

**San Antonio Independent School District**

**141 Lavaca**

**San Antonio, TX 78210**

**(210) 554-2200**

**APPLICATION FOR AND INTERNAL CHARTER SCHOOL**

**Date: January 29, 2019**

**Name of Proposed Charter School: CAST (Center for Applied Science and Technology) Med High School**

**Type of Internal Charter School sought: New Campus Charter**

**Primary Contact Person of Proposed School: Eddie Rodriguez, PhD**

**Title: CAST Med Principal**

**Address: 2601 Louis Bauer Dr., San Antonio, TX 78235**

**Phone Number: (210)228-3380**

**Proposed Charter Site Address: See Above**

**Grade Levels: 9-12**

**Expected Initial Enrollment: 150**

**Projected Maximum Enrollment: 600**

**Approximate percentage of each student population in all applicable categories:**

**Hispanic: N/A**

**White: N/A**

**African American: N/A**

**Asian: N/A**

**LEP: N/A**

**Economically Disadvantaged: N/A**

**At Risk: N/A**

**Review and consideration of application**

**Date received:**

**Review Dates:**

**Preliminary Technical Review \_\_\_\_\_**

**Final Technical Review \_\_\_\_\_**

**Panel Review \_\_\_\_\_**

**Superintendent Consideration \_\_\_\_\_**

**Board of Trustee Review \_\_\_\_\_**

**Approved: \_\_\_\_\_**

**Not Approved: \_\_\_\_\_**

**Beginning Date of Operation: \_\_\_\_\_**

## Table of Contents

	Page
<b>Part I:</b>	
<b>Data Reflection and Outcomes Analysis:</b>	3
A. Data Submission	3
B. Challenges for your School	5
<b>School Overview:</b>	6
A. Mission and Goals	6
B. Academic Model	6
C. Data and Continuous Improvement	9
D. School Community Communications	11
E. Student Recruitment and Retention	13
F. School Climate and Culture	15
G. Proposed Autonomies	17
H. Capacity of Applicant Leadership Team	20
I. Human Capital	22
<b>School Network Development Plan (Network Principals Only)</b>	Omit
A. Relevant Experience	Omit
B. Capacity for Additional School(s)—Systems	Omit
C. Capacity for Additional School(s)—Mitigating Risks	Omit
<b>Constituent Map and Stakeholder Engagement:</b>	25
A. Knowing Your Constituents	25
B. Completed Engagement	26
C. Planned Engagement	27
<b>Governance (Part 1):</b>	27
A. Role of the Campus Governing Board	27
B. Membership and Capacity of the Campus Governing Board	28
C. Sustaining the Campus Governing Board	29
 <b>Part 2:</b>	
<b>Campus Charter Petition</b>	29
<b>Budget Exercise</b>	30
<b>Governance (Part 2):</b>	30
A. Campus Governing Board Expertise and Development	30
B. Campus Governing Board Leader Personal Statement	32
C. Campus Governing Board Engagement with Families and Other Stakeholders	32
D. School Leader Evaluation and Planning	32
<b>Transition Plan</b>	32
<b>Appendix</b>	
A. Data Template	33
B. Goals Template	35
C. Proposed Selection of Course Option Offerings	36
D. Proposed Bell Schedule (AB Block Schedule)	37
 <b>Petition Documentation (applicable to existing schools only)</b>	

## Data Reflection and Outcomes Analysis

### A. Data Submission

The healthcare and bioscience industry continue to drive San Antonio's economy, generating approximately \$37 billion in economic impact each year, according to a 2016 San Antonio Chamber of Commerce report. Over the last decade, the industry added 50,000 jobs to San Antonio, fueling the city's explosive growth. Today, more than one of every six employed persons in the city work in healthcare and bioscience, nearly 70% of who provide direct provision of health and medical services. The remaining 30% were employed in related industries including health insurance carriers, pharmaceutical companies, medical equipment producers and manufacturers, civilian and military medical education, biomedical research organizations, and residential care and social service providers.

In the Alamo Workforce Development Area (Alamo WDA), where San Antonio is located, the Texas Workforce Commission expects the overall need for healthcare practitioners to grow by at least 27% over the next six years, faster than the average for all occupations (23%). Driving this growth is the need for at least 10,500 new highly skilled health diagnosing and treating practitioners, including family doctors (22%), physicians and surgeons (27%), nurse practitioners (50%), audiologists (50%), speech-language pathologists (33%), respiratory therapists (32%), physical therapists (32%), dietitians and nutritionists (30%), and dentists (29%), among many others.

San Antonio's K-12 and higher education providers face a significant challenge in training adequate numbers of medical professionals to fill the demand for them, as most of these occupations require at least a master's or professional degree, and educational attainment levels in the city have historically been low -- only 25% of all adults in San Antonio have graduated from college, and less than 10% have earned a graduate or professional degree. The problem is particularly acute in San Antonio ISD (SAISD) and other public-school districts that serve inner city San Antonio, where 80%-90% of all adults have not gone to college and nearly half (45%) of all families are struggling to live on less than \$35,000 each year. Students in the inner city -- 80%-90% of whom are Hispanic, and at least 20% of whom are English-language learners -- have great potential to not only fill the city's demand for highly trained medical professionals, but to bring much-needed diversity to the healthcare and bioscience industry. Latinos comprise more than 60% of all 1.4 million residents in San Antonio and are now the fastest-growing ethnic group in the nation, but the number of Latino physicians per 100,000 Latinos in the U.S. has declined by 22% since 1980, contributing to a "worsening shortage of doctors who have the language skills and cultural familiarity needed to serve Latino patients," (Rivero, 2015; Sanchez, et al, 2015).

Individuals who are employed as public health professionals and in bioscience in San Antonio earn, on average, \$51,731 annually, approximately 11.5% above the 2015 average of \$46,411 for all workers in San Antonio (San Antonio Chamber of Commerce, 2016). The highly trained medical practitioners (biomedical researchers, medical professionals (doctors, nurses, pharmacists, and dentists)) that CAST Med, its higher education, and industry partners will educate can expect to earn anywhere from \$82,000-\$285,000 each year.

Cast Med High School is a new school and therefore no actual current school data exists. Applicants seeking to create a new school are asked to report and reflect on district-level results for the grades

they seek to serve. CAST Med High School will serve incoming 9<sup>th</sup> grade students and data sought for planning consists of 8<sup>th</sup> grade STAAR data as well as 8<sup>th</sup> grade attendance data for San Antonio ISD as well as for surrounding school districts.

**2016-2017 SAISD 8<sup>th</sup> Grade STAAR Percent at Approaches Grade Level or Above\***

STAAR Exam	Year	State	Region 20	District	Special Ed	Econ Dis	ELL
Reading	2017	86%	85%	<b>72%</b>	39%	71%	54%
	2016	87%	86%	<b>75%</b>	37%	74%	57%
Mathematics	2017	85%	82%	<b>65%</b>	44%	64%	63%
	2016	82%	77%	<b>62%</b>	35%	61%	55%
Science	2017	76%	75%	<b>59%</b>	30%	57%	40%
	2016	75%	72%	<b>54%</b>	28%	52%	34%
Social Studies	2017	63%	61%	<b>39%</b>	24%	36%	24%
	2016	65%	59%	<b>39%</b>	22%	37%	23%

\*Includes cumulative results from the first and second administrations of STAAR.

Data indicates that in 2016-2017, 8<sup>th</sup> grade students in SAISD performed below the State and Region in all tests administered, with Special Ed having the lowest success. The Economically Disadvantaged students fared well in comparison with the District scores and the ELL students did not lag far behind the District’s mathematics scores.

The intent of CAST Med High School will be to also enroll students from other school districts in the city of San Antonio, therefore it is important to also see how students in other school districts performed on STAAR.

**2016-2017 Surrounding School Districts’ 8<sup>th</sup> Grade STAAR Percent at Approaches Grade Level or Above\***

STAAR Exam	Year	State	Region 20	East Central	Edgewood	Harlandale	Northside	South San	Southside
Reading	2017	86%	85%	<b>76%</b>	<b>73%</b>	<b>81%</b>	<b>89%</b>	<b>80%</b>	<b>74%</b>
	2016	87%	86%	<b>81%</b>	<b>81%</b>	<b>82%</b>	<b>90%</b>	<b>80%</b>	<b>73%</b>
Mathematics	2017	85%	82%	<b>62%</b>	<b>70%</b>	<b>89%</b>	<b>85%</b>	<b>78%</b>	<b>71%</b>
	2016	82%	77%	<b>72%</b>	<b>76%</b>	<b>82%</b>	<b>81%</b>	<b>69%</b>	<b>57%</b>
Science	2017	76%	75%	<b>55%</b>	<b>57%</b>	<b>73%</b>	<b>77%</b>	<b>64%</b>	<b>61%</b>
	2016	75%	72%	<b>56%</b>	<b>66%</b>	<b>74%</b>	<b>76%</b>	<b>64%</b>	<b>48%</b>
Social Studies	2017	63%	61%	<b>45%</b>	<b>43%</b>	<b>62%</b>	<b>64%</b>	<b>52%</b>	<b>42%</b>
	2016	65%	59%	<b>44%</b>	<b>46%</b>	<b>61%</b>	<b>66%</b>	<b>53%</b>	<b>42%</b>

\*Includes cumulative results from the first and second administrations of STAAR.

Of the data reviewed for school districts in San Antonio, overall, Harlandale ISD did better than most other school districts in areas assessed. Social Studies seems to be the area where most school districts, including SAISD, appeared to have the lowest of scores. This could perhaps be because at most elementary schools in Texas, teaching Social Studies is undervalued and it is not part of the state’s assessment in elementary grades. When enrolling students from other school districts into CAST Med High School, it is important to gather more specific data of students’ actual schools to see where we can intervene to begin closing the achievement gap.

Student attendance is critical as it correlates to student achievement. Prior attendance data for other neighboring school districts, as shown below, predicts CAST Med High School should expect attendance to be within the norm for the state and region. Data was obtained from the Texas Education Agency’s Texas Performance Reporting System.

**Attendance Rates of Surrounding School Districts**

	State	Region	SAISD	Edgewood	East Central	Harlandale	Northside	South San	Southside
<b>2015-2016</b>	95.8%	95.3%	<b>94.7%</b>	<b>93.4%</b>	<b>94.9%</b>	<b>94.8%</b>	<b>95.5%</b>	<b>94.9%</b>	<b>94.7%</b>
<b>2014-2015</b>	95.7%	95.3%	<b>95.0%</b>	<b>91.7%</b>	<b>94.8%</b>	<b>95.0%</b>	<b>95.6%</b>	<b>95.0%</b>	<b>94.4%</b>

Even though the percentages all appear to be close to the state and regional average, it is important to note that at a district level, one percent indicator represents roughly between 200 and 500 students for some school districts. If we are to help students succeed in our program, it is important to stress the importance of attending school regularly to students, parents, and teachers.

