In-District Charter Proposal

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Data Reflection and Outcomes Analysis

A. Data Submission

Gates Elementary was an Improvement Required campus in 2013 and 2015 based on the state school accountability ratings. In 2013, Gates did not meet the expected standard in Closing the Performance Gap and in 2015 missed the following areas: Student Achievement, Student Progress, and Closing the Performance Gap. Since then, over the last three years Gates's achievement scores have been as follows:

	2015	2016	2017	2018
Math	N/A	73%	86%	89%
Reading	44%	71%	75%	77%
Science	32%	55%	83%	71%
Writing	33%	63%	66%	61%
Teacher retention	67%	100%	100%	94%
Student retention	70%	71%	73%	73%
Student attendance	96.0%	95.20%	94.96%	94.46%

In 2016 Gates was removed from Improvement Required status. Our team led Gates to meet the required state accountability standards, which is meeting all indices, and receiving five distinction designations in the following areas: Academic Achievement in Reading, Academic Achievement in Mathematics, Top 25 Percent in Student Progress, Top 25 Percent Closing Performance Gaps, and Postsecondary Readiness.

Each year since then our team has led Gates Elementary to meet the state standard for achievement and receiving up to five distinctions. In 2017 Gates met the required standard and received four distinction designations in the following areas: Academic Achievement in Science, Academic Achievement in Math, Top 25 Percent Closing Performance Gap, and Postsecondary Readiness.

In 2018, Gates Met Standard and received five distinction designations in the following areas: Academic Achievement in Science, Academic Achievement in Math, Academic Achievement in Reading, Top 25 Percent Closing Performance Gap, and Postsecondary Readiness.

2018 STAAR Results: Percent Passing at Approaches					
	Gates		District		State	
	Math	Reading	Math	Reading	Math	Reading
3rd Grade	74%	85%	63%	62%	78%	77%
4th Grade	86%	61%	61%	55%	78%	73%
5th Grade	92%	81%	81%	70%	91%	84%
6th Grade	100%	78%	59%	48%	77%	69%

Gates has outperformed the district significantly in reading and math at the approaches passing standard on STAAR in 2018. Gates exceeded the district by 16% in math and 18% in reading. Gates scores are comparable to the state with a 7% gain in math and .5% gain in reading. Based on 2018 TEA school report card, Gates is the only elementary campus in the San Antonio Independent School District to earn an "A" school rating. Additionally, Gates has the highest score in our region, outperforming all area districts and charter schools.

Despite significant gains in academic achievement, Gates student population has declined. Over the past three years, student enrollment has decreased by 30 students despite the addition of sixth grade in 2018. Currently, Gates has 224 students enrolled in grades PreK-6th, each teacher has approximately 20 students in a class. The highest student enrollment was 281 students in 2015. There are many factors contributing to the decline of enrollment including:

- **No cap and share -** San Antonio Independent School District implemented cap and share to help with the overflow of students. Once area schools reached the state cap, students were sent to neighborhood schools. Gates would receive students from Cameron Elementary and Hirsch Elementary. In 2016, this procedure was eliminated, and students were permitted to stay at their home school.

- **Increased parent choice** - Due to the persistent advertisement from external charter schools that are conducting regular block walks, home visits, and constant phone calls, parents are choosing to exercise choice by choosing schools out of their zone.

B. *Challenges for Your School*

The campus leadership team participated in the Texas Accountability Intervention System (TAIS) process to identify strengths and weaknesses at Gates Elementary. A root cause analysis was conducted to reflect on, discuss, and adjust the campus improvement plan. The three most significant challenges identified at Gates are as follows: low academic achievement in reading and writing, low student recruitment and retention, and low parent & community involvement.

We believe out of the three goals, two of them will be most challenging for us to achieve because we do not independently have sole control over their outcomes. The two goals are low student recruitment and retention and low parent and community involvement. These goals deal with our collaboration with our community and parents. We must create strong, trusting relationships where our parents and community, to see the value of attending functions and being involved in our campus.

Low Academic Achievement in Reading & Writing

The campus leadership team and teachers participated in the root cause analysis activity, which is part of the TAIS process. We developed a list of approximately 20 reasons why students are struggling with reading and writing. Next, the list was categorized by things we can control or can influence. Teachers stated a lack of resources, materials, and professional development on how to effectively implement balanced literacy. Finally, the team chose one reason to explore deeper asking why five times. The team came to a consensus on the following root causes:

- Reading- Teachers lack resources, materials, and professional development to implement balanced literacy effectively.
- Writing- Teachers stated limited professional development opportunities and quality materials to strengthen their practice and effectively deliver quality writing instruction.

Student Recruitment and Retention

The campus leadership team, teachers, and parents participated in the root cause analysis activity, which is derived from the TAIS process. The team agreed that Gates lacks messaging around the school vision, mission, and academic successes. As a team, we have been so focused on academics and daily instruction that we have invested less time in the areas of communicating with stakeholders about our academic accomplishments. We need to ensure that our communication and messages about our academics are clear and relatable. During different school events such as parent conferences and parent-family events, parents have communicated that since schools and academics have changed over the years, they are not fully aware of the education jargon which is used such as distinctions, improvement required status, met standard, and school ratings.

Parent & Community Involvement

The current parent/family participation rate is 2% in activities that support learning/academic performance. Parents participated by completing a survey and then data was analyzed to determine the root cause. Parents stated the following: lack of transportation/childcare, lack of communication, lack of interest, and scheduling conflicts.

School Overview

A. Mission and Goals

Gates students will have success for today and be prepared for tomorrow by striving to become a "community of learners" in which students are encouraged to think critically, take risks, and student discourse is promoted to prepare students to pursue their academic and personal goals.

We are committed to the following goals:
- Setting high expectations – academic and social-emotional – for students, within a safe, welcoming, and kind school environment.
- Data-driven instruction, with every student known and supported through individualized action plans informed by regular data cycles and empowering students to begin setting academic and personal goals
- Learning is a threefold responsibility involving faculty and staff, parents, and student.
- Invested and committed teachers who build relationships and believe all children can learn.
- Growth mindset and culture of continuous improvement, so we continue to do better and be better!
- Create opportunities for student choice and the development of independent learning habits

B. Academic Model

The sole focus of Gates' academic model is not for students to pass a state standardized test; we want our students to acquire conceptual knowledge through a hands-on and minds-on approach to teaching. Students must be mentally active, make connections to concepts, and form conclusions to problems which will increase student achievement and develop lifelong learners. Our goal is to develop students' conceptual understanding, develop abstract and problem-solving skills, develop innovators and creativity, create an environment where it is safe for students to take risks, and promote student discourse where students are active learners. These personal and interpersonal competencies provide a foundation for success in work and relationships as adults.

Research shows that children learn best and are better prepared when the instruction is tailored to meet their individual needs. We trust that by collectively implementing the following core components, our students at Gates will be provided with greater opportunities to be successful:

- Blended Learning-Rotation Model
- Balanced Literacy
- Guided Math

Blended Learning-Rotation Model

Although students at Gates E.S. have made gains, via the use of well-designed centers that provide differentiation, scaffolding, and personalization in a low tech way, we recognize the need to grow and enhance our practice, to include *blended learning*, a more personalized approach to meet the needs of all learners. Blended learning is a teaching and learning instructional approach that marries online digital

media with traditional classroom methods (face-to-face). Utilizing this approach across grade levels and contents, specifically using the *station rotation* grouping strategy, would provide all Gates E. S. students the following:

- Agency over their own learning
- A safe learning environment to engage in student-centered learning
- Opportunities to access content in a personalized manner
- Flexibility of learning experiences and time
- Opportunities to learn at their own pace, thus increasing information retention
- Ability to enhance/extend learning
- Increased stamina

Likewise, Station Rotation Blended Learning would provide our teacher-leaders the following:

- Additional support to supplement face-to-face instruction
- An additional platform to address all learning modalities simultaneously
- The ability to tailor teaching practices and feedback for each student
- More engaged students
- Opportunities to focus on deeper learning
- A tool to instill a disposition of self-advocacy and promote student ownership and autonomy
- Opportunities to improve time management

Various technology-based programs are currently being used in stations at Gates E.S., to supplement teacher-led core instruction including:
- Dreambox Learning-An online math learning system, designed for grades K-8 that emphasizes conceptual understanding and algebraic thinking allows students to learn *and* practice important mathematical concepts and adapts curriculum to meet the needs of the learner
- Nearpod-an interactive learning platform for where teachers in grades K-12 can create or use ready-made lessons for all core subjects
- LightSail-an adaptive reading platform for use in K-12 where students gain access to an online personalized library, filled with thousands of engaging, just-right texts to choose from

This charter would strengthen our efforts to uniformly integrate technology, in grades Pre-Kindergarten to Six, to positively impact the academic experiences of our students. We will introduce Apple TV and Google Classroom, additional learning platforms, to supplement direct classroom instruction at Gates.

