PERSISTENCE						
A. General Information						
1	Grade Levels Served (e.g., K-8; 9-12, etc.)	PK-6	PK-7	PK-8	N/A	N/A
2	Total Enrollment Count	471	492	534	63	13%
B. Student Population						
3	% African-American	11%	10%	9%	-2%	-18%
4	% Asian	0%	0%	0%	0%	N/A
5	% Hispanic	87%	88%	88%	1%	2%
6	% White	1%	2%	2%	1%	100%
7	% Other Race/Ethnicity	0%	0%	0%	0%	N/A
8	% Economically Disadvantaged	98%	97%	94%	-4%	-4%
9	% English Language Learner	26%	24%	23%	-3%	-13%
10	% Special Education	11%	10%	11%	0%	1%
C. Student Persistence						
11	% of Students who Remain at School from Previous Year (Total Student Population)	83%	82%	83%	0%	0%
12	% of Students who Remain at School from Previous Year (Special Education Population)	11%	10%	10%	-1%	-6%
PART 2: ACADEMIC OUTCOMES						
A. STAAR Grades 3-8 Outcomes (if applicable)						
13	% of Students who Meet or Master Standards (Reading)	18%	21%	28%	10%	56%
14	% of Students who Meet or Master Standards (Math)	15%	18%	28%	13%	87%
15	% of Students who Meet or Master Standards (Writing)	12%	14%	20%	8%	67%
16	% of Students who Meet or Master Standards (Science)	28%	14%	24%	-4%	-14%
17	% of Students who Meet or Master Standards (Social Studies)	N/A	N/A	N/A	#VALUE!	N/A
B. STAAR EOC Outcomes (if applicable)						
18	% of Students who Meet or Master Standards (English I)	N/A	N/A	N/A	#VALUE!	N/A
19	% of Students who Meet or Master Standards (English II)	N/A	N/A	N/A	#VALUE!	N/A
20	% of Students who Meet or Master Standards (Algebra I)	N/A	N/A	N/A	#VALUE!	N/A
21	% of Students who Meet or Master Standards (Biology)	N/A	N/A	N/A	#VALUE!	N/A
22	% of Students who Meet or Master Standards (U.S. History)	N/A	N/A	N/A	#VALUE!	N/A
C. Self-Selected Academic Outcomes (Select up to 3 data points to share)						
23	Number of discipline incidents	275	94	387	112	41%
24				0	N/A	
25				0	N/A	
Part 3: STAFF EXPERIENCE AND PERSISTENCE						
26	Average Years of Teacher Experience	9.2	8.6	10.3	N/A	N/A
27	% of Teachers who Remain at School from Preceding Year	77%	78%	75%	-2%	-3%
28	Number of Master Teachers	0	2	5	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.

SCHOOL GOALS TEMPLATE



SCHOOL NAME:

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

Goal Timeframe (1, 3, or 5-year)	What is the goal? <i>(Please type each goal below)</i>	How will you measure the goal? <i>(Please detail the data you will use to measure progress towards each goal)</i>
Goal #1 3 Years	STAAR Reading scoring Approaches or higher will increase to at least 75% by 2021-22 school year. 2019-20 goal: 65% 2020-21 goal: 70% 2021-22 goal: 75%	STAAR, Fountas and Pinnell reading assessments, Reading MAP at beginning-of-year, middle-of-year, and end-of-year for all grades, teacher-made 3/6/9 week assessments
Goal #2 3 Years	STAAR Reading scoring Meets or higher will increase to at least 48% by 2021-22 school year. 2019-20 goal: 35% 2020-21 goal: 38% 2021-22 goal: 41%	STAAR, Fountas and Pinnell reading assessments, Reading MAP at beginning-of-year, middle-of-year, and end-of-year for all grades, teacher-made 3/6/9 week assessments
Goal #3 3 Years	STAAR Writing scoring Meets or higher will increase to at least 40% by 2021-22 school year. 2019-20 goal: 30% 2020-21 goal: 33% 2021-22 goal: 36%	STAAR, Language MAP at beginning-of-year, middle-of-year, and end-of-year starting in fourth grade, teacher-made 3/6/9 week assessments
Goal #4 3 Years	All teachers will implement three project-based learning units aligned to the Buck Institute for Education's "Project Design Rubric" (see phase-in table in charter proposal). 2019-20 goal: 2 units 2020-21 goal: 2 units 2021-22 goal: 3 units	Each unit will be scored by the leadership team and teachers using the "Project Design Rubric"
Goal #5 3 Years	Devereux Student Strengths Assessment (DESSA) data will indicate 20% increase in students scoring in the strengths range and 20% reduction in students scoring in the needs range	Baseline DESSA data will be collected in 19-20 school year through teacher-administered assessment, online platform tracks data, students scoring in the "Needs Improvement" range will receive intervention support and additional middle-of-year assessment

Which goal will be the hardest to achieve? Why?

Type response here --> The Writing goal will be most difficult to achieve for several reasons. Of the language competencies (listening, speaking, reading, and writing), w

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

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 and Management Agreement.
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.