**B. Challenges for Your School**

There are three major challenges facing our school at its inception. As students enter as incoming 9<sup>th</sup> grade students, the pre-existing challenges that feed into our school must be addressed at the onset of the first day of school, if not before, during our proposed Summer Bridge Program. These challenges are:

- Low student performance on State Assessments especially by Special Ed and ELL;
- Low student attendance; and
- Many students are accustomed to being successful in school, based on compliance as opposed to mastery of content, while disengaged in learning due to passive teaching methodologies.

After analyzing state assessment scores and attendance data of various middle schools in the SAISD School District, as well as data from surrounding school districts through the utilization of the Texas Education Agency’s Texas Academic Performance Reports (TAPR)

(<https://tea.texas.gov/perfreport/tapr/index.html>), we identify the following root causes:

- The social-emotional needs of students are not thoroughly addressed inhibiting student learning and at times affecting students’ academic performance and attendance due to large student-to-counselor ratios at the schools. Hiring a second counselor to address the social-emotional needs of students as well as training teachers on what to look for, will help address this concern.
- Lack of a student positive mindset exists that college/medical school are attainable due to a lack of mentors or experiences that teach them otherwise. Students’ low STAAR scores could attribute to this negative mindset if students begin to believe that a state exam is indicative of learning abilities and if teachers’ lessons have not been engaging, relevant, inspiring, and offering students multiple opportunities for success.
- Students have not been adequately prepared for college success in the earlier grades due to high student-teacher ratio, lack of college admittance information, or low curriculum rigor. Creating programs that offer students a positive learning environment with

strategically/prescriptive student support, based on data and research, that also celebrates students' progress, is critical to alleviating or completely avoiding such a root cause.

The root causes were also identified when communicating with various schools and departments to see what curriculum, programs, or strategies were systemically being implemented (or not implemented) at schools to address some of the root causes. Meetings with District-level administrators from various content areas were held and district challenges were further discussed.

Evidence of these root causes were also made known while recruiting at various SAISD middle schools for our program. Simply speaking to current 8<sup>th</sup> grade students about school and asking them questions as to where they see themselves in five years provided valuable information regarding many students' perception of their own abilities and future outcomes. Many knew exactly what they wanted to study while the clear majority had little to no idea of the academic or social potential they possess and how successful they can become. It was all due to their own personal minimal expectations or lack of career knowledge. The lack of confidence in becoming successful was more evident in 8<sup>th</sup> grade boys than in 8<sup>th</sup> grade girls and is a problem we seriously need to address immediately.

## **School Overview**

### **A. Mission and Goals**

The Mission of CAST Med High School is to provide a challenging, well-balanced, college preparatory program focusing on educational experiences in science, mathematics, and leadership development in preparation for medical careers and inspire a passion for learning that affords endless opportunities.

Goals have been included in the *School Goals Template* in the Appendix.

### **B. Academic Model**

CAST Med High School is part of the CAST Network of schools which is comprised of a total of three schools in Bexar County: CAST Tech High School, CAST STEM, and CAST Med. CAST Schools are industry-led, career themed high schools in San Antonio that are tuition-free and open to all. CAST Med High School is a District Charter School focused on rigorous science, technology, engineering, and mathematics instruction to provide students not only the foundations necessary to be successful in a college or university, but the preparation to enroll and complete a post-graduate education as biomedical researchers, medical career professionals, or public health career professionals. Unlike other great programs that currently exist in our school district and others in the city, CAST Med High School will not be offering students certifications in medical areas (i.e. Pharmacy Technology, Phlebotomy Technician Certification, EKG Technician Certification, etc.). We believe high school students that earn such certificates, often remain in those occupations and do not tend to continue onto graduate or post-graduate training. The intent of this program is to prepare our students well and have them enroll and complete medical, graduate medical, pharmacy, dental or nursing school after completing their bachelor's degree.

CAST Med High School, a stand-alone school, will focus on providing students College, Career, & Military Readiness (CCMR) through the integration of 21<sup>st</sup> Century Learning Skills throughout each

content taught which will help in changing students' mindsets from a fixed mindset to a growth mindset for success. 21<sup>st</sup> Century Learning includes skills for learning, literacy, and life. Further breakdown of 21<sup>st</sup> Century Learning includes: critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, initiative, leadership, productivity, and social skills. These skills are intended to help students keep up with the lightning-pace of today's world.

At CAST Med High School, all coursework will be Pre-AP (Pre-Advanced Placement), AP (Advanced Placement), or Dual Credit Level, aligning students with college readiness standards. Students will take rigorous classes beginning their freshman year and will continue with dual credit or AP classes as a way of attempting to earn college credit. Instruction will be integrated with ACT, SAT, and post graduate entrance exam (MCAT, DAT, OAT, PCAT, etc.) preparation.

Apart from courses listed above, *PLTW (Project Lead the Way) Biomedical Science Courses* will be offered. By immersing students in activities like practicing suturing and constructing body structures from clay, PLTW Biomedical Science empowers students to build knowledge and skills in biomedical science, as well as in-demand, transportable skills like problem solving, critical and creative thinking, communication, and collaboration. The *PLTW Biomedical Science Curriculum* is a nationally acclaimed curriculum and consists of the following four courses.

**Principles of Biomedical Science (1 year):** In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

**Human Body Systems (1 year):** Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal mannequin; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

**Medical Interventions (1 year):** Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

**Biomedical Innovation (1 year):** In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical

medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.

The PLTW Curriculum was selected because it provides students learning of the 21<sup>st</sup> Century Skills; is dynamic and hands-on; rigorous; and supports a balanced approach to assessment for all programs, integrating both formative and summative assessments that allow teachers to monitor student progress and modify instruction as needed. Through a balanced assessment approach, assessment is an ongoing activity. Students demonstrate their knowledge throughout the course by completing activities, projects, and problems using a variety of assessment tools – such as performance rubrics, reflective questioning, and End-Of-Course (EOC) assessments – to deepen and expand their knowledge and skills.

In preparation for the rigor of our high school and student transition from middle to high school, all students will be required to enroll in an AVID Course their 9<sup>th</sup> grade year. AVID (Advancement Via Individualized Determination) is a college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills as well as note-taking, study skills and instruction in positive social interactions.

Additional courses that may be offered to students their junior and senior year include electives such as Pharmacology, Health Science Theory, Medical Microbiology, Pathophysiology, Psychology, Medical Terminology, Anatomy/Physiology, Counseling and Mental Health, Scientific Research and Design, Sociology, Biotechnology, Principles of Bioscience, Health Science Informatics, Lifetime Nutrition and Wellness, Mathematics for Medical Professionals, World Health Research, Dosage Calculations (Innovative), Speech and Language Development (Innovative), Speech and Communication Disorders (Innovative), Introduction to Speech Pathology and Audiology and Biostatistics.

Beginning the summer prior to the beginning of the students' freshman year, all incoming students will participate in a Summer Bridge program, a one-week program, held in a college setting for a day, that will expose students to not only a college experience and inform them of what is to come their 9<sup>th</sup> grade year, but will also begin preparing students for the TSI reading and writing exam. Before students can enroll in dual credit courses, students must demonstrate success in meeting the college readiness scores of the TSI (Texas Success Initiative) Exam. The TSI Exam is normally administered to high school seniors, but we must administer the exam to students as freshmen since they will be taking dual credit courses concurrently as high school students.

Technology that encourages collaboration and fits the medical industry will be integrated into classroom instruction. The school will be outfitted with specialized classrooms for each content, including the industry's standard professional technology and a one-to-one device is planned for students.

Students enrolled at CAST Med High School will graduate with a Distinguished Level of Achievement Diploma (26 credits) and either the Public Service, STEM, or Multidisciplinary Endorsement.

Because CAST Med High School consists of open enrollment to all learning abilities, teachers will attend staff development on how to provide best-practices to meet the needs of all students,

especially special populations. Weekly PLCs (Professional Learning Community Meetings) will be held to review student data and discuss and plan students that are having difficulty. Intervention plans will be created to help those students. After-school tutorials will also be planned and scheduled to provide immediate intervention and support to struggling students.

To address the significant social-emotional needs of our students, counselors will be required to create a Guidance Curriculum integrated into the school. The State of Texas' Guidance Program Structure includes four components: 1) Personal Health and Safety; 2) Interpersonal Communication; 3) Intrapersonal Communication; and 4) Post-Secondary Success. We will use the *Character Strong Curriculum*, an internationally available curriculum that provides teachers with lessons thoughtfully designed to focus on social-emotional development, character building, and developing healthy relationships as well as character education strategies from the Josephson Institute (*Character Counts*) and a program called *Project Wisdom*. These efforts will enhance our goal of being sensitive to the culture and climate of the school and its community.

The *Character Strong Curriculum* consists of 25 lessons per grade level which are designed to be a flexible 30-minute lesson plan and built for any teacher to be able to click-and-go with little-to-no prep needed. It consists of a strong focus on character development and social-emotional skills with videos, activities, and more built in to an easy-to-use platform. The content is the most effective way to teach the Whole Child and transform the school culture and climate by promoting positive interactions and relationship skills. A lesson implementation calendar will be created so that teachers can teach students the content to all students during class, once per week for 25 weeks beginning the third week of school and interweave the material into their content lessons and across disciplines.

The District's Guidance and Counseling Department's Calendar of required timely guidance lessons will also be included and staff development for teachers and staff will be done during the regularly scheduled PLC (Professional Learning Community) Meetings or at other scheduled times.

### **C. Data and Continuous Improvement**

To be a successful school requires that a culture be built and maintained, and that student achievement be monitored. Schools that monitor student achievement, working to be the best, do not only post data—they have conversations about it. It is the analysis of data, by teachers who are responsible for figuring out what to do based on the data, that really matters. As Thomas (2011) reminds us, data are not best analyzed alone, but the most effective data analysis is performed with other teachers who share the same standards, and assessments, and who can discuss concretely and specifically, based on student results, what is working and what is not working to increase student learning in their context.

One of the most important pieces of data to track for student learning is attendance. Students cannot learn if they are not present. Daily tracking of attendance by the school's Attendance Clerk is imperative. Students will be made aware of the school's overall attendance by posting it daily in a visible area of the school and announcing it to students as well. Students that are not complying with the district's attendance policy will be addressed immediately and solutions will be provided to both students and parents. Students that attend regularly and have perfect attendance will be rewarded each nine weeks.

The 2019-2020 school year will begin with looking at students' 8<sup>th</sup> grade attendance and STAAR data as a baseline to plan instruction for immediately addressing closing the achievement gap, since students will be attending from many different schools in and out of the school district. STAAR data will be used to see which areas in the tested content need to be reviewed once again during classroom instruction.