Balanced Literacy
Although balanced literacy is part of our academic model being implemented in grades Kindergarten through Sixth at Gates, our assessment data has plateaued in reading and slightly declined in writing. Of the Balanced Literacy components, guided reading has been an element of focus at Gates. Our goal for 2018-2019 is to ensure that 80% of our students meet the standard, requiring the allocation of additional resources to strengthen teacher capacity, instruction, and intervention in literacy. It is our belief that teachers would benefit from continued professional development in the application of balanced literacy, targeting each component of reading (phonics, phonemic awareness, vocabulary, fluency, and comprehension), that provides effective strategies and practices to implement.

We plan to continue the balanced literacy model, in grades Kinder through Sixth, which includes a framework that addresses each of the following components:

- *Word Study.* Effective word study addresses three components (phonics, spelling, vocabulary) of literacy in the context of developmentally based instruction that explores the connections between sounds and letters in and out of connected texts.
- *Shared Reading-* An interactive reading experience that allows students to join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression.
- *Guided Reading/small group-*An instructional approach that involves a teacher working with a small group of readers. During the lesson, the teacher provides a text that students can read with support, coaching the learners as they use problem-solving strategies to read the text. Students learn to become independent readers.
- *Read Aloud/ Mini lesson-.* The read-aloud strategy involves creating time for oral reading on a consistent basis using selections that exceed student's independent reading level yet are at the correct listening level. This is crucial in order to progress comprehension. Teachers can use read alouds to achieve different goals: 1) to introduce a new theme; 2) to get students talking and discussing literature; 3) to help students explore new worlds; 4) to familiarize students with different genres. The mini-lesson is direct and explicit instruction. It has a clear and consistent structure. It is based on a class need and refers to text for instructional clarity such as a read-aloud or shared reading
- *Independent Reading-* Students are reading a "Just-Right" book of their choice and practicing reading strategies taught in the mini-lesson
- *Shared Writing-* The teacher models "thinking aloud" as he/or she writes so that students see how a good writer's thought process works. Students participate by listening to the teacher's thought process. Students speak in partnerships or in whole-class discussions, trying out writing skills and strategies with the teacher's assistance. The teacher acts as a scribe with student participation and collaboration.
- *Independent writing-* Writing for authentic and meaningful purposes increases students engagement and provides them with authentic reasons to apply the strategies they have learned to multiple genres of writing.
- *Sharing/Closure-* The teacher brings closure to the day's work. This time is used to share ways in which students have incorporated that day's mini-lesson into their work and to share their new insights or discoveries.

Continuing to include Balanced Literacy in the academic model at Gates will be of value to both students and teachers in that:
- literacy instruction is scaffolded following the Gradual Release of Responsibility instructional structure
- authentic reading and writing experiences are shared between teacher and student as skills are practiced
- whole language and phonics instructional approaches are combined, catering to all styles of learners
- multiple opportunities are provided, daily, via the components to teach and practice literacy
- teaching can be customized based on student readiness and interests (differentiation)
- students are excited and engaged in learning
- supports blended learning whereby differentiated learning may be implemented via a station rotation

Additionally, we are considering embedding the following core curricular resources into the balanced literacy model:

- *Moats Spellography* (4th-6th)- Spelling curriculum that uses the history of words, sounds of letters, and language patterns to assist with decoding and spelling problems, spelling retention, and reading achievement.
- *Fountas and Pinnell Reading Curriculum (K-6th)* - The System is designed to support whole-group, small-group and independent learning opportunities including interactive read-aloud, reading mini-lessons, shared reading, phonics/spelling/word study lessons, guided reading, book clubs, and independent reading collections.
- *Literacy Group-Fountas and Pinnell Literacy Leveled Intervention* (K-6th) - short-term intervention, daily, intensive, small-group instruction which supplements classroom literacy teaching
- *Abydos* (K-6) - An integrated writing and grammar curriculum.

Guided Math

The current math instruction at Gates E.S. consists of a 90-minute block of time and is most commonly conducted in a whole group setting. Our goal for 2018-2019 is to ensure that 91% of our students meet the standard. As our student achievement goals for mathematics continues to increase, we realize that in order to meet all the needs of our students we must move to the next level with our math instruction. Just like reading isn't a one size fits all model, neither is math. Gates aims to promote a conceptual understanding and a positive math experience for every student by utilizing the Guided Math Framework. We aim to develop students' love of mathematics through a real-life application and promoting a growth mindset, where all students can be successful with a rigorous math curriculum.

Guided math addresses a wide range of needs in the classroom, from those who require more repetition or readiness activities to top-performing students who need to be challenged above their peers. Guided Math provides a framework that is a conceptual and practical approach to teaching mathematics. It involves ongoing assessment, hands-on problem solving and discussions to meet the needs of every student. The framework structures Guided Math into seven components. These components are used flexibly and intertwined throughout the guided math framework to meet all students' needs. This approach allows teachers to maximize the impact of their teaching, engage all learners in connecting mathematics to their own lives and supports College and Career readiness.

The components include:
- Environment of Numeracy- Students will participate in problems of the day/week, class made charts, manipulatives, tools for measuring, word wall, vocabulary displays, math-related literature, math interactive journals, and graphic organizers.
- Math Warm-Ups- Teachers provide an opportunity to spiral skills, computational fluency, math starters/questions to spark discussion and debate, and number talks.
- Whole Group Mini-Lesson – Teachers explicitly teach a new unit of study, utilize guided math read alouds which support the skills being taught, introduce vocabulary terms, show a short video to demonstrate how math is experienced in the real world, model concepts with anchor charts, review or previous learning, reflection and journal writing.
- Differentiated Small Groups- This includes the implementation of a concrete-representational-abstract method of instruction, reinforce whole group lesson, practice new skills, instruction with the use of manipulatives, an introduction of activities that will later become independent work, informal assessment, and re-teaching based on a formative assessment.

● Math Workshop- This framework includes independent work, math activity in partners or group, math game, math fact practice, math journal writing, technology-online interactive practice, math task cards, and spiral review of TEKS.

● Conferences- Guided math conferences are geared more towards the student being allowed to work through a problem while the teacher listens and guides, gives feedback, asks questions, gives suggestions, set goals, and take notes. (Laney Sammons, Guided Math: A Framework for Mathematics Instruction)

● Balanced Assessment- Informs teaching decisions, determines grouping accuracy, systematically assess the student's strengths and areas of deficit. According to the National Council of Teachers and Mathematics, "... assessment is not an end goal, but a means of achieving instructional outcomes."

Intervention

Interventions are research-based and address the needs of students. At Gates, instructional interventions are a way we continue to differentiate instruction to meet the needs of all students. These interventions are intentional, data-driven, and specific to address particular needs and areas of weakness to ensure that all students can meet their academic goals. Students are discussed at all PLC's, and together we determine the enrichment/intervention that will be utilized to close gaps, progress monitor, and create an action plan for all students. Gates strives to meet the needs of all learners through effective instruction to include:

● Ensuring alignment to TEKS to the lesson, activity, and independent practice
● Considering the task and the student
● Using visuals (for those students that are not auditory learners)
● Actively engaging students in observable ways
● Structuring multiple ways for students to actively and frequently respond and participate
● Using 90% of the allocated time for instruction
● Frequently checking for student understanding
● Closing the lesson by knowing how many students met the learning objective and involving students in self-assessment
● Closing the lesson with specific feedback about academic and social performance

Current Intervention block: At Gates, we use Fast4ward to provide intervention/remediation to target students in Kinder and First grade for 30 minutes daily. In the primary grades, Kinder through 2nd grade, teachers currently assess students that are not reading on grade level, using the scholastic informal running record kit. Based on the data, students are placed in ability groups for guided reading. In grades 1st through 6th, teachers currently assess Reading, Writing, and Math progress through 3 week, six week, and 9-week assessments based on grade level TEKS. Student achievement is categorized by Masters, Meets, Approaches, and Unsatisfactory.

Currently, Gates Elementary does not have a universal time for interventions. Also, our school has not adopted a specific reading, writing, or math intervention program. Teachers are in need of an explicit and systematic intervention program which will help guide instructional decisions for all students.

Proposed Intervention block: Primary students (k-2nd grade) at Gates will use the Fountas and Pinnell Leveled Literacy Intervention (LLI) kits with students who are below grade level based on reading levels and informal running records. Students in grades 3rd-6th will implement small group instruction and

literature circles using various novel units, leveled readers, and decodable readers. Teachers in grades k-2nd and 3rd-6th will collaborate and use flexible grouping for students with a universal time for reading interventions.

C.   Data and Continuous Improvement

Over the past three years, the leadership team has implemented school-wide systems and structures for data and continuous school improvement as well as focused on their role as campus instructional leaders. The campus leadership team creates a K-6th Targeted Improvement Plan that sets an overall goal for the campus and quarterly goals for each content area. The leadership team has and will continue to, model effective instructional practices such as data collection, review, analysis and reflection for teachers in order to ensure student success.