Teachers will utilize the *Decision Making for Results Six-Step Process* as outlined in *Leaders Make It Happen!* (McNulty & Besser, 2011), to review student data for continuous improvement. This is an ongoing cycle which requires the completion of a template and collaboration as Data Teams.

1. **Collect and Chart Student Data:** Data teams gather and display data from formative assessment. Through the disaggregation in this set, teams will be able to plan for the acceleration of all learning.
2. **Analyze and Prioritize:** Teams identify strengths and needs of student performance and then form inferences based on the data. Teams also prioritize by focusing on the most urgent needs of the learners.
3. **Set S.M.A.R.T. Goals:** Teams collaboratively set incremental goals. These short-term goals are reviewed and revised throughout the data cycle. Goals are specific, measurable, achievable, results-focused, and time bound (S.M.A.R.T.).
4. **Select Strategies:** Teams collaboratively identify research-based instructional strategies. The determination is based on the analysis in Step 2. Some instructional strategies may include: identifying similarities and differences; summarizing and note taking; reinforcing efforts and providing recognition; providing homework and practice; providing non-linguistic representation; providing cooperative learning; setting objectives and providing feedback; generating and testing hypothesis; providing questions, cues, and advance organizers (Marzano, 2005).
5. **Determine Results Indicators:** Teams monitor their use of strategies to determine the impact and effectiveness of their efforts. This step allows teams to make midcourse corrections.
6. **Monitor and Evaluate Results:** Teams monitor and reflect on their progress. When goals are met, teams shift their focus.

Students will also be made aware of their grades and GPA (grade point average) on a weekly basis. It is when students take ownership of their learning that they begin to seek the help they need and improve. During PLCs (Professional Learning Community Meetings), (either whole school, content, or grade PLCs) teachers will discuss and reflect on grades, formative and summative classroom assessment results, benchmark (MAP Tests) results, TSI scores, class participation, and social behaviors of students in question. Administrators will also review Gradebook data regularly to address teachers when students are failing and brainstorm solutions. Parents will be asked to enroll in the *My SAISD Parent Access* app to follow their student's achievement and to immediately inform the school of any concerns they find.

Students indicating a need will be assigned tutorials and all tutorials will be logged using a school-wide Google Form for tracking and sharing with parents as needed. Teachers will contact parents of students that do not attend tutorials and all parent communication will also be logged in a school-wide Google Form as well.

Special Education Students will have immediate ARDs (Admission, Review, Dismissal Meetings) upon enrolling to review any modifications or accommodations from their previous school and create prescriptive measures of instruction. Knowing each students' strengths and needs, and communicating plans of action, will assist in ensuring student success.

In terms of continuous improvement, CAST Schools are designed as laboratories to develop the next generation of educators, hosting teacher residents and principals for training purposes to create a strong pipeline of leaders and educators in career and technical education as well as project-based learning. Master teachers at the school are paid a stipend to act as mentors and teacher leaders and supported by partners in this work. Also, teachers will be asked to attend staff development based on the data listed above to improve in those areas. If certain objectives appear to have earned low scores in district or state assessments, then the appropriate training for teachers will be suggested to address that need.

During the school years of 2020-2021, the same metrics will be utilized for assessing the school's success but in 2022-2023, when students are seniors, additional metrics will be included. Metrics for seniors include graduation rate; number that is TSI complete or core complete; number of college hours earned prior to high school graduation; average SAT/ACT scores, and any others that the school district or state require.

Metrics for all students as they move from 9<sup>th</sup> through 12<sup>th</sup> grade will also include retention rates, graduation rates, time to completion, academic performance (STAAR, PSAT, SAT, ACT, ASVAB, TSI, and number enrolled in and meeting criteria in AP and/or Dual Credit courses), and achievement of students' academic goals.

#### **D. School Community Communications**

CAST Med High School will utilize one main Outlook Calendar (maintained by the principal, but shared with other administrators, counselor, secretary, PEIMS clerk, registrar, custodians, etc.) for posting all upcoming events. All events that are planned will be posted on the calendar and any conflicts on dates and times will be reviewed and corrected.

Each Monday, teachers, via email, or through a Google Document, will receive a Weekly Newsletter, with important events indicated that will take place during the week. The Weekly Newsletter will be presented each Monday during the Monday PLC (Professional Learning Community) Meeting.

Communicating with staff will also be done via e-mail, department meetings, or PLC Meetings. PLCs will take place as follows: Mondays: all teachers, staff, and administration meet to discuss the upcoming week; Tuesday: teachers meet by grade level; Wednesday: teachers meet by content area; Thursday: all teachers, staff, and administration meet again to update on items for the remainder of the week; Friday: teachers meet with the student(s) they are mentoring. All PLCs take place for 35-40 minutes prior to the beginning of school while some of the office staff monitors students arriving to school and eating breakfast in the cafeteria. Documentation of all meetings is important; therefore, all PLCs consist of sign-in sheets and minutes and the minutes of all meetings are scanned by office personnel and emailed to all teachers and staff so that everyone is aware of what is happening in the school.

Informing parents and stakeholders about our new school is critical for this is how we let everyone know of the great things that are happening and how we can let others know of support we are seeking for our students.

There are two school websites. One is located at the CAST Network site, [www.castschools.org](http://www.castschools.org), and the other will be located at our school district website. Both sites are available as phone apps for ease of access.

Social Media apps will be utilized to share information with everyone. Communication of events will be posted on website calendars and once students are enrolled, information will be sent to parents and students via the *Remind101* App, which is used by many schools today. It is a safe way to communicate where all phone numbers remain anonymous to all users and allows parents to communicate with the school through texting and have any questions answered. Facebook and Twitter school accounts will be created to share information via these apps as well. The school administration and librarian will be responsible for ensuring that all social media accounts are kept up to date. Using "Mailchimp" as well, will allow staff to synchronize the same information throughout all social media platforms. Teachers will be asked to provide information to post to the school librarian on a weekly basis.

Because not all parents have access to social media, letters will also be sent home in both English and Spanish and they will be posted on our school website as well. Also, the San Antonio Independent School District utilizes *PENS*, which is a mass notification system, that empowers schools and departments to send instant alerts and time-sensitive message to parents, students, faculty and staff all at once. Messages sent via *PENS* can also be sent in both English and Spanish.

Sometimes, despite access to technology, parent meetings are most beneficial for the dissemination of information to them. Parent meetings are planned for each grade level three times per year, on the average. Sessions are scheduled to take place from 5:30-6:30PM (one hour) with at least two weeks' notice so that parents can annotate the date and plan to attend. All sessions will be presented in English and Spanish.

During parent sessions, which will be held by grade level, parents will be guided on how to access the school district's website section for parents, the *Remind101* app and the *mySAISD* app (a mobile app for parents to access their children's grades, attendance assessments, class schedule, immunizations, discipline, my SAISD Alerts, school information and student photos). Student work will be exhibited in our school website and in our other social media pages.

As a way of attempting to always contact parents for meetings and events, every meeting held will consist of sign-in sheets and an opportunity to have parents update their personal information, especially cell phones and emails, so that our office always has the most updated information for contacting them. Parents are also always welcomed to come and meet with any teacher, administrator, or staff to have any question or concern addressed in English or Spanish.

Google Classroom and Google +, will be used to document parent phone calls, or attempts, and tutorial sessions students attend. Teachers will use Google for annotating all tutorials that students attend as well as all phone calls made to parents. This documentation will be useful when

communicating with parents about their son's/daughter's progress in school and in finding ways to better help students.

If parents are not attending our meetings, phone calls following a meeting will be made to those parents that did not attend as a way of sharing the important information with them.

Business partners and boards will be contacted via email or phone for meetings that we feel they need to attend.

Each morning, after the Pledge of Allegiance, the Pledge to the Texas Flag, and the Moment of Silence, announcements will also be made. In the afternoon, five minutes before students are dismissed to leave, announcements will be repeated, and any new ones will be made. Teachers or staff wanting to have an announcement made, must complete a form and submit it to the office for approval. All forms are saved for documentation.

#### **E. Student Recruitment and Retention**

All SAISD policies and procedures for enrollment will be followed during the recruitment stage for each year. Student recruitment is a district/CAST Network endeavor with the Office of Innovation assisting in recruitment. Recruitment for the 2019-2020 School year will begin in November 2018, with a Parent Information Session to be held at the Office of Innovation and the Application Window will be open from November 26, 2018 through February 8, 2019. Applications will be available on-line and in paper format and interested students will be asked to submit their application to the school either by mail, email, or in person.

In addition to middle school presentations (mini-fairs) by CAST Med High School Staff, SAISD will hold a recruitment event, Experience SAISD, on Saturday, December 1, 2018, at the Freeman Coliseum Expo Hall, where school personnel will be there providing information to all participants and answering any questions they may have. Flyers and postcards with information will be distributed.

Five parent information sessions will be held (December 5, 2018; January 10, 2019; January 14, 2019; January 29, 2019; and January 31, 2019) to explain the program's mission and expectations to all participants from within the school district and outside as well. Flyers and postcards with information will be distributed at these events. A presentation at Girls Inc., here in San Antonio, will take place on January 12, 2019, to recruit more females into these non-traditional courses.

To announce our recruitment events to the public, social media such as Facebook, Twitter, and websites are being used. Some of our partners have agreed to send out copies of our flyers advertising presentations through their list serves as well. The Hispanic Chamber of Commerce and Brooks City Base have assisted in doing so. We also have short radio announcements and a billboard overlooking the interstate announcing our school.

SAISD's Choice Schools and Program Enrollment Process (F-Students No. 51) will be followed during recruitment, with lotteries taking place as indicated in policy, if more than 150 students enroll. Policy will also be followed regarding sibling preference, the utilization of waitlists, and students of employees. After families confirm acceptances, the Office of Access and Enrollment Services may conduct equity audits to ensure that student body populations have balanced representation as required by the Choice School or Program's academic model and/or to ensure that historically

disadvantaged students are proportionately represented. This can include factoring for demographics such as gender, language, at-risk status, or socioeconomic status.

The intent of the program is to enroll 50% of the students from within San Antonio Independent School District and 50% from outside the school district. It will be open enrollment, so any student interested in pursuing an education in a medically career oriented themed high school, is welcomed to apply. Each year, the enrollment cap is 150 students. To meet this number, roughly 180 applications will be accepted due to students perhaps opting not to attend after summer has passed. This will leave about 150 students to enroll.

Marketing of the CAST Med High School has begun by having the CAST Network utilize the *DeBerry Marketing Group* to create a website (<https://castschools.com/schools/cast-med>) where students and parents can obtain information about the school and download the application. As a way of marketing our school the *DeBerry Marketing Group* will assist with the school's website, which is posted at [www.castschools.org](http://www.castschools.org), and with the creating of printed materials such as bookmarkers, flyers, and postcards. Street banners are also planned.

Because we are located at Brooks City Base, Brooks has been very instrumental in providing us access to all public events that are being held throughout Brooks. These include announcements of new businesses coming to the area, galas, luncheons, dinners, celebrations, grand openings, etc., and have allowed CAST Med to use such events for announcing our school to participants and recruit students. Efforts will continue to be made to attend as many events as possible.

During the week of February 18, 2019, offers to accept enrollment will be made. Waitlist or acceptance offers will be announced via email, text, or mail to applicants. March 8, 2019, is the deadline to accept an offer and March 29, 2019, is the deadline for students on a waitlist to accept. If the 150-enrollment cap is not attained, a second recruitment measure will take place during the summer months to fill available spots.

The Office of Innovation at SAISD has provided CAST Med with a list of businesses in the surrounding area that are willing to accept brochures for distribution be placed where their customers can have access to them. School flyers and book markers will be distributed to participating businesses, and recruitment information provided to parents and students, will be in both English and Spanish.

Once students are enrolled and the year initiates, a plan for the retention of students in the program is important. Students who express that they no longer wish to be part of the program will not be dismissed until the end of the school year and only after their parents, counselors and administrators have met to discuss the student's reason(s) for wanting to leave and solutions have been sought and tried. Many times, students wish to leave for academic reasons that have a solution within the school. Students and parents will also be made aware of upcoming plans for future years to entice them to remain.

To retain students requires planning. January and February are typically re-enrollment time and it may require to internally re-recruit families back for another year. The following strategies will be implemented in January-February:

- Parents will receive a packet telling parents why they should continue their enrollment at our school. Exciting news about the next school year will be included and it will be mailed out to parents in an envelope that stands out.
- Parents will also receive a letter from the Principal creating a sense of urgency and excitement about our school and will include exciting stories about our students and faculty.
- A form asking if they plan to re-enroll in our program will be pre-printed with student information and will facilitate student re-enrolling. Parents that indicate that the student is not returning will receive information regarding a meeting(s) to attend.
- Personalized meetings with parents and students that are considering not returning, will be held to learn reasons for not returning and to attempt to convince students and parents to remain.
- Thank you letters to those that indicate they are returning will be sent letting the parents know how important they are as member of the school community.
- Students that are returning may receive a t-shirt, mug, magnet, or other school-branded gift, as an additional way to say thank-you.

## **F. School Climate and Culture**

All CAST schools share a focus on experiential learning, breaking down the walls of the classroom and the external world, fostering young people who are makers and doers. CAST industry partners commit to menu of work-based learning opportunities such as job shadowing, internships and summer jobs and school-based involvement in mentoring, coffee talks and guiding student projects, as well as a job interview upon graduation. CAST schools are committed to youth voice and youth choice and allowing students to create a personalized pathway based on interest and through blended learning and flexible programming. CAST schools are committed to global citizenship and to developing the next generation of teachers, school, and industry leaders.

CAST Med High School seeks to follow the SAISD's Student Discipline Policies for students and staff to create a culture of learning and high expectations for all as the school's mission is sought to be fulfilled. The culture of a school is not something that can be left to chance, nor can it be something beyond our control. We have a duty to build a positive, responsive, and dynamic culture, while adhering to policies. In doing so, we help all students. As a way of creating a school culture towards success for all students the following are critical components, or organizational principles, of such a culture:

1. A mission and vision developed or revisited by a representative group of current stakeholders. Having a mission is an important first step in improving student achievement because it focuses the various people inside the organization on a common purpose.
2. A specified set of purposeful language, actions, and routines designed to make students and other stakeholders feel welcome, comfortable, important, and understood.
3. A specified set of purposeful language, actions, and routines designed to help student and other stakeholders identify expectations of each pillar.
4. A focus on quality, including quality instruction, quality interactions, and a cycle of continuous, quality improvement.

5. Continual attention to creating a passionate and competent staff capable of implementing culture-building systems.

According to the Malcolm Baldrige Website (<http://www.nist.gov/baldrige/about/index.cfm>), who is a federally funded group dedicated to performance excellence, states that for the education sector, there are seven areas of concentration:

1. Leadership. It should not be “lonely at the top” if the leadership team is modeling the way and ensuring that building capacity of its entire staff is priority.
2. Strategic Planning
3. Customer Focus
4. Measurement, Analysis, and Knowledge Management
5. Workforce Focus
6. Operations Focus
7. Results

Baldrige states the importance of focusing on the customer and makes note of the fact that there are several customers in a school learning community. Obviously, this includes the student. But should also include family members, teachers, staff, administrators, and community members. The culture of the school must serve all the customers well, not just one group.

The culture of CAST Med High School will be created by all “customers” mentioned above. The point is worth repeating: culture does not happen overnight or by proclamation. It happens as a community develops history and the beliefs, values, rituals, ceremonies, stories, and physical symbols (Collins & Porras, 1998) that accumulate as a part of that history. The culture created will affect the overall performance and effectiveness of the school. We will purposely work at developing a world-class educational experience through increasing a culture of educational engagement by promoting

1. A culture that is welcoming,
2. A culture in which conditions for learning are ever-present,
3. A culture in which we examine how our behaviors affect us, others, and our world,
4. A culture in which there is a shared belief that we are a part of something special and great, and
5. A culture in which the language creates and facilitates personal pride, purpose and power.

CAST Med High School will focus on all items listed here, particularly those to meet the needs of all students towards success. Students will enter the culture of the school with an intact cultural identity that has been formed from already being part of one or more home and community cultures. The job of the school, then, is to foster a bicultural student body—one that recognizes the home culture while creating an academic culture (Fisher, Frey, & Pumpian, 2012).

The need to address the social-emotional learning of all students is critical for an effective working school culture. This is done by ensuring that there are two counselors available, one to focus on academics, and the other to focus on the social-emotional learning of all students as well as implementing the guidance lessons required by the State of Texas. (Activities for working with students’ social-emotional learning are mentioned in the section “Academic Model” above.)

Students, especially in a school of high rigor and high expectations, tend to experience a great deal of stress in such an environment and they need someone to assist them with coping and relieving such stress. Teachers also need to organize themselves and talk to each other to plan lessons and assignments that do not bring about unnecessary stress to students and they need to be taught on how to teach students strategies for coping and how to identify stress before it becomes too great for students to handle. Part of our district's MTSS (Multi-tiered System of Support) lists Social Emotional Learning entry points to include context centered around the school positive behavior intervention system (PBIS) AND ideas that create a warm and inviting school culture and climate for students: 1:1 Relationship with a Caring Adult, Adult (Teacher) Mindset – Culturally Responsive Practices – and Explicit Instruction (modeling) of competencies from the five pillars from the Collaborative for Social Emotional Learning – (CASEL) which is the hallmark of SEL (Social Emotional Learning) programming across the country:

- Responsible Decision Making;
- Social Awareness;
- Self-Awareness;
- Self-Management; and
- Relationship Skills

Part of the school's specific culture-creating strategies will include teaching students how to "Dress for Success", for each Monday students will dress as if they are attending an interview. Students will also learn how to address adults and how to sit during presentations, in preparation for guest speakers. The use of table ware will also be part of the instruction that students will receive so that when they attend school functions or outside functions where dinner is involved, they are aware of how to partake properly in such events.

The high expectations include teachers as well. Expectations of arriving on time; coming to work; creating lessons that are engaging to students; include best practices in teaching; assess in multiple ways for students to demonstrate knowledge mastery; maintain a well-managed classroom that is safe, and student centered; and attend staff development and implement what is learned.

### **G. Proposed Autonomies**

To successfully implement a program of this kind which is rigorous and yet allows teachers to work with students who have struggled in school in the past without overburdening them or their teachers, certain autonomies are proposed for CAST Med High School.

#### **1) Talent:**

- Recruitment and Hiring:
  - CAST Network shall have the autonomy to select the principal, and in partnership with the principal, the autonomy to select campus staff, curriculum, the school calendar, and assessments. Having this autonomy helps us reach our goals.
  - The principal and CAST Network shall have autonomy in hiring of teachers and staff for CAST Med. Teachers will not be placed at the campus without principal approval.
- Staffing Plans:
  - CAST Med High School shall have the autonomy to choose the type and number of positions to meet the needs of students. Example: Due to the academic rigor and

expectations of students, two counselors are proposed beginning the second school year, each with a different role. One counselor, the Academic Counselor, will assist with schedules, both high school and college credit schedules, as well as credits, and graduation requirements, while the second counselor, the Social Emotional Facilitator/Counselor, will work primarily to meet the social-emotional needs of our students. Working with students' social-emotional needs is imperative to success in today's schools, especially high schools. CAST Med High School is no exception, especially with our ambitious recruitment plan. Our students will require the specialized assistance of a counselor that is dedicated to working with students in this area. By having the autonomy to hire two counselors from the inception of the school, will greatly assist both in the academic requirements we must address, which one counselor will work on, and the social-emotional areas, which the second counselor will attend to.

- Professional Development:
  - CAST Med High School shall have the autonomy to select the type of professional development for its teachers based on needs assessments. Autonomy in the type of professional development that teachers attend is important since CAST Med High School will put in place a different style of instructional pedagogies, such as collaborative group work, less didactic teaching than that which is currently found in most schools, and a more project-based instructional approach to learning. This is important for evaluation purposes as well. The non-traditional type of instruction may appear different to outsiders. Teachers will attend staff development that teaches them new strategies and techniques aligned with the school's overall plan; however, the CAST Network Staff, Advisory Board, and or IHEs (Institute of Higher Education), will collaborate with the principal to recommend industry-relevant professional development for staff.

CAST Med High School will not only be a high school per se, but also a learning and teaching lab where colleges and universities will come to teach, learn, and put into practice their latest strategies and skills. CAST Med High School Teachers will play an integral role in working collaboratively to plan with IHE to effectively support other teachers and students. The autonomy to plan for this is essential. Monitoring of the implementation of the newly learned professional development goes without question and teachers need to be open to work with others to review the monitoring rubric and be a part of its implementation.

- Administrators, teachers, and staff, shall have the autonomy to travel and visit other schools that have the same focus. This will provide an opportunity to learn and revise the school's plan for improved learning.

## **2) Academic Program:**

- School Schedule and Calendar:

The CAST Med Principal shall have autonomy to set the CAST Med school calendar, the length of its school day, the beginning and ending dates of its school year, and its daily bell schedule, which may differ from those in other SAISD schools, Summer Bridge Program, and participation by teachers in Upward Bound (if one is obtained) subject to any legal

limitations. Any additional costs for educator salaries or stipends necessitated by an extended school day must be paid from funds received under Senate Bill 1882. SAISD will be responsible for other incidental costs necessitated by an extended school day such as, air conditioning, janitorial services, training costs, or other costs.