Formative Assessments
Formative assessments are utilized to track student success, change/ modify lessons, re-teach or small group instructions. Formative assessments in partnership with summative assessments guide instruction and provide an understanding of student's level of mastery on TEKS. We have been able to make gains in student success as a campus by gaining a deeper understanding of collecting, analyzing, and utilizing our data to plan rigorous lessons that are aligned with the TEKS and leveraging a multitude of resources to ensure that we teach all specificities of the TEKS.

Teachers and campus instructional leaders work together to create common assessments for students in grades first through sixth. Kinder students are given letter-sound and sight word assessments every three weeks. These assessments are administered every three weeks. The assessments include the TEKS that were taught during those three weeks as well as previously taught TEKS to spiral these topics for students. Campus-based assessments are administered on the ninth week to check for understanding of all TEKS taught for that quarter. Once teachers administer the assessments, they utilize STAAR aligned "zone charts" to track students based on "masters," "meets," and "unsatisfactory categories." They also color code their student sub-population groups to help identify, track and visually see how each subpopulation performs as a group in relation to other students.

Summative Assessments
We use Fountas & Pinnell to assess literacy proficiency. Based on student needs' we create other literacy assessments that are progress monitored every three weeks. Literacy folders contained informal running records, which are given every 3-4 weeks in K-2, sight word assessments, letter-sound assessments, and formal running records, which are given four times a year in K-2 and two times a year in 3rd-6th. All students that are not reading on grade level are given informal running records every three weeks. It is collected and placed in each students' literacy folder. These folders are used to document student progress and reviewed at grade level meetings.

Assessment Name	NWEA MAP	Fountas & Pinnell	Campus Created Common Assessment	STAAR Released Test-Benchmarks
Grade levels	K-6th	K-6	1st-6th	3rd-6th
Content Areas	Reading - K-6th Math - K-6th Language - optional 4th	Reading	Reading (3-6), Math (1-6), Science (5), Writing (1-6)	Reading, Writing, Math, Science
Purpose	District Assessment.	This is district assessment, used to determine students' reading levels. The beginning of year data is used to created guided reading groups. Groups change based on student growth.	Assessments are used to determine if students are mastering TEKS taught. Data drives instruction and allows teachers to monitor and adjust instruction.	It is used to determine what TEKS to spiral and re-teach before state assessment.
Type	Diagnostic	Diagnostic	Summative	Summative
Frequency	Three times a year	Two times a year for 3-6 Four times a year for k-2	every three weeks	once a year
Administration Calendar	Sept, Dec, April	K-2 (Sept., Nov. Feb. April) 3-6 (Sept. & May)	August-April	March

Goal Setting/Student Conferences

Data is visible throughout our campus and is posted in all classrooms. Teachers post Fountas & Pinnell, NWEA Map, and teacher-created assessment data in their classrooms. Classroom goals are set by teachers and students and are monitored after each assessment. Goal setting conferences are held by teachers with students every nine weeks. The campus leadership team also meets with students in grades 3-6 every nine weeks to discuss goals and set new targets for the next assessment. Data is used to drive instruction and is continuously analyzed to make instructional decisions for students. The leadership team and teachers analyze data every three weeks in order to develop a plan of actions for small and whole group instruction. This data is also used to determine if students need additional support, such as testing for dyslexia. In collaboration with teachers as an instructional leadership team, we create and analyze the zone charts to give us a glance at how our students perform in regards to masters, meets, or unsatisfactory. We then analyze the assessments to identify our lowest performing and highest

performing TEKS. This data analysis is used to create a plan of action for re-teaching, spiraling, or small group instruction.

We also provide students in grades fourth through sixth with a student goal in reading and math based off domain 2 of the state accountability system, student progress. STAAR progress measure is used to determine the amount a student is improving or progressing in reading and math. This measure is based on a comparison from last year's score to the current year. It is important to track students' progress and celebrate gains students are making. The TEA accountability system is designed to ensure all students are taken to account, so the focus is not just on getting students to pass, but focusing on student growth. Campus instructional leadership in partnership with teachers also collects and analyzes the zone charts to track how the campus is performing in regarding domains 1 and 2 of the TEA accountability system. Domain 1, student achievement, measures all students and all tests. Gates analyzes data by all students passing or exceeding in approaches, meets, and masters. Data is also disaggregated by all subpopulations such as ethnicity, special education, English language learner, continuous and non-continuous. Domain 2, student progress, measures student growth or progression on STAAR in reading and math. Last year's scores are compared to the current year.

Action Plans
Data is analyzed every three weeks in grades 1-6 in PLC's, grade level planning and faculty meetings. Data analysis allows us to look for historical and current trends. If Gates is underperforming in an area, the leadership team and teachers work together to develop an action plan. We identify specific areas of need and analyze the data to distinguish a root cause. Then we create a plan action to align resources and learning activities to re-teach areas of weakness. As well as identify if it is a whole class or small group weakness. We create a plan that ensures students who are struggling receive additional time and support to master the material.   We assist teachers with planning and delivery of instruction whether it be through planning together, model, co-teach, or small group pull-out to help students succeed.

D.   *School Community Communications*

Community Involvement
Gates currently has a minimal family engagement for the following events: STAAR Night, Donuts with Dad, Muffins with Mom, Grandparents Day, Winter Literacy Night which includes a 6th-grade band performance along with a showcase of student work.

We want to create a model that encourages increased family engagement by supporting self-efficacy. Parental and community involvement is a fundamental part of the philosophy and operation of the school. The goal is to encourage faculty and family engagement so that they are active participants in the education of the child, give the community ownership of a high-quality educational program, teach children to be civic-minded, and socially responsible.

Some of the methods we will use to form these partnerships are as follows:

- Provide Parent workshops that share academic skills and practices parents can do at home with their kids. Workshops and materials will be provided for parents on typical development and appropriate parent and school expectations for various age groups. We

will provide handouts to include suggestions for parents on home conditions that support learning at each grade level. We strive to make sessions more engaging to include hands-on activities parents can use at home. These workshops will include resources, and demonstrations parents can utilize at home to help their children solve math problems, writing stories, asking questions before, during, and after reading to build comprehension skills in children. We will share information on different learning styles such as auditory, and reading/writing learning styles which parents can utilize at home to help their children.

- We plan to partner with local agencies to provide regular parenting workshops on nutrition, family recreation or communication. Workshops and other school-based programs will be offered to help parents learn about what goes on in classrooms.
- We will have school personnel make home visits at transition points such as preschool and elementary to middle school to help families and students understand what to expect at Gates Elementary.

Communication

Currently, Gates uses various forms of communication such as monthly campus calendar of events, flyers for local opportunities, invitations to coffee with the principal, PEIMS calls, school billboard, and parent-teacher conferences/phone calls.

Gates plans to enhance the forms of communication with parents by utilizing various forms of communication; such as updating social media pages (Facebook, Twitter, & School Website), classroom/school newsletters, and technology apps (SeeSaw, Class Dojo, & Google Classroom).

We will use a survey to assess if our forms of communication and or approach of communicating with families are effective or if there is a more preferred form of communication.

Parent communication will include:
- Updates on their child's progress - teachers in K-2nd will send home a daily behavior log; teachers in all grade levels will reach out to parents to discuss strengths as well as areas of concern through face-to-face conversations, text, phone calls or emails to create a collaborative partnership with parents
- At the beginning of the year, fliers will be sent home to notify parents of homework and grading policies as well as curriculum descriptions and information on instructional programs.
- A monthly calendar of events and meetings will be sent home to make parents aware of monthly events.
- We will provide parents with information on student safety and the quality of teaching, at the elementary level, which will be discussed at an open house and throughout the year during parent coffees, STAAR Night, Literacy Night, and different family events.
- We will continue to notify parents throughout the year as any updates occur to our educational programs.