- **Curriculum and Assessment:**

The school's principal shall have autonomy to select and implement all professional development for teachers, administrators, and staff. The school's curriculum will have autonomy to differ from a traditional school's curriculum due to the school's focus on a medical theme. Students will be enrolled in AVID (Advancement Via Individualized Determination), a course that prepares students for classes by helping them to learn how to organize their notes and how to study efficiently. Students will all be enrolled in a PLTW (Project Lead the Way) Bioscience Course each year. The District's MAP (Measurement of Academic Progress) Exams are non-negotiable and they will be given to students enrolled in courses that are assessed and monitored through MAP tests. Also, CAST Med High School Students are not exempt from state assessments and all students will take the PSAT, SAT, ACT, TSI, ASVAB, and STARR Exams when it is administered at the students' appropriate calendar time and grade level.

- **Lesson Plans:**

All teachers will utilize the CAST Med High School Lesson Plan that follows the most effective method for planning which consists of looking at the curriculum (our state standards, the TEKS (Texas Essential Knowledge and Skills)), the assessments, and then creating the instruction which will follow and engagement and hands-on approach towards instruction. Special attention will be made on the lesson plan to differentiate for the special need students.

Teachers are required to submit lesson plans on a weekly basis to the Principal and to the school's librarian. The school's principal will review lesson plans for alignment and scope and sequence fidelity and the school's librarian will review them to provide additional resources to the staff (websites, videos, books, articles, etc.).

### **3) Operations:**

- **Budget:**

CAST Med High School is a new high school and unlike other high schools already in existence, many things need to be purchased to make CAST Med different from others. To carry out the mission of the school, autonomy to develop the school's budget and allocate the school's local funds where the needs assessment deems appropriate, is necessary. Most of the funds received are from grants with strict guidelines and utilizing the funds in a less restrictive manner is not always permissible. Therefore, any local funds that can be utilized autonomously for additional staff development, consultants, or supplies, would benefit the program.

- **Services:**

CAST Med High School is unique to other schools and services required are unique as well. The assistance of specialized consultants to come and work with our students in reviewing for state and national assessments, completion of college applications, and with assistance in learning difficult and challenging content will be required. It is imperative that autonomy be given to choose the operational serviced that our school requires as well as autonomy in selecting our own service vendors.

**H. Capacity of Applicant Leadership Team**

Having the appropriate school leadership team is important to the success of carrying out the mission of the school. Along with possessing the knowledge base to carry out the required tasks that are integral to the school’s day-to-day functioning, as well as having the foresight to foresee upcoming issues, leadership capacity is important as well. The school’s leadership team must be able to create a climate that is conducive to learning and consists of all the elements listed in part F above. Apart from teachers, who are the closest ones to the students and have the most impact on student learning, the school leadership team plays an important role in ensuring that all teachers’ needs are met so that they in turn can provide the best education for all students. The table below describes the school leadership team. Notice that there are two counselors listed. Because the social-emotional needs of high school students today are so great, having two counselors will greatly benefit not only meeting the academic needs of students, but also their social-emotional needs as well.

**(Full-time Positions)**

Team Member Name	Current Role	Current Employer	Proposed Role at School
1. Eddie Rodriguez, PhD	Principal	SAISD CAST Med High School	<p>Shaping a vision of academic success for all students; creating a climate hospitable to education; cultivating leadership in others; managing people, data, and processes; conduct staff meetings; improving school leadership in others; supervision of instruction; supervision of curriculum development and improvement; supervision of curricular and co-curricular activities; form and maintain relationships with stakeholders (students, parents, and community/business owners); and maintain a fiscally responsible budget with all acquired funds. Assist the district’s Public Relations Office in advertising the school.</p> <p>Experience: 28 years teaching and administrative experience as middle and high school science teacher, science and mathematics curriculum specialist, and administrator; opened two successful high schools: Edgewood ISD’s Toltech T-STEM Academy and Harlandale ISD’s Harlandale</p>

			STEM Early College High School; adjunct instructor at Texas A&M University—San Antonio, teaching a Secondary Science Methods Course; private consultant to schools throughout the United States (primarily in Rhode Island and Texas) in teaching methods and understanding state curriculum standards; worked in Mexico City with Secretary of Public Education (SEP), providing staff development to teachers and administrators.
2. Ydania Pezzat	Career, Industry & Science Coordinator	SAISD Cast Med High School	<p>Assist in the planning, development, and coordination of the integration of the science curriculum and other curriculum at CAST Med. To design and oversee a menu of employer engagement opportunities ranging from school-based activities to include mentoring, internships, career talks, as well as work-based opportunities, to include job shadowing, at an innovative school specializing in biological research, medical professionals, and/or public health professions. The CAST Med Science Coordinator will facilitate student learning through recruiting prospective business mentors, working with SAISD to vet all volunteers, provide mentor training to faculty, students and volunteers while working in conjunction with school faculty to develop mentorship curriculum, arrange for guest speakers, and coordinator job shadowing events. The Science Coordinator will work with the industry advisory committee to ensure that curriculum and student activities align with industry needs, while assisting with the design of the project based learned units.</p> <p>Experience: 12 years of medical experience; Worked in different pharmacies as a certified pharmacy technician; Worked in a hospital laboratory as a Clinical Laboratory Scientist. 9 years of teaching experience; Taught health science and certified students as pharmacy technicians at PSJA North Early College High School; Taught Clinical Chemistry at the University of Texas Rio Grande Valley in the Clinical Science Program; Recruitment chair for the Department of Health and Biomedical Sciences.</p>
3. TBD	Assistant Principal	N/A	Assist the principal in interviewing and evaluating instructional and non-instructional staff; supervise instructional and non-instructional staff; help create school-wide goals including those related to student learning and student behavior; manage

			student behavioral issues including those in the cafeteria along with those referred by teachers and bus drivers; supervise or arrange for supervision of student activities both during and after school hours including school assemblies, and activities on and off campus; share responsibility for setting and meeting the school's budget; set up the academic schedule for teachers and students; keep track of all activities on the school calendar; coordinate testing on campus with the assistance of the counselor; maintain all 504 data and meetings; and conduct staff meetings.
4. TBD	Counselor	N/A	Provide students guidance lessons and address the social-emotional needs of the students. Meet with parents regularly to provide resources that can help students at home or with their distresses.
5. TBD	Counselor	N/A	Assist with all academic needs of students: class schedules, credits, DC and AP information, guidance and counseling, college and financial aid information, state assessments as well as PSAT, SAT, ACT, ASVAB, TSI, and AP Exams, and college, career, and military guidance

## I. Human Capital

Recruitment of the CAST Med teachers and staff will be done with the assistance of the Talent Management Department. Job announcements will be posted, and interviews will be carried out as the best candidates for our school are sought. Because we are a new school, our school community will be very small. Staff from the Career and Technical Department will be utilized, as well as staff from the Office of Academics to recruit and interview for posted positions. Also, city-wide and CAST Network contacts will be utilized to ask for help in recruiting the best teachers. To ensure that once hired teachers perform at optimum and to establish non-negotiable expectations, one of the best opportunities for ensuring clarity and employee commitment to effective practices is *before*—not *after*—teachers have signed a contract. Teacher expectations regarding required staff development, lesson planning, differentiating of instruction, project-based learning, hands-on collaborative learning, and monitoring of student learning, to name a few, will be explained to all who are interviewed.

Unless otherwise advised by the district’s Talent Management Department, teacher recruitment will begin in February with job announcements for various core teacher postings on-line, so that access to the best candidates is available early during the recruitment and hiring process. Interviews will also take place as soon as possible, and teachers will begin working in June, once their current contracts expire (if they have one) so that the Summer Bridge Program can commence with their help. Also, during the summer, teachers will be asked to enroll in staff development opportunities that will address the needs of special needs students (special education students, English Learners, dyslexic students, Gifted and Talented, etc.) in preparation for the population they will serve full-time in the

fall once school begins. Teachers will also be provided books to read for book studies that will take place throughout the school year campus-wide with all professionals.

Teachers sought to work at CAST Med High School must have at least three years of teaching experience and a master's degree in the content area is preferred, if possible, so that they can also teach the dual credit classes once students become juniors and seniors. Teachers should also have a proven track record of success in teaching and their letters of recommendations should attest to this.

Having a recruitment cap of only 150 students per grade level makes it difficult to justify the hiring of many staff members due to the allotment formula utilized, which is based on ADA (Average Daily Attendance). Hired staff must understand that all members of the school will perform duties at the school which are traditionally not done by some individuals because it does not fit their job description. Such duties include hall monitoring, planning and overseeing field trips and guest speakers; sponsoring a club for students; performing cafeteria and/or morning and afternoon hall duty.

Hiring of teachers that preferably have a master's degree, or are working on one, to teach the dual credit courses is essential to the program as is hiring staff members that have at least three years teaching experience. Such individuals should possess the knowledge-based required to teach all student populations and assist in closing the achievement gap that many of our students that enroll will have. To assist all students in learning, teachers will be asked to tutor on a regular basis.

The recruitment and hiring of Master Teachers, as defined by San Antonio ISD, is essential, although SAISD's definition of a Master Teacher should go beyond the district's boundaries and exceptional teachers from other school districts that meet the definition, should also be considered for employment at CAST Med.

Katy Farber (2012), mentions several research-based methods for retaining teachers. These methods will be utilized at CAST Med High School. They include the following:

- **Provide leadership and growth opportunities for teachers.** Many teachers don't want to be principals, but they do want to stretch, learn and grow. Provide teachers with meaningful opportunities for leadership that are paid, challenging and enriching, such as curriculum planning, mentoring, academic coaching, action research, technology integration and professional development leadership. Opportunities like these have been shown to increase teacher retention and investment. CAST Med Teachers will not only participate in required staff development sessions but will also be given an opportunity to attend professional development that they feel will make them better CAST Med Teachers or leaders.
- **Cultivate collaboration in schools through Professional Learning Communities (PLCs).** Isolation breeds trouble in teaching. We know student outcomes improve when teachers are part of professional learning communities. When given time to collaborate, reflect and develop plans to improve on daily, teachers feel more respected, professional and able to adjust and improve their teaching practices. This doesn't happen by accident. It takes careful planning and coordination to work job-embedded professional development time into busy teaching schedules, but schools will see enormous student and teacher benefits as a result. PLCs will take place each week and all PLC Meetings will be documented.