E. *Student Recruitment & Retention*

Gates' administration and teacher-leaders will continue to build and maintain trusting and positive relationships with students, staff, parents, and the community. In an effort to increase student recruitment, we will employ multiple ways to market our campus and its many offerings, throughout the community:

- o Campus Technology Appointee will be responsible for redesigning and/or updating, monthly, the campus website, Facebook and Twitter accounts to include the campus' monthly events calendar and newsletter (following leadership vetting)

- Campus Leadership Team (CLT) will complete community block walks at the start of each academic year (August/September) to engage with former and potential families, disseminating flyers and sharing areas of strength and development for the approaching school year
- Parent Family Liaison will work cooperatively with the Campus Leadership Team communicate and solicit partnerships with community leaders, businesses and organizations to remain informed of upcoming community events that the campus may participate in
- Campus Teacher-Leaders will work cooperatively with the Data Clerk to initiate telephone calls to welcome new families and solicit campus offerings to prospective families
- Campus Administration and Data Clerk will schedule dates prior to the start of the school year to support families with completion of the charter application and online registration

Gates Elementary will work relentlessly to retain the families that we serve by:
- Providing a welcome letter to all new students from campus administration
- Host orientation meetings for parents and students at the beginning of each school year
- Establish systems (i.e., surveys) and platforms for parents to provide feedback and suggestions on their student's academic progress, our academic model, school culture and climate, events that they would like to have
- Create opportunities for parent involvement in campus events (attend, participate, assist in organizing or set-up of: literacy night, math night, and student of the month. We will utilize surveys to get information on parent's needs, wants, and interests.
- Host a variety of campus activities to improve social connectedness and involvement, providing students a variety of opportunities to engage with
- Establish a student council and/or other student leadership groups/organizations whereby students may provide input into their learning, campus culture, and climate
- Create an end of year newsletter and video that highlight the year's accomplishments to include student work and photos
- Provide a safe, supportive, and welcoming environment for all children to learn

We want to make sure that we welcome everyone. Gates will make sure to identify and define who our target population will be for recruitment. We will also make sure that we obtain initial and ongoing input from the community on how we can better meet the needs of our families. This would include having

focus groups with our families and holding meetings with our staff so that we meet the needs and interests of our target population. It is important to develop a culturally sensitive marketing message and a plan for all of our families. Ensuring that we include bilingual and bicultural individuals to help develop our message that we are going to put out to our target population. We need to use appropriate messages in our marketing materials to ensure that we acknowledge Gates strengths and outcomes.

F. School Climate & Culture

Culture

Overall, Gates E.S. believes in commitment to children, families, and community through building respectful and caring relationships including safety for all. Gates E.S. develops strong cultures built around core values with integrity and high expectations. We believe that fostering a student-centered environment to include student engagement, student discourse, and student safety will create an environment of student success both behaviorally and academically. Academic expectations include students analyzing, interpreting, evaluating and thinking logically to solve problems using a variety of resources and strategies. Student-centered entails small group, rigorous instruction; collaborative learning through partners or groups; and peer tutoring. Student engagement involves rigorous instruction that fosters high standards and expectations for students, actively monitor and provide immediate feedback of student's work. Student discourse is where students are peer teaching, transferring knowledge to one another, actively engaged, and facilitators of their own learning. Student safety means to provide a safe, nurturing environment where all students are able to reach their full potential and succeed. Our mission is to provide a safe student-centered environment focused on student discourse and engagement to create student success.

Students contribute to and benefit from their school's sense of purpose and mission, and the belief that success is possible for every student. Relationships between teachers and students are also strengthened through the additional time teachers spend working with students outside of regular daily instruction. Students are encouraged to participate in the extra instructional after school time provided during master teacher time which teachers can foster and reinforce relationships with students around activities they enjoy as well as reinforce core values. During this time teachers provide tutoring reinforcement as well as an extension to learning to support and motivate students who need help with concepts taught during the school day.   Teachers include activities such as Book Club, Writing Club, and collaborative research projects in the extra instructional time provided in the day. Students are excited to attend Gates due to the low student-teacher ratio, which enhances and engages student learning.

Climate

We design our school climate to be value-based and achievement-oriented, built on a set of high expectations that create an environment conducive to high levels of academic and personal excellence. We know that students will rise to the expectations set for them. We know that positive relationships with caring adults are essential to creating a strong school and classroom climate. We hold all students to high expectations and have authentic relationships, and our teachers have strong relationships with students, this helps prevent misbehavior and disrespect between the two. We reinforce these skills through coaching throughout the year.
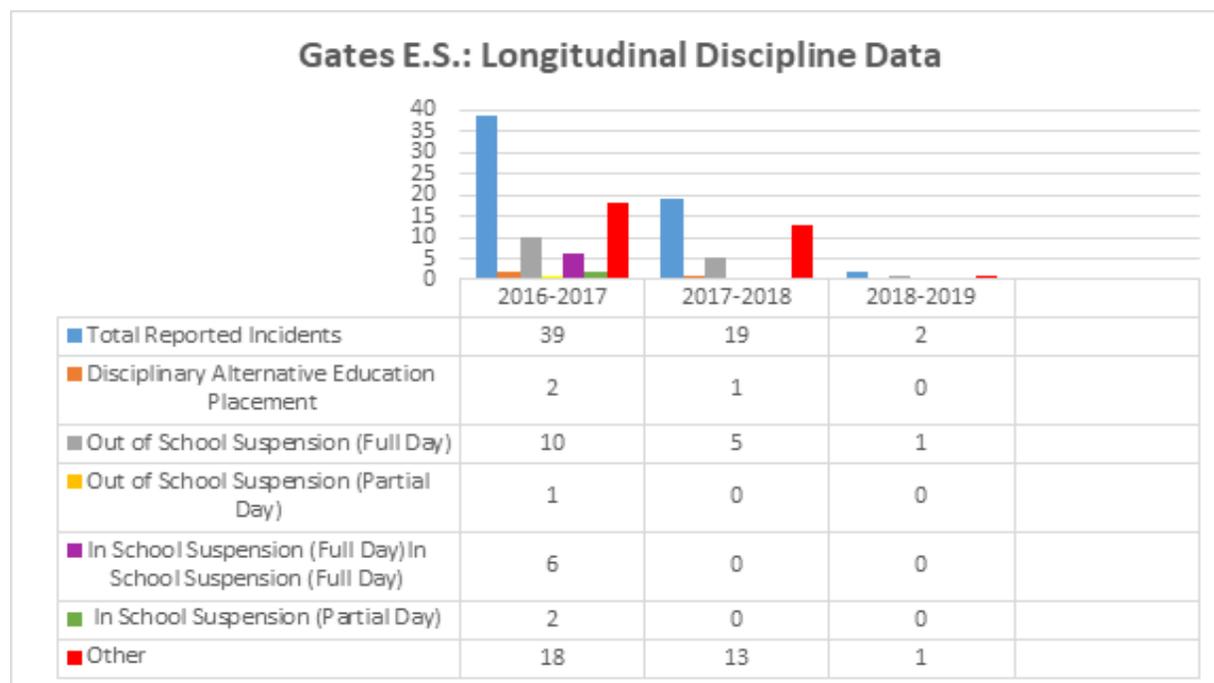
Discipline

In addition to our qualified staff and our effective instructional practices, it is critical to implement a school wide approach to discipline. This includes a framework of high expectations and approach to

behaviors; rewarding positive behavior and identifying consequences when needed, they are standardized and consistently implemented school wide. Discipline is not punishment, but a positive reinforcement to help promote education. Teachers help students learn acceptable ways to deal with personal feelings. A positive approach when disciplining students' places emphasis on correcting the behavior while simultaneously maintaining students' self-esteem and dignity. Our students are more likely to follow the rules because they have a robust connection with their teachers. It is our responsibility of schools to provide a safe learning environment for all students. Teachers receive professional development on PBIS and CHAMPS throughout the school year.

Gates is prepared to support and promote appropriate behavior because we understand that when behaviors are managed, students are able to learn and be successful. When children are engaged in learning and understand what is expected of them, they are more likely to display appropriate behavior. Thus, it is important for teachers to establish behavior expectations and rules as part of the overall classroom behavior management system. Behavior expectations include 1) be safe, 2) be responsible, 3) be respectful.

Discipline studies show that an excessive number of out-of-school suspensions and expulsions are not beneficial to students. We understand that by removing a student from a classroom, instructional time is missed, thus affecting the student's academic achievement. Therefore, our goal is to keep students in school whenever possible. According to historical campus data, the number of reported disciplinary incidents, requiring administrative action, has dropped considerably over the last three academic years.

Gates E.S.: Longitudinal Discipline Data

	2016-2017	2017-2018	2018-2019
Total Reported Incidents	39	19	2
Disciplinary Alternative Education Placement	2	1	0
Out of School Suspension (Full Day)	10	5	1
Out of School Suspension (Partial Day)	1	0	0
In School Suspension (Full Day)In School Suspension (Full Day)	6	0	0
In School Suspension (Partial Day)	2	0	0
Other	18	13	1

In the school year 2016-2017 there were 39 incidents reported. Out of those 39 incidents, 21 students received disciplinary placements, to include two students that were placed in DAEP-alternative school, The data shows there were 10 out of school suspensions, one partial day out of school suspension, six in school suspensions, and two partial days in school suspension. The other students received consequences to include writing an apology letter, campus community service, conference with a parent, and referred

to the counselor. For the school year 2017-2018 there were 19 reported incidents, six students received disciplinary placements to include one student being placed in Disciplinary Alternative Education Program (DAEP)-alternative school, one student finishing his consequence from the prior year in DAEP, and five out of school suspensions. Other consequences for students included:

- writing an apology letter
- changing the student's seat or desk placement
- conference with the student
- conference with parents
- conference with a campus police officer

This academic year 2018-2019 we have had two incidents. Some of the reasons behavior incidents have declined are because teachers have improved their classroom management, students understand the school-wide behavior expectations that have been in place for the past four years, and students are more engaged in active learning. One child has received disciplinary placements to include one out of school suspension. For the second incident, the student received a consequence that included a conference with both the student and the parent. Gates understands that sometimes suspension cannot be avoided. It may be necessary to remove students whose behavior represents a threat to other students or proves consistently disruptive in the classroom causing other students not to be able to learn. However, we understand more and more that there is an increasing movement that certain forms of discipline should be used less frequently than in the past.