Also, because our school is planned to be a learning lab, all teachers and staff are required to actively participate in book studies or article reviews when asked to do so as a campus. Teachers will read the required material and will actively participate in lesson studies or book studies during PLCs (Professional Learning Community) Meetings.

As a learning lab, CAST Med teachers will be given the autonomy to invite other high school teachers from the school district to attend live teaching sessions to share pedagogical methodologies, especially first year teachers. It is essential to share good teaching practices with others and it would be up to high school principals at the comprehensive high schools to allow their teachers to attend.

- **Create humanity in schools for teachers and students.** Many teachers have trouble with the basics: finding time (and coverage) to use the bathroom, to eat lunch or to express milk to feed their babies. Other teachers have their schedules created without any thought to how they might be affected. Seek teacher feedback when creating schedules, considering that teachers need to take care of themselves, especially during standardized testing and special events. Frustrations with simple and needed tasks can lead to burnout and health problems. Healthy and well taken care of teachers make great teachers for students. Time will be allotted for CAST Med teachers to have input on the schedule and on any testing or event schedule that deviates from the master schedule. Their input is important for total commitment and positive participation in our school.
- **Solicit teacher feedback and use it in decision making.** Many teachers feel powerless, that their voice as an educator doesn't matter to policy makers at the local, state, and national level. No reform will work unless you have the people responsible for implementing it at the table. One way to begin this is for teachers to plan on sending representatives to each school board meeting. That way, they can have a voice in school governance, and report back to staff about issues, concerns, and upcoming topics for meetings.

For all curricular decisions, changes and plans, seek feedback from teachers throughout the process. Teachers are an underutilized resource in policymaking; they are too busy most of the time teaching to participate. Principals and superintendents can empower teachers by calling for their involvement in policy making and providing substitute teachers when necessary, so they participate. CAST Med teachers will be encouraged to participate in district meetings so that they can learn and actively provide feedback at district-level.

- **Plan for a better work/life balance.** A team of teachers, administrators, and other school staff can improve the climate and community of the school by planning activities that support wellness. Many teachers are overwhelmed with paperwork and intense job responsibilities. School leadership can help by streamlining cumbersome paperwork processes and providing as much clerical support as possible. Make sure the schoolwide duties are shared equally by classroom teachers and other school staff, because often the burden (and most of the pressure) sits primarily with classroom and academic subject teachers. CAST Med will operate on the premise that if teachers are given additional tasks to complete, then tasks must also be removed. There must be a balance so that teachers are not over stretched with duties. CAST Med Administrators will handle cafeteria duty and all discipline, giving teachers ample time to plan and teach their content.

**School Network Development Plan (Network Principals Only)**

- A. Relevant Experiences**
- B. Capacity for Additional School(s) – Systems**
- C. Capacity for Additional School(s) – Mitigating Risks**

**Constituent Map and Stakeholder Engagement**

**A. Knowing Your Constituents**

For schools, a constituent is defined as a person or organization that our campus is seeking to serve in some way. School constituents consist of students, parents and families, school staff, school support organizations (alumni, booster clubs, etc.), neighborhood groups, business community, nonprofits, institutions of higher education (IHEs), and others.

<b>Constituent Category</b>	<b>Specific People, Groups, or Organizations</b>	<b>Ways School is Currently Meeting this Group’s Needs</b>	<b>Ways School is Currently Not Meeting this Group’s Needs</b>
<b>Students</b>	Incoming 9 <sup>th</sup> Grade students	Students of all learning and academic abilities will have an opportunity to be admitted to our school without having to meet specific admission criteria.	The only medically themed high school in San Antonio only admits students that meet certain criteria for admission which does not facilitate in meeting the needs of all student populations.
<b>Parents and Families</b>	Parents of incoming 9 <sup>th</sup> grade students	Will use various modes of technology and social media to present information to parents regarding what our school can offer their student. Information will be in both English and Spanish.	Parents are not highly involved in schools due to language barriers, lack of communication, and available opportunities to help outside of parents’ working day.
<b>School Staff</b>	High School Teachers, Counselors, Administrators, Staff	Provide professional development in Project-Based Learning, Project Lead the Way, and other areas in preparation for the opening school year and beyond.	Project-Based Learning and Project Lead the Way Curriculum are currently not part of many high schools and staff development in these areas are limited.
<b>School Support Organizations</b>	Parent Booster Clubs; Girls Inc., SA Works	Provide an opportunity to collaborate with our school and students and make a difference.	Such a school does not exist where school support organizations participate.

<b>Neighborhood Groups</b>	Brooks City Base, Southside Chamber of Commerce; San Antonio City Council District 3	Provide an opportunity to connect with students and allow them a chance to become involved in their business and gain future employment opportunities. CAST Med will provide more people and movement in an area seeking growth and will provide opportunities for groups to share on-going and up-to-date community events and information.	Lack the opportunity to build connections with a school because one does not exist at Brooks.
<b>Business Community</b>	CAST Med Business Partners (many listed in Governance, Part I, B, below)	Create a pipeline of future employees with the academic abilities they seek for their businesses. Provide students with opportunities to prepare them for future careers that are currently in high demand due to required skill set.	Many schools are not producing the students with the academic capital that our business community is seeking. Schools do not typically see this constituent group as a vital part of the teaching and learning process and thus do not welcome them into the building in authentic, meaningful, and productive ways.
<b>Non-profits, Institutions of Higher Ed (IHEs) or other Partners</b>	San Antonio College, UTSA, University of Texas A&M San Antonio, UT Health San Antonio	Provide students with an opportunity to gain college credit as well as job shadowing and mentoring opportunities.	Students are not given the opportunity to shadow or mentor individuals in the specific profession they are interested in pursuing.

**B. Completed Engagement**

Because CAST Med High School is just initiating, the only engagement that has taken place thus far, is meeting with IHEs, Business Community Partners, and Neighborhood Groups (Brooks in particular). Meeting with these individuals we have learned what they can offer to help us over the instructional years. Some of the ideas are to provide:

- Co-develop curriculum
- Peer groups social networks
- Summer Enrichment Programs
- Extra-curricular study groups
- Mentorships/Observerships
- Volunteer experiences
- Other activities that help promote exposure to medical sciences

Working with these individuals we have learned that they have lots to offer to our students. Due to their busy schedules, they may want information to be provided early on and in a succinct fashion, which is possible to provide.

### **C. Planned Engagement**

Plans are in the works to begin meeting with students and parents soon during information sessions, (that will take place in both English and Spanish) to explain our school's program to them. There are three parent information sessions planned between October and February and multiple mini-sessions with students at middle schools in San Antonio Independent School District. A large Expo Session for all students in SAISD is planned for later in the fall where all students and their parents will have an opportunity to learn about CAST Med High School. Once the school is established, continuing conversations will take place with school support organizations and of course, with school staff so that all constituents are involved in making our school a reality for our students with engaging learning experiences.

Communication with all constituents is critical for engagement of everyone. Some of the communication between teachers, students, and administrators has already been explained in School Overview, Section D above. For all others, Newsletter created every nine-weeks showcasing what our students are accomplishing; meetings with parents and students; our school website's calendar and information page, will all be utilized to continue communicating with all constituents. Our Career, Industry, and Science Coordinator will also maintain communication with our constituents as new courses are developed for students as they progress through their high school years. Two-way communication will be established to discuss new resources and available experiences for students via telephone and emails already on file. All constituents will be invited to important events to partake in learning experiences or to celebrate our students' successes.

## **Governance (Part 1)**

### **A. Role of the Campus Governing Board**

The CAST schools are public schools designed to be operationally self-sufficient through campus based public funding over time. Industry partners, led by H-E-B and its chairman, Charles Butt, have contributed significant funds to create the schools, including renovating two former vocational educational buildings to establish San Antonio's first high-tech high school. The CAST Network has applied for its 501c3 nonprofit status, identified key leaders, and formed a nonprofit governing board, with an industry representative from each of its schools. The CAST Network submitted a management proposal to the Texas Education Agency for oversight and management of CAST Tech, and additional state operational funds to support the school, in partnership with SAISD. The CAST

Network plans to submit a similar proposal for oversight and management of CAST Med in partnership with SAISD. Each CAST school has an industry advisory board to advise on curriculum, calendar, assessments, as well as provide input into performance metrics and measuring success.

Governing boards should act effectively and ethically in their duties related to overseeing the institution's mission, fiscal integrity, and educational quality, and to recruiting, supporting, and evaluating the chief executive.

Highly effective governing boards accomplish these tasks while maintaining a strategic focus.

Through meetings that will take place quarterly, the Campus Governing Board will assist the campus not only in those areas mentioned above, but also in providing guidance and resources and/or contacts to achieve the mission of the school.

## **B. Membership and Capacity of the Campus Governing Board**

A breakfast was held in early October 2018, inviting different individuals to attend and learn about CAST Med High School, its Mission and the CAST Network. This was done in hopes of gaining additional members to our Governing Board. Some possible Governing Board Members are:

- Leni Kirkman, Senior Vice President, Strategic Communications and Patient Relations, University Health System
- Cathy Starnes, Chief Growth Officer, WellMed
- Leon Evans, CEO, Center for Health Care Services
- Lourdes Castro-Ramirez, President, University Health Foundation
- Adam Hamilton, President, SwRI
- Acelity, Kris Kieswetter, Sr. Dir, Innovation and Strategic Marketing Barry Burns, Vice President, Human Resources, Methodist Hospital System
- Dean Alexander, CEO, Christus Santa Rosa
- Gabriele Niederauer, CEO, Bluegrass Vascular Technologies
- Graciela Cigarroa, General Counsel, Centro Med
- Dr. Esteban Lopez, Blue Cross Blue Shield
- Dr. Peter Wald, Enterprise Medical Director, USAA
- Steve Fitzer, President/CEO, Bexar County Medical Society
- Phil Morgan, VP, InCube Labs TX
- Craig Desmond, President, Southwest General Hospital, San Antonio
- Eusebio Diaz, Vice President, Programs, Baptist Health Foundation
- Dr. Ron Rodriguez, Lead Chair of Urology, UT Health San Antonio
- David Henzi, Ed. D., Associate Dean for Academic Student Affairs, School of Health Professions, UT Health San Antonio
- Melissa Valerio, Dean, UT Health School of Public Health, San Antonio Center (or designee)

Some Educational Partners that have already come on board to assist and conversations have already begun are:

- Dr. Garry Sunter, Dean of the UTSA Biology Department: Since CAST schools are designed as professional development laboratories, teacher residents from the University of Texas at San Antonio's College of Education and Human Development will work alongside master teachers from CAST Med. In addition, UTSA's Department of Biology will assist in planning and in the

curriculum design process for CAST Med, as well as help implement summer programs for students.