Gates utilizes the following best practices to reduce its out-of-school discipline rates:
Counseling has been found to be an extremely effective alternative to suspension. It helps to teach the student replacement skills and build self-esteem. Admin, parents, and students consult with our school counselor when a student is exhibiting a pattern of negative behavior choices.

Restorative justice empowers students to resolve conflicts on their own and in small groups, and it's a growing practice at schools around the country. Essentially, the idea is to bring students together in peer-mediated small groups to talk, ask questions, and air their grievances.

Social Skills instruction teaches students appropriate interpersonal communication skills, self-discipline, and problem-solving skills. Strategies are provided to prevent and replace problem behaviors and increase skills and behaviors leading to social competence.

In School Suspension (ISS) is a disciplinary technique which is designed to penalize the problem behavior without removing the student from the academic community. ISS may range from a class period to a few days. The student continues to access the curriculum and school. The student learns the negative consequences of engaging in inappropriate behaviors and decreases the number of inappropriate behaviors.

Problem Solving offers practical skills for helping children learn how to think through and resolve everyday conflicts. Through games and exercises, children learn interpersonal cognitive problem-solving skills including the ability to identify a problem, identify solutions, choose the best solution, and follow through on the chosen solution.

Counselor

We have a vision at Gates Elementary that fosters students to think critically, be inspired, and be responsible citizens. Character education will empower students in our community to practice positive character traits. Currently, character education lessons are taught by the counselor and reinforced by the teacher. Our counselor shares her lessons with classroom teachers so that they can carry on over into the classroom. Many of these lessons and resources are provided by the SAISD Counseling Department. The counselor develops many of her own lessons based on the needs of our students.

The Comprehensive School Counseling Program revolves around four service delivery components to include responsive services which have a purpose to intervene on behalf of students whose immediate personal concerns or circumstances put their continued educational, career, personal, and social development at risk. The next component is System Support. The purpose is to identify and coordinate resources and activities on campus and in the community that indirectly benefit students. The third component is Individual Planning. This is to guide all students as they plan, monitor, and manage their individual educational, career, personal, and social development. The final component is the Guidance Curriculum that taught in units in the classroom through differentiated, developmental learning activities with planned lessons. Lessons are based on character education, college readiness, and career exploration.

We know the school itself must build and maintain strong relationships between parents/guardians, students, and teachers. There should not be a focus on consequences, instead, develop a philosophy regarding discipline and focus on the cause of the student's behavior to include encouraging positive behavior. We should review our discipline data through Review 360. This data will be reviewed monthly at PBIS meetings and shared with teachers. This will lead us to be intentional and strategic with our behavior management including rewards and consequences. Having parent engagement is pertinent, and parents will be notified of all disciplinary consequences that involve removing students from class, activities, or school. No modifications to our current discipline plan will be made.

G. *Proposed Autonomies*

Autonomies	Descriptor	Rationale
Professional development	School administration and teachers will have the flexibility to opt in and out of district PD.	Gates' charter has unique features that will not align with district offerings be met by attending district-offered professional development. By providing staff the option to choose what professional development they attend with the guidance of the administration, will ensure PD is aligned with our school model and individual teacher needs.
Assessments	Opting in and out of district CBA and semester exams.	Gates will be creating their own scope and sequence, which will not be aligned to the district. Assessments will be created by teachers and vented by the administration to ensure alignment with depth, rigor, and specificity to the TEKS. Assessments are currently created by campus, which has led to 5 distinction designations and only "A" elementary school in SAISD.
School Schedule and Calendar	We request to extend the school day; on Monday-Thursday from 8:00am-3:35 pm to allow for weekly professional development each Friday from 1:00-3:00 pm.	Ongoing professional development is critical to the successful implementation of new programming. By providing embedded professional development, the campus has the opportunity to sustain momentum throughout the year.
Curriculum and Instruction	Enable us to have flexibility about curricular decisions and resources used and instructional frameworks per subject area, textbooks and resources chosen	Gates' charter has unique features that may not align with the district instructional framework. For example, Gates will be providing a school-wide 45 minutes for reading interventions. In addition, Gates will be purchasing a reading curriculum to support blended learning and literacy initiatives.
Evaluation	The ability to utilize the T-TESS appraisal system on a three-year cycle if the teacher scores are proficient or higher for at least two consecutive years on their end-of-year appraisal.	We request the ability waive the observation component in the TTESS instrument if the teacher scores are proficient or higher for at least two consecutive years on their end-of-year appraisal. Year 1: Proficient Year 2: Proficient Year 3: Waiver Year 4: Waiver

		Year 5: observed again, if scoring Proficient or higher again, the teacher will have two more years of waiver We believe that Gates teachers should have earned autonomies based on performance. We believe this autonomy will reward consistently strong teaching performance. We also believe that administrators and instructional coaches need time to coach staff intensively. In order to reduce the caseloads on each administrator and instructional coach, appraising less staff each year is required. *If during a waiver year, the appraiser believes the teacher will score below Proficient on their end-of-year appraisal based on walkthroughs, the administrator can choose to remove the waiver and conduct an observation.*
Staffing	The principal must approve all assignments and hires for the school. Flexibility to use staff across schools or the network Flexibility to shift FTEs to other campus-based needs	Each network school has unique needs, and by utilizing specific school-allocated staff across the network, each campus will be able to maximize personnel to meet student needs. For example, an implementation specialist can provide professional development at either campus.
Budget	We request to the maximum extent possible that all campus budgeted funds can be used flexibly to support the needs of the campus and/or network, to include funds allocated for staffing	In order to meet the unique needs of the campus, our instructional program and ultimately our students, the campus requests maximum autonomy of campus funds in order to pay for programming, consider how to maximize the impact of staff, and think creatively about how we partner with our community. For example, each position equates to dollars, and the campus wants the option to use these dollars for other purposes.

H. *Capacity of Applicant Leadership Team*

Team Member Name	Current Role	Current Employer	Proposed Role at School
Sonya Mora	Network Principal	SAISD	Network Principal
Kimberly Barg	Associate Principal	SAISD	Associate Principal
Angel Prado	Fourth Grade Teacher	SAISD	4th Grade Teacher
Veronica Saenz	Master First Grade Teacher	SAISD	Master First Grade Teacher
Jennifer Rodriguez	Instructional Coach	SAISD	Instructional Coach

Through both our personal and professional experience and our expertise, as a team, we are committed to improving educational outcomes for our students. We will continue to meet throughout the application process to build capacity and participate in community outreach. The network principal in collaboration with the associate principal is the primary instructional leaders of the school. They use current and past student assessment data to drive key decisions for the campus.

Sonya Mora has been an educator in San Antonio ISD for 18 years. She was a campus instructional coordinator and administrative assistant at J.T. Brackenridge Elementary, assistant principal at Smith Elementary, principal at Gates Elementary for three years, and most recently, the network principal at Gates and Cameron Elementary. She designed, implemented, and led multiple aggressive initiatives, which led to improved academic performance resulting in five distinction designations in 2016, four distinction designations in 2017 and five distinction designations in 2018. Ms. Mora attended The University of Texas at San Antonio (UTSA) where she earned a Bachelor of Arts in Interdisciplinary Studies with a concentration in early childhood and a Masters of Education in Educational Leadership. Her passion for curriculum and instruction led her to earn a Master's in Education in Elementary Math at Texas State University.

Kimberly Barg has been an educator in San Antonio ISD for 15 years. She has eleven years of elementary teaching experience at Cameron Elementary, three years as an Instructional Coach, two of those years at Smith Elementary and one year at Gates Elementary. She served one year as an assistant principal at Gates Elementary, and currently is the associate principal. She has been actively engaged in the following domains: setting direction, developing teachers, focusing on learning, and helping the principal improve the instructional program. Mrs. Barg has contributed to the academic tone of the school through assisting with implementing a school improvement plan, assisting with implementing performance data on all students, used that data to help teachers differentiate instruction, helping teachers use a variety of instructional practices, and supporting teachers with individualized plans of action, which led to two distinction designations in 2015, and three distinction designations in 2016. Mrs. Barg moved to Gates under the direction of Ms.Mora and played a role in receiving four distinction designations in 2017 and five distinction designations in 2018. She attended The University of Texas at San Antonio where she

earned a Bachelor of Arts in Interdisciplinary Studies with a concentration in Early Childhood. She also has a Masters in Early Childhood and Curriculum and Instruction with a concentration in Literacy Studies from the University of Texas Arlington.