- Dr. Ron Rodriguez, Lead Chair of Urology, UT Health San Antonio and Dr. Chiquita Collins: UT Health San Antonio, with its research expertise and growing focus on population health and health disparities, is an anchor partner for the school helping to imagine how to best prepare medical school aspirants. UT Health San Antonio is the largest health sciences university in South Texas
- Dr. Robert Vela, President of San Antonio College: With its focus on health careers, San Antonio College will further offer students early access to its medical laboratories and equipment, summer opportunities, and relevant college coursework.

### **C. Sustaining the Campus Governing Board**

Contacts for proposed members of the Governing Board were made with the assistance of CAST Network Personnel, and a breakfast was held at CAST Tech High School inviting them to attend to learn about CAST Med. A total of ten interested individuals attended the breakfast. A presentation was done, and information was distributed. During the one-hour long meeting, questions were answered, and brainstorming took place regarding further contacts that could be included. Attendees' names, phone numbers, and emails were collected, and they will be informed of further meetings once they are established.

A Partnership Coordinator was hired to assist in maintaining the partnerships for CAST Med High School and to assist in guiding the Governing Board in assisting the school. To retain those interested in being part of the Governing Board, their valuable time will be honored by meeting quarterly and for no more than an hour and a-half. Information regarding our school and its progress or any events, will be sent to them periodically so that they feel that they are always indeed part of our school. In the event any Governing Board Member feels they need to drop from their role, it will always be suggested that they send someone else in their place. If we need to fully replace Governing Board Members, members will be selected based on those that meet the needs of our students by reflecting not only a demonstrated track record of success as board members but have experience in the fields that our students are aspiring to follow.

Our Partnership Coordinator has been tasked to meet with area community health professionals and facilities, as well as Chambers of Commerce, to initiate and maintain new and already existing networking partnerships. By doing so, if a Board Member can no longer be involved, finding a replacement should not be difficult.

#### **Due January 29, 2019:**

#### **Part 2:**

**Campus Charter Petition:** *New schools do not require a petition.*

#### **Budget Exercise:**

If awarded an additional \$500,000 to spend in the first two years of operation as an in-district charter, the money would be spent in areas of need for our health-focused school based on past experiences and currently available student academic information. These areas include:

1. **Marketing:** Marketing of the school and program, so that the community is not only aware of our school so that students apply but also so that health related businesses can also consider partnering with our school, is essential. New schools require marketing in various ways (flyers, brochures, social media, radio, television, etc.) if they are to establish themselves and grow roots.
2. **Technology and software:** To become a “state-of-the-art” health career focused school requires the latest technology and resources. Today’s students learn better through innovative technology, such as virtual reality programs, and these programs also entice students to learn the content in a much more appealing way. Also, our campus would become a 1:1 laptop device school for all grades with the additional funding. Additional funding would also be used to purchase a good LMS (Learning Management System) such as *CANVAS*.
3. **Additional classroom materials and resources:** Science has always been a very expensive topic to teach, especially in high school, due to specific materials that are required. Pre-AP and AP courses not only require additional materials so that their courses can be taught with fidelity to the curriculum but can also prepare the students well in learning the material.
4. **Professional Development:** Additional funding would be utilized for professional development for teachers, administrators, counselors, para-professionals, and staff. Many times, great unexpected professional development is announced and due to lack of funding, school personnel miss out on learning.
5. **Field Trips:** Student experiences/field trips are critical to students’ learning. The additional funding would facilitate field trips for students to hospitals, research laboratories, forensics labs, morgues, and other colleges and universities that they may aspire to one day attend.
6. **Consultants:** Students enrolled in Pre-AP, AP, or Dual Credit Courses, tend to require additional support. Consultants, preferably retired teachers in mathematics or science, would be hired to assist in tutoring students in classes they find difficult.

Sustainability for the following years, years three and beyond, would be contingent upon student enrollment numbers, business partnerships, and student success in years one and two, where the additionally awarded \$500,000 were utilized. In following years, perhaps the additionally awarded \$500,000 would not be necessary if we meet our goals mentioned here. If additional funding is required, the district provides ample notices of grants (Innovative, PLTW, etc.) that we can apply for to continue providing students what they need for success. Also, communication with our Advisory Boards may provide other avenues to find needed funds for sustainability.

(Please see attached Spreadsheet Budget for this exercise.)

## **Governance (Part 2)**

### **A. Campus Governing Board Expertise and Development**

The governing board will play an integral role in the success of CAST Med. They will govern and assist with the operations of the school. To serve as an effective governing board, a strategic plan will be developed to identify long term goals and have board members perform self-assessments to identify their strengths and weaknesses. This will facilitate in providing the board members with the necessary

training programs needed to improve their skills and effectively fulfill their responsibilities as leaders of public education. Once board members have received initial training, they will continue to receive training and professional development periodically in special called meetings to learn about school laws, regulations, finance, operations, community relations, and school events. They will also be encouraged to attend the National and/or State School Boards Association's annual conferences to stay current with public school education.

To ensure that the governing board refines and builds its expertise over time, it is important for board members to establish committees and recruit committee members with expertise in specific areas. Committees are normally established to assist the governing board. Committees allow the governing board to operate more effectively since each committee focuses on their specific area. Each committee will consist of members that are experts in a specific area which will result in well-informed recommendations that will be proposed to the governing board. Some of the committees can consist of the Advisory Board committee, Finance committee, Curriculum committee, and Site- Based Decision-Making committee (SBDM). Each committee will be comprised of a minimum of three individuals per committee including a chairperson, vice-chair, secretary, treasurer, and/or school leader. Each position will have a specific job description.

These committees will consist of both industry partners and other stakeholders such as teachers, parents, and students. Involving all stakeholders gives them the opportunity to contribute their knowledge and experience which can have a significant effect on our school's performance and facilitate in achieving the school's goals.

The governing board can also refine and build its expertise over time by developing a contribution policy which includes term limits of board members and expectations of board member contributions.

The governing board will ensure that the school maintains financial sustainability by providing strategic leadership and working collaboratively with the CAST Network and with the school district. They will provide guidance and resources and/or contacts to help recruit new industry partners which will facilitate in obtaining new fiscal elements that may be needed.

It is the governing board's responsibility, in coordination with the school district, to oversee the financial matters of the school by assuring that the school's resources are being allocated properly. It is important for the board to involve individuals that have financial knowledge, skills, and expertise within the board to manage the school's funds.

The governing board will work closely with the school district to maintain a balanced budget and to focus the mission of the school to complement and meet the district's overall mission for students.

The governing board will hold itself accountable for fiscal responsibility with the help of their finance committee. The finance committee will be held responsible in providing the board with an accurate and comprehensive financial report at each board meeting and help develop strategies to overcome financial issues that the school may encounter.

The board is ultimately responsible for ensuring that the school is using its resources appropriately and that the goals created by all stake holders are met as scheduled. Therefore, the board will work closely with the principal to assure that resources are being used wisely and will hold the principal accountable by having him report to them at their quarterly meetings to show how funds are being used. It is

important for the board to build a strong, trusting, and supportive relationship with the principal and encourage honest and open communication that will result in effective, proactive planning.

**B. Campus Governing Board Leader Personal Statement**

We are currently diligently working on choosing a chairperson for our campus governing board. As soon as our chairperson is chosen, they will provide a personal statement explaining their vision of their role and their rationale for accepting the responsibility of serving as board leader.

**C. Campus Governing Board Engagement with Families and Other Stakeholders**

The board will engage with and be responsive to families and other stakeholders by inviting them to be part of the SBDM committee. If allowed, other stakeholders will be invited to be part of the other committees of the governing board. Involving families and other stakeholders in the decision-making process is important so they can feel part of the process and it allows them the opportunity to make a difference.

The board will also engage all stakeholders by inviting them to public forums, focus groups, and disseminate surveys to assess stakeholders’ needs, thus allowing them the opportunity to be part of the educational process and voice concerns on specific issues.

**D. School Leader Evaluation and Planning**

In evaluating the school’s leader, the principal will work closely with the board to ensure the school is meeting its goals. The board will evaluate the school leader’s performance by implementing a progress monitoring approach throughout the school year as well as an end-of-year report which will help determine accountability and progress of the program. The board will not be involved in utilizing any of the State or District current evaluation systems for administrators such as T-PESS or others.

Through quarterly reports, the board will obtain information regarding the progress of the school and learn not only if goals are being met, but also how the board can assist in helping the school meet the goals that may appear to be challenging. The board will also receive a final end-of-year report of all that has been accomplished throughout the school year.

If the school leader leaves or needs to be replaced, the board will work collaboratively with the school district and with the CAST Network to seek a successor. The board does not have the authority to solely appoint or select a new leader for the school.

**Transition Plan:**

The table below contains key activities that must take place prior to the first day of school to ensure a successful launch. It is evident that the most important events are recruitment of students because the school is a new school.

	<b>Action Items</b>	<b>Deadlines</b>	<b>Personnel Involved</b>
<b>1</b>	Hire Principal	June/July 2018	District Personnel
<b>2</b>	CAST Med Press Conference	10/10/2018	Campus/District
<b>3</b>	Student Application Window Opens	11/26/2018	Office of Innovation
<b>4</b>	Parent Information Session #1 (Embassy Suites Hotel)	11/27/2018	Campus Personnel

5	Experience SAISD Event for Community	12/01/2018	Campus Personnel
6	Parent Information Session #2 (Burnet Center)	12/19/2018	Campus Personnel
7	Recruitment Mini-Fairs at all SAISD Middle Schools	01/09/2019- 01/25/2019	Campus Personnel
8	Parent Information Session #3 (San Antonio College)	01/10/2019	Campus Personnel
9	Parent Information Session #4 (San Antonio College)	01/14/2019	Campus Personnel
10	Charter Application Due (Parts 1&2)	01/29/2019	Campus Personnel
11	Parent Information Session #5 (Café College)	01/29/2019	Campus Personnel
12	Parent Information Session #6 (Cooper Learning Center)	02/02/2019	Campus Personnel
13	Design Team and Advisory Board Meeting Held	02/2019	Campus Personnel
14	Post and Interview for Teaching Staff for CAST Med	01/31/2019- 02/28/2019	Talent Search Office and Campus Personnel
15	Purchasing of Technology for school (Phase 1)	02/04/2019- 02/22/2019	Tech Dept. and Campus Personnel
16	Purchasing of Furniture for school (Phase 1)	02/04/2019- 02/22/2019	Capital Improvement
17	Purchasing of Instructional Materials for Content Areas	02/04/2019- 02/22/2019	Campus Personnel and C & I Department
18	Student Application Window Closes	02/08/2019	Office of Innovation
19	Building Renovation of Phase 1 Area takes place	02/08/2019- 08/01/2019	Capital Improvement
20	Students are selected to attend CAST Med HS	02/18/2019- 06/14/2019	Office of Innovation
21	Submit Campus Improvement Plan in <i>Plan4Learning</i>	03/01/2019- 04/01/2019	Campus Personnel
22	Design Team Meeting Held	03/01/2019	Campus Personnel
23	Master Schedule is Created and reviewed	04/01/2019- 04/15/2019	Campus Personnel
24	Parent Meeting with students selected to enroll	05/21/2019	Campus Personnel
25	Hired Teachers begin at CAST Med	06/06/2019	Campus Personnel
26	Summer Bridge Program at San Antonio College & UT Health Medical School	06/10/2019- 06/21/2019	Campus Personnel and Partners listed
27	Analyze Student Summer Data for Curriculum Refinement	06/24/2019- 06/28/2019	Campus Personnel
28	Teachers move into classrooms	08/01/2019- 08/09/2019	Campus Personnel
29	Teacher/Staff Summer Staff Development	08/05/2019- 08/12/2019	Campus Personnel and C & I Department
30	First Day of School	08/12/2019	Campus Personnel

## Appendix

### A. Data Template:

District data is indicative of a great ethnic diversity throughout our school district, with most students being of Hispanic or African-American descent.