Jennifer Rodriguez has been an educator in San Antonio ISD for 9 years. She has six years of teaching experience at Smith elementary, where she taught grades first – third. While at Smith she was able to improve her teaching practices with the coaching and guidance of Ms. Mora. In 2015, she assisted a group of third grade students prepare for success on the STAAR test and was able to help four out of the six students meet standard. She then moved to Gates Elementary and taught third grade for two years. She had an impact on Gates being removed from Improvement Required status and receiving five distinctions in 2016. She also helped Gates receive four distinctions in 2017. Over the course of her career she has had the opportunity to refine and demonstrate collaborative skills with colleagues. She has proven her ability to provide effective leadership in instructional alignment, planning, and data analysis. She has served as the instructional coach at Gates since 2018 and continues to play a role in the success of students. She has served as an Academic Coordinating Teacher, Math Campus Academic Coordinating Teacher, as well as on the Campus Data Committee, Campus Instructional Leadership Team, and the Lead4ward Campus Team. Mrs. Rodriguez attended The University of the Incarnate Word where she earned a Bachelor of Arts in Interdisciplinary Studies with a minor in reading and received a Master of Education in Educational Leadership and Policy Studies from The University of Texas in Arlington.

Angel Prado has been an educator for the San Antonio Independent School District for 13 years. Her teaching experience includes four years of Prekindergarten, five years of Kindergarten, three years of first grade, and one year of fourth grade. She is currently teaching fourth grade and enjoys teaching Reading, Writing, and Math. Ms. Prado attended Texas State University-San Marcos and earned a Bachelor of Science in Interdisciplinary Studies with a concentration of Prekindergarten through Fourth. Ms. Prado was chosen to be part of the first cohort from S.A.I.S.D. to earn a Master of Science in Reading from Texas A&M-San Antonio. Ms. Prado is a certified Reading Specialist. Ms. Prado has helped build leadership capacity at a campus level in the following ways: Coached primary teachers in early literacy phonics instruction, created and implemented several professional development sessions in spelling and writing instruction for teachers, collaborated with parents and presented in a workshop on reading comprehension, initiated a school wide literacy night for all teachers, students, and parents. Ms. Prado has presented literacy related research at a local and national level at the Texas A&M University-San Antonio Research symposium (2017, 2018) and the Critical Questions in Education Conference in Portland, OR (2018).

Veronica Saenz has been an educator in San Antonio ISD for 12 years. She has twelve years of elementary teaching experience at Gates Elementary. She attended The University of Texas at San Antonio where she earned a Bachelor of Arts in Interdisciplinary Studies with a concentration in Early Childhood. She is currently working on a Master's of Science in Reading to obtain certification as a Master Reading specialist at Texas A&M-San Antonio. During her time at Gates Elementary she has served on the campus leadership team for six years and has been academic chair lead teacher for twelve years. Veronica Saenz has taught a kinder-first general education combination class during the academic school year of 2017 to

2018. Her data performance for the Northwest Evaluation Association Measures of Academic Progress (NWEA- MAP 2017-2018 and currently) are as follow:

Year	Grade	Math	Reading
2017-2018- End of the Year	Kindergarten	4/5 students met growth 80%	4/5 students met growth 80%
2017-2018 End of the Year	First	5/5 students met growth 100%	1/5 students met growth 20%
2018-2019 Middle of the Year (Current)	First	13/16 students met growth 81%	9/16 students met growth 56%

In addition, Veronica Saenz has served as a mentor teacher to new in-service student teachers for the University of Texas at San Antonio (Fall 2010 & Spring 2012) and Texas A&M San Antonio (spring 2016). She served conducted a stem lead summer camp with the San Antonio Doseum in the summer of 2018 and was an assessment volunteer for Project Transformation (summer 2018). She completed a graduate research paper at Texas A& M San Antonio on an analysis of teacher self-efficacy in writing instruction (winter 2018) and has presented in two different literacy research symposium. Veronica Saenz has been awarded to SAISD Foundation Mini-Grants for math (2017-2018) and writing (2018-2019). She has also received a grant for students in kinder and first grade to attend a fully funded field trip (2018-2019). Veronica Saenz was nominated as teacher of the year for 2017-2018.

With such a diverse leadership team, who possess the educational, personal and professional capacity necessary to drive the work addressed in the charter, we're certain that the challenges previously presented will be overcome. Although the team will work collaboratively to address all areas of struggle, we will ensure that each member of the team is assigned and/or work closely within the area of their strength(s).

I. *Human Capital*

Recruitment
We recognize the direct correlation between teacher quality and student academic success. Therefore, we maintain an extremely selective staff screening process, which follows the District's application process. Gates E. S. will continue to secure staff via this process and will expand our pool of outstanding teacher-leaders via attendance at local and District job fairs, partnerships with universities and alternative certification such as TFA, and through the professional network. Additionally, we will partner with local colleges to speak with and/or partner with interested future graduates. Once staff is recruited we will work to define a shared set of values and expectations, then empower them to implement and innovate within their teaching craft. We invest in role modeling from the top and in distributing leadership across the organization, so adults can truly customize and adapt to the student experience. A growth mindset is a must: we look for strivers and learners.

"The greater danger for most of us lies not in setting our aim so high that we miss it, but in setting our aim so low that we reach it." ~Michelangelo

As this quote states, our current teachers continue to establish and push our students to meet high expectations. Some non-negotiables we have when selecting teachers to join our current team include:

- Teachers who set ambitious goals and push students to succeed with high expectations.
- Teachers who show love, empathy, and passion for our students
- We are a data-driven campus and believe that data should be used to adjust and drive instruction and interventions. Teachers should also be able to speak to their data to help their students overcome challenges and succeed.
- Teachers who are positive, passionate and believe that ALL students have the capabilities to learn
- As well as the 4C's of education: collaboration, communication, critical thinking, and creativity

Teacher Development

At the start of the year, teachers are paired with a mentor teacher who is housed on campus, that provides support to include but not limited to the following: campus culture and climate, relationship development (with parents and students), classroom routines and management. Additionally, teachers receive ongoing professional development throughout the year, at the District (EPIC Saturday) and campus levels presented by the principal, assistant principal, instructional coaches. Professional development at the campus level is based on campus initiatives and targeted improvement plan.

For the past two years, teachers have received differentiated support from the campus-based instructional coaches. This support is provided all school year based on teacher needs. Teachers that are new to grade level or new teachers receive additional support depending on their needs.

Struggling teachers are identified by administration through learning walks, parent concerns, and safety concerns. Administration or instructional coach provides support for instruction. Teachers are provided support in the areas of lesson planning, grouping students, model or co-teach lessons, and overall curriculum and instruction. For example, a teacher that is struggling with teaching writing, the assistant principal would meet with that teacher to plan targeted lessons. If no improvement has been met with classroom management or instruction, the principal will reach out for district support.

Retention
Gates continues to retain highly effective teachers. We have had a low turnover rate for the past three years, teachers have left due to loss of a unit and promotions. Our retention rate for the past three years is listed in the chart below.

	2015	2016	2017	2018
Teacher Retention	67%	100%	100%	94%

School leadership and administrative support contribute to the retention of teachers. Leadership articulates a vision, helps teachers grow professionally, and plays a leading role in determining the school's climate. Administration provides Professional Learning Communities (PLC) provide collaboration during school hours to discuss student performance, curriculum, and instruction. Substitutes are provided during the school day for teachers to collaborate and plan. The administration has worked hard to create a positive school culture for teachers and students, where they feel safe, trusted, and respected. Administration works together in collaboration and support with teachers to help impact student success. Teachers contribute to the operations of the school and the care of the physical environment. They are

engaged and respected. Teachers are encouraged to take risks and have control in their classrooms. Gates is an acting professional learning community, teachers have opportunities for professional collaboration and shared decision making. Teachers have been given the opportunity to present at faculty, PLC, and campus professional development. Teachers are also given opportunities to grow professionally such as becoming a master teacher or earning a master's in reading, which builds teacher capacity.

School Network Development Plan

A. *Relevant Experience*

Gates had been designated as Improvement Required by Texas Education Agency in 2015. Upon promotion to Principal at Gates, Ms. Mora and her leadership team designed and led multiple aggressive initiatives to improve its academic performance. Ms. Mora has been instrumental in creating and implementing the Targeted Improvement Plan, resulting in meeting all Performance Indices in 2015-2016, which led to the campus meeting standard and receiving five distinction designation: mathematics, reading, Top 25% student progress, Postsecondary Readiness, and Top 25% Closing Performance Gap. Despite being the lowest scoring campus in the District, in Index 1, in one year Gates became one of the top 10 schools in SAISD. Gates met all Performance Indices in 2016-2017, under Ms. Mora's leadership, which led to campus meeting standard and receiving four distinction designation: mathematics, science, Postsecondary Readiness, and Top 25% Closing Performance Gap. The campus also had a 9% increase in Index 1, 8% increase in Index 3, and 10% increase in Index 4. Gates was one of the top performing schools in the district. In 2017-2018, Gates met the standard and received five distinction designation: mathematics, reading, science, Postsecondary Readiness, and Top 25% Closing Performance Gap. Gates had the highest masters scores in math for the district with a 2% increase from last school year. The focus for the 2018 school year was increasing meets and masters in all content areas. Overall, Gates had a 15% increase in meets and 8% increase in masters.

Based on her track record of campus improvement at Gates, Ms. Mora was selected in 2018 as a Network Principal and has spent the 2018-19 school year leading two campuses. As an instructional leader, Ms. Mora aspires to establish a school culture and education program conducive to student learning and socialization. She seeks to promote professional learning communities by establishing comprehensive professional development for improved teacher growth and development. Her greatest strengths include but are not limited to performance standards development, teacher mentoring/coaching, curriculum design and implementation, standardized testing, and workshop/seminar presentations. The school culture and climate at Gates has changed, through her focus on student safety and academics. At Gates, they have created professional learning communities by establishing comprehensive professional development for improved teacher growth and development. There is a relentless dedication to setting high expectations for all students at Gates, where failure isn't an option. Over the past four years, Ms. Mora has worked to build the capacity of the leaders at Gates, and the Associate Principal will continue to work in the same leadership style, philosophy, and dedication that Ms. Mora has modeled, as her time shifts from managing one campus to two campuses.   The same leadership team that drove these improvements at Gates will lead the continuing work on the campus as her time shifts.

Her engagement at Cameron consists of a more hands-on approach because she is establishing the same culture and climate that she created at Gates. As well as creating a positive learning environment based

on safety, nurturing relationships, and positive discipline strategies through modeling and mentoring the Associate Principal at Cameron.

B. Capacity for Additional Schools - Systems

Our work as a network will focus on sharing practices across schools, then tailoring them based on student needs, interest, and performance. We share our practices across schools through collaboration and planning days where teachers from both campuses are given opportunities to collaborate and plan with each other. We have hosted a professional development day where teachers from both campuses met at one campus to learn and work together. We share common assessments and common schedules with both campuses. We will set guardrails around elements we expect to see implemented with fidelity at both campuses - assessments, pacing, student goal-setting - but encourage some customization such as resources used and the delivery of curriculum and instruction based on the needs of the student(s) and/or learning community.   We will prioritize processes and procedures around how to structure and execute rigorous data cycles, and how to support and provide feedback to teachers around their practice. For all else, from curriculum development to instructional delivery to behavior systems and supports, we will support our school leaders and teachers to innovate with the student in mind. They will have the flexibility over their teaching practices as long as it positively impacts student learning and student success while keeping in mind our vision and mission for the school.

C. Capacity for Additional Schools – Mitigating Risks

Mitigating Risks	Strategy
Time Management	- Use of Outlook-entire instructional leadership team & office staff placing events, meetings, etc. on the calendar - Use of time management templates (monthly calendar & work projects) - Meeting with administration team once a month together
Systems & Structures	Developing the following: - Data collection - Attendance - Enrollment of new students - Learning walks and feedback - Substitute
Leadership Development	70/20/10 Development plan and monitoring tracker - Meeting with associate once a week

Constituent Map & Stakeholder Engagement

A. *Knowing your Constituents*

Our goal is to engage a large group of stakeholders and "de-mystify" what an in-district charter is, we will do the following:

- Build a team comprised of new, tenured, *and* master teachers to write the plan (this will be roughly half the teaching team)
- Develop talking points for the committee to take back to the rest of the teaching team (and create authentic engagement opportunities to deliver those messages)
- Related, develop talking points for the network principal to take back to school support staff, with consideration around how this group interacts with parents and the community (e.g., office team)
- Create a plan for engaging parents - with step one getting them to the school to learn more; key touch points would be with trusted teachers and with Sonya

The key constituents of our school at this time are our faculty, staff, parents, and students of our school. We have opportunities for parents to volunteer throughout the day. However, we are not doing enough to communicate and advertise.

We believe that parental and community involvement in our school is fundamental and a required part of a student's success.

Constituent Groups	Strengths	Opportunities for Growth
Teachers/Master Teachers	Committed to students, great rapport with students & parents, high expectations for all students	Developing the whole child, the focus has been on academics and needed to add more programs, organizations, and events for parents and students.
Faculty & Staff	Care about our students, want the best for our students, always willing to help	Professionalism with parents which means maintaining a positive culture where everyone wants to work and learn in a respectful environment, this is everyone's responsibility.
Parents	Want the best for their children	Attending more school functions and taking an active role in their child's education. • Help your children work on homework assignments • Read with your child at home • Tutor a child with materials and instructions provided by teachers (or found on the internet) • Attend and actively support school activities • Volunteer in classrooms, on field trips, or for special events • Attend parent-teacher meetings • Talk with your child about school on a daily basis
Students	Smart, insightful, have a vision for what they want	Gates need to give students more opportunities to have control in their learning.
Community Members	A community partnership includes every formal arrangement a school can make with an individual, association, private sector organization or public institution to provide a program, service or resource that will help support student achievement.	Need active involvement: Volunteering. Improve recruitment and training to involve families as volunteers and as audiences at the school or in other locations. Enable educators to work with volunteers who support students and the school. Provide meaningful work and flexible scheduling. Collaborating with the Community. Coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities.

B. *Completed Engagement*

Our first meeting with the internal application team was on November 6, 2018. The following teachers attended: Two administrators, two instructional coaches, and three classroom teachers. We discussed vision, professional development, campus visits, and resources. The team would like 1-to-1 technology for all students, pre-k-2nd will utilize iPad and 3rd-6th will have laptops. In addition, we would like to purchase more apps and software aligned with improving literacy and mathematics. Smartboards or Apple TVs in each classroom and professional development throughout the school year on how to embed 21st-century learning in the classroom. Professional development will consist of the following: technology, balanced literacy, guided math, integration of content (cross-curricular), writing, and phonics instruction. Campus visits will consist of schools that are implementing blended learning, balanced literacy, and guided math. Also, to visit a model school; such as, The Ron Clark Academy which is a highly-acclaimed, nonprofit middle school located in Southeast Atlanta. The Academy has received both national and international recognition for its success in educating students with academic rigor, passion, and creativity balanced by a strict code of discipline. Additional school visits will include: The Winston School San Antonio that provides a personalized, college preparatory education to students with high potential and identified learning differences, and The Advanced Learning Academy in San Antonio which utilizes innovative, forward-thinking, is open to any curious, self-motivated learner looking for academic challenges and the option of accelerated learning for grades PK-12. In addition, uncommon schools will be visited and explored; which, are a network of public charter schools the following six cities: Boston, Camden, New York City, Newark, Rochester, and Troy.

Some resources that we would need to purchase are phonics program, interventions for reading and math, STAAR resources, mentor text, expository texts, magazines, chapter books, level readers-skilled based, student incentives, headphones with splitters, and field trips.

Our meetings are scheduled for November 27 and December 4, 2018, after school from 3:30-5:00. In 2019, we will meet twice a month on Tuesday from 3:30-5:00. The meeting notes will be posted on a Google document drive and emailed to the entire faculty and staff.

Teachers on the internal application team have had a direct role in the application process to include discussions about the different sections of the application, direct input in all sections as well as reviewing feedback and editing and revising sections. We have also worked together to make suggestions and recommendations in regards to our needs.

We have had faculty and staff informational meetings on January 22nd on January 28th from 3:30-4:30. During these informational meetings, we share our current work on the internal charter school application and get feedback from all faculty and staff.

We had parent meetings December 21, 2018, and on January 25, 2019. We have an additional internal charter parent informational session scheduled for February 5, 2019, from 3:30 - 4:30 during this session teachers and administration held small group discussions with families in attendance. Each small group session started off with guiding questions such as:
- What would you, as parents/guardians, want to see from Gates Elementary?
- Why do you choose Gates Elementary as your student's school?
- How can Gates Elementary help you with your child's education?

Parents responded with various responses they stated:
- More teacher led workshops/ professional development for parents
- Make and Take workshops with games and activities that can be done at home with their children
- Opportunities to see teacher recorded lessons reviewing math, reading, and writing strategies
- If parents are not able to attend workshops, they wanted alternate ways to get access to the information via email, live video (zoom/skype), or an option to join in online while the session is taking place.
- More experiences for students, field trips, afterschool clubs, student performances, student athletics
- Parents feel they are welcomed at Gates due to being greeted every morning by administration, counselor, and parent liaison.
- Parents feel they can trust the teachers with their child's learning.

C. *Planned Engagement*

We recognize the importance of family and parent engagement and involvement in a child's education and stress the importance and benefits of parent and teacher partnerships. The key risks to overcome are the following: language barrier, trusting open relationship, valuing opinions, and having the opportunity to participate. We will conduct parent workshops to strengthen parent's connection to the school, their ability to support their child's academic and character development, and encourage positive change in the community. We will design and host parent workshops once every nine weeks.