The academic district results of State Assessments (STAAR), indicate a need to provide Tier I instruction across all content areas with a focus of Tier III instruction in English I and English II at the high school level. Also, the number of students taking the TSI (Texas Success Initiative) Exam is slowly growing, but not growing quickly enough to help students earn college credit while in high school.

The performance data table below shows projections for CAST Med High School beginning in school year 2019-2022 and District High School State Assessment Data from 2015-2018.

**Performance Data**

**School: CAST Med High School**

<b>PROJECTIONS for CAST Med High School</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
<b>Part I: Enrollment and Student Persistence:</b>			
<b>A. General Information</b>			
1. Grade Levels Served	9-12	9-12	9-12
2. Total Enrollment	150	150	150
<b>B. Student Population</b>			
% Africa-American	2%	2%	2%
% Asian	1%	1%	1%
% Hispanic	95%	95%	95%
% White	1%	1%	1%
% Other Race/Ethnicity	1%	1%	1%
% Economically Disadvantage	90%	90%	90%
% English Language Learner	5%	6%	6%
% Special Education	2%	5%	7%
<b>C. Student Persistence</b>			
% of student who remain from Previous year	100%	98%	97%
% of students who remain from Previous Year (Special Ed)	100%	97%	95%
<b>Part 2: SAISD District Academic Outcomes:</b>			
	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>A. STAAR EOC Outcomes</b>			
% of Students who Meet or Master Standards (Eng I)	53%	47%	50%
% of Students who Meet or Master Standards (Eng II)	54%	51%	51%
% of Students who Meet or Master Standards (Alg I)	62%	68%	71%
% of Students who Meet or Master Standards (Bio)	80%	72%	77%
% of Students who Meet or Master Standards (US His)	84%	87%	85%
<b>B. Self-Selected Academic Outcomes</b>			
TSI (Texas Success Initiative Assessment) ELA	8%	31%	46%
TSI (Texas Success Initiative Assessment) Mathematics	5%	19%	29%

**B. Goals Template:**

<b>Goal #</b>	<b>Goal Timeframe (1, 3, or 5-year)</b>	<b>What is the Goal?</b>	<b>How will you measure the goal?</b>
<b>Goal #1</b>	5-Year Goal measured annually	Utilize various recruitment strategies (presentations, social media, event presentations, flyers, etc.) to advertise and recruit at least 175 students during the recruitment period (November through the end of January) of each year to meet our 150-actual enrollment student cohort goal each year.	1)The district's "School Mint" Program will be utilized to measure the number of students that apply; 2) The number of views on our CAST Med Social Media Page will also be an indicator of school awareness; 3) The number of parent participants attending our Parent Sessions.
<b>Goal #2</b>	5-Year Goal measured annually	Monitor student success on STAAR, TSI, and SAT Exams. Students will perform at the top 20% on these exams, when compared to other district high schools, when administered to students at various grade levels.	Both CAST Med High School Student data and other SAISD high school exam data will be compared for needs assessment review once scores are available.
<b>Goal #3</b>	5-Year Goal measured annually	Increase the number of parents engaged and actively participating in school events by 20% (30 parents) each year, beginning in 2019-2020.	1) Sign In sheets of school events indicating parents attending; 2) Agendas; 3) Calendar of Parent/Teacher created events for students; 4) Volunteer Sign-in Sheets
<b>Goal #4</b>	5-Year Goal measured annually	All campus staff will participate in annual professional development regarding research-based instructional strategies that focus on rigor, build college and career readiness, and are based on needs assessments of student data.	1) Annual training and professional development calendar and plan for teachers, targeting areas of need; 2) PLC (Professional Learning Community) Notes and Sign-in Sheets; 3) Teacher participation in District and Region 20 professional development opportunities; Classroom Observations of implementation of learned professional development; 4) 90% of staff attending the PD sessions will state that the PD was informative, engaging, and relevant, based on post-session survey results.

<b>Goal #5</b>	5-Year Goal measured annually	Retain 97% or more of the students at CAST Med High School that enrolled in each cohort each year.	Each year in January/February, students will be asked if they are returning the following year. Students that indicate they are not returning will be scheduled to attend a parent meeting to determine ways to encourage them to remain. Each year, student enrollment data will be collected and analyzed.
----------------	-------------------------------	--	--

**C. Proposed Selection of Course Option Offerings:**

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<ul style="list-style-type: none"> <li>• English I</li> </ul>	<ul style="list-style-type: none"> <li>• English II</li> </ul>	<ul style="list-style-type: none"> <li>• English III</li> <li>• English 1301/1302</li> </ul>	<ul style="list-style-type: none"> <li>• English IV</li> <li>• ENGL 2322/2323</li> </ul>
<ul style="list-style-type: none"> <li>• Algebra</li> <li>• Geometry</li> <li>• Algebra II</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra II</li> <li>• Geometry</li> <li>• Pre-Calculus</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra II</li> <li>• Pre-Calculus</li> <li>• Calculus AP</li> <li>• Calculus DC</li> </ul>	<ul style="list-style-type: none"> <li>• Calculus AP</li> <li>• Calculus DC</li> <li>• Statistics</li> <li>• College Algebra (MATH 1414/2412)</li> </ul>
<ul style="list-style-type: none"> <li>• Biology</li> </ul>	<ul style="list-style-type: none"> <li>• Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>• Physics</li> <li>• Biology AP</li> </ul>	<ul style="list-style-type: none"> <li>• AP Biology</li> <li>• AP Chemistry</li> <li>• AP Physics</li> <li>• Physics</li> </ul>
<ul style="list-style-type: none"> <li>• US History I</li> </ul>	<ul style="list-style-type: none"> <li>• World History</li> </ul>	<ul style="list-style-type: none"> <li>• US History II</li> <li>• HIST 1301/1302</li> </ul>	<ul style="list-style-type: none"> <li>• Government</li> <li>• GOVT 2325</li> <li>• Economics</li> <li>• ECON 1301</li> <li>• AP US History</li> </ul>
<ul style="list-style-type: none"> <li>• Spanish I</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish II</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish III</li> </ul>	<ul style="list-style-type: none"> <li>• AP Spanish</li> </ul>
<ul style="list-style-type: none"> <li>• AVID</li> </ul>	<ul style="list-style-type: none"> <li>• Elective</li> </ul>	<ul style="list-style-type: none"> <li>• Elective</li> </ul>	<ul style="list-style-type: none"> <li>• Elective</li> </ul>
<ul style="list-style-type: none"> <li>• PE</li> </ul>	<ul style="list-style-type: none"> <li>• Anatomy &amp; Physiology</li> </ul>	<ul style="list-style-type: none"> <li>• Elective</li> </ul>	<ul style="list-style-type: none"> <li>• Elective</li> </ul>
<ul style="list-style-type: none"> <li>• PLTW: POB</li> </ul>	<ul style="list-style-type: none"> <li>• PLTW: HBS</li> </ul>	<ul style="list-style-type: none"> <li>• PLTW: MI</li> </ul>	<ul style="list-style-type: none"> <li>• PLTW:BI</li> </ul>

The rigorous and relevant four-course PLTW Biomedical Science, courses which are required that all students take, sequence allows students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health. Students engage in activities like investigating the death of a fictional person to learn content in the context of real-world cases. They examine the structures and interactions of human body systems and explore the prevention, diagnosis, and treatment of disease; all while working collaboratively to understand and design solutions to the most pressing health challenges of today and the future.

PLTW (Project Lead the Way): POB: Principles of Bioscience, HBS: Human Body Systems, MI: Medical Interventions, BI: Biomedical Innovations

Other Pathway Elective Courses: Medical Terminology, Anatomy & Physiology, Medical Microbiology, Pathophysiology, Health Science Theory and Lab

**D. Proposed Bell Schedule (AB Block Schedule):**

**Monday-Thursday**

**A Days: Periods: 1, 2, 3, 4**

<b>Class</b>	<b>Time</b>	<b>Minutes</b>
1 <sup>st</sup> Period	8:40AM—10:05AM	85 (1hr 25 Min)
2 <sup>nd</sup> Period	10:10AM—11:35AM	85
Lunch	11:40PM—12:10PM	30
3 <sup>rd</sup> Period	12:15PM—1:40PM	85
4 <sup>th</sup> Period	1:45PM—3:10PM	85

**B Days: Periods: 5, 6, 7, 8**

<b>Class</b>	<b>Time</b>	<b>Minutes</b>
1 <sup>st</sup> Period	8:40AM—10:05AM	85 (1hr 25 min)
2 <sup>nd</sup> Period	10:10AM—11:35AM	85
Lunch	11:40AM—12:10PM	30
3 <sup>rd</sup> Period	12:15PM—1:40PM	85
4 <sup>th</sup> Period	1:45PM—3:10PM	85

**Friday**

<b>Class</b>	<b>Time</b>	<b>Minutes</b>
1 <sup>st</sup> Period	8:40AM—9:25AM	45
2 <sup>nd</sup> Period	9:30AM—10:15AM	45
3 <sup>rd</sup> Period	10:20AM—11:05AM	45
4 <sup>th</sup> Period	11:10AM—11:55AM	45
Lunch	12:00PM—12:30PM	45
5 <sup>th</sup> Period	12:35PM—1:20PM	45
6 <sup>th</sup> Period	1:25PM—2:10PM	45
7 <sup>th</sup> Period	2:15PM—3:00PM	45
8 <sup>th</sup> Period	3:05PM—3:50PM	45

**Petition Documentation (applicable to existing schools only) *Not required for New School***

**Completed Application (Parts 1& 2)**

## **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.