Information sessions held in the community will be held to provide information and to allow parents to make an informed choice for their child and child's education. Different forms of communication will be used such as surveys, fliers, Facebook, and newsletter. Gates will be hosting four parent meetings in the morning and one evening parent meeting.

Our biggest area for our school to improve is our partnership with our constituents.
- Annual Block Walk-In April, we will gather a team that will consist of parent family liaison, administration, faculty, staff, parents, and volunteers to knock on doors in the Gates boundaries and nearby neighborhoods. The goal of this event is to share information, accomplishments, and answer questions about our model.
- Pre-K Outreach - We will attend all invited functions such as neighborhood Carroll
- Mailing - We will send out Gates brochure throughout the school year with a focus on students outside of boundary lines and pre-kinder school-age children. ECE and Tynan ECE to provide information about our programs and academics at Gates.
- Information Sessions - We will host many information sessions to ensure that families have a voice in helping create our program model. These information sessions will be advertised on the campus website, Facebook, fliers, marquee, PENS, and SchoolMint.

Governance
A. *Role of the Campus Governing Board*

Our campus governing board will have strong shared beliefs and values about what is possible for our Gates students and their ability to learn, as well as our system's ability to teach all children at high levels.

The governing board will meet quarterly. The agenda will be developed by the Network Principal and formulated through campus improvement needs. The governing board will be accountability driven, and their responsibilities will include the following:

- Commit to and aid with ushering the campus's vision of high expectations for student achievement and quality instruction
- Define clear goals to support the campus vision
- Formulate policies to improve student achievement
- Embrace, monitor and use data to drive continuous student/campus improvement
- Align and sustain resources to meet campus and District goals
- Plan and participate in annual team development and training, at times with campus leadership and district personnel, to build shared knowledge, values, and commitments for their improvement efforts
- Work collaboratively with school and district staff, when applicable, to share ideas, strategies, etc. to support student success
- Craft a formal program for the orientation of new members
- Establish and maintain a positive, collaborative relationship with staff and the community that includes a strong communication structure to inform and engage both internal and external stakeholders in setting and achieving our campus and district goals
- Lead as a united team with strong collaboration and mutual trust

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

The Network Principal will lead the day to day operations of the network and the school. She will:

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

B. Membership and Capacity of the Campus Governing Board Sustaining the Campus Governing Board

The campus governing board will ultimately consist of between five and nine members. Members of the campus governing board will be recruited and selected based on their ability to fulfill the core duties of the board. In addition to meeting the baseline legal duties of care, loyalty, and obedience, campus board members will be expected to contribute a diverse range of expertise in a profession or field beneficial to the success of the school. Relevant knowledge and skills we are looking for include expertise in the

following fields: marketing, education, youth development, accounting/finance, facilities/real estate, fundraising skills, and community leadership. Current potential board members include:

- Ms. Jackie Ali, Owner of Observer Newspaper - Marketing Support
- Mr. Brandon Logan, Urban Capital Partners - Community relations and leadership
- Ms. Tiffany, Starbucks Assistant Manager- East Houston Location- Business Partner
- Jeannie Prado-Hernandez- Account Sales Executive for iHeart Radio- Marketing Support

C. *Sustaining the Campus Governing Board*

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

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

CAMPUS CHARTER PETITION

Classroom Teachers

Teachers were provided with a hard copy of the ballot. There was a ballot box placed in the main office and teachers were given three days to submit. In order to ensure that all members voted, the secretary marked them off as they submitted the ballots. Teachers were provided an electronic copy of the final draft of the charter application to review, and a hard copy was placed in the office. Once all ballots had been received, the associate principal, senior coordinator of operations, a member of the CLT, and a classroom teacher reviewed and tallied the ballots. 89% of classroom teachers (16/18 total) submitted ballots, and 89% of the ballots indicated approval for the charter.

BUDGET EXERCISE

Priority/Expense	Rationale	Projected Costed	Frequency/ Timeline	Sustainability Plan
Conferences: Multi-Day Institute-LLI Primary K-2 Institute	This conference for the Leveled Literacy Intervention will help gain a deeper understanding of effective small-group instruction for students in reading and writing.	Conference-$695 X 4=2,780 Hotel-$159 X 4=636 Per Diem-$55 X 4=220 Total=3,636	July 14-15, 2019	
Fountas & Pinnell PreK-3rd Classroom System	This curriculum supports whole-group, small-group and independent learning opportunities including interactive read-aloud, reading mini-lessons, shared reading, phonics/ spelling/word study lessons, guided reading, book clubs, and independent reading collections.	Prek-$2771 X 2=5,542 K-$14,059 X 2=28,138 1st-$14,099 X 2=28,198 2nd-$12,184 X 2=24,368 3rd-$11,740 X 2=23,480 Total=109,746	Aug. 2019	
Professional Development: PreK-3rd Onsite F & P consultants (Getting Started, Read Aloud, Guided Reading, Independent Reading,	Helps create engaged and motivated teachers, this in return will help advance student achievement. The professional development will include author-experts and	$3,600 X 5=18,000	Scheduled throughout 2019-2020	

Phonics, Spelling, & Word Study)	author-trained consultants that present professional learning experiences through a robust menu of PD offerings.	**Total=18,000**		
Intervention Program-LLI (Orange, Green, & Blue kit with Teacher Resources & take home readers	Level Literacy Intervention is a short-term intervention that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. LLI targets struggling readers and helps them become successful readers with engaging leveled books and fast-paced, systematically designed lessons.	$2900 X 2=5,800 $1684 X 2=3,368 $315 X 2=630 $3416 X 2=6,832 $1340 X 2=2,680 $495 X 2=990 $3,324 X 2=6,648 $996 X 2=1,992 $540 X 2=1,080 27.50 X 6=165 **Total=30,185**	Aug. 2019	Purchasing writing journals and consumable take home readers $2,865
Novel Sets-2nd-6th (each class will have four sets)	Novels make literature meaningful. They help teachers find a way to help students connect it to their own lives. Teachers use universal themes and their accompanying guiding questions to teach through novels.	**5,000**	April 2019	
Dell 3190 11 inch laptops & cart	Computers for personalized learning.	$610 X 60=36,600 $873 X 2=1,746 **Total=38,346**	March 2019	
Headphones	Students are able to listen on the computer without disturbing others.	$10 X 300=3,000	April 2019	
iPads-9.7 standard	Computers for personalized		March 2019	

apple care air watch cases	learning.	$299.00 X 175=52,325 $79.00 X 175=13,825 $28.66 X 175=4,900 $51 X 175=8,925 $1380 X 7=9,660 Total=89,635		
Interactive whiteboards	Increases student-teacher engagement. It allows students to interact with learning and become a part of the lesson.	**$74,918**	March 2019	
Computer software Accelerated Readers newsela	Software to implement blended learning	$848 $3,500 Total=4,348	May 2019- May 2020	
Field Trips	Students are able to encounter and explore in an authentic setting.	**$15,000**	Throughout the year	
Furniture- Movable desks Dry-erase tables Dry-erase chairs and desks (20) Dry-erase kidney table Hoki Stool Standing Desks	Flexible benefits students by giving them choices, movement, encourages collaboration, comfort, and sensory input.	$370 X 150=55,500 $150 X 16 = 2,400 $4,309 X 6 =25,854 $300 X 16=4,800 $108 X 32=3,456 $261 X 16=4,176 Total=96,186	March 2019	
General Supplies	journals,	**$15,000**		

TOTAL $500,000

We will sustain our resources for the following years through being mindful of how we spend the budget on resources that will support our campus for years to come. We will spend money on professional development so teachers can continue to craft their expertise and teaching. We will spend money on non-consumable resources will benefit the classrooms year after year. Through these strategic ways of spending our budget, our hope is to have sustainability for the following years.

GOVERNANCE (PART 2)

A. CAMPUS GOVERNING BOARD EXPERTISE AND DEVELOPMENT

What will be the campus governing board's approach to continued learning, development, and training? How will the board ensure that it refines and builds its expertise over time? How will the board approach its responsibilities for ensuring the financial sustainability of the school? What role will the board play in financial matters and how will it interact with the school district?
How will the board hold itself accountable for fiscal responsibility? How will the board hold the school leader accountable for fiscal responsibility?

Together with the network principal, the board will establish a short list of goals for itself during its first year of operation. This will likely include several formative goals related to basic structure and function of the board such as committee development, populating committees, establishing the annual calendar and goal setting routines. The board will also adopt a board self-assessment tool that it will use annually.

Once the board is populated with its founding members, the board will engage in three deep training and development activities:
- Members will individually and collectively complete any training of members of public charter school boards required by the state of Texas.
- All board members will participate in a strategy session to dive deep into the strengths and challenges of the schools and the network, to get to know one another at board members and to align around the strategic priorities recommended by the Network Principal for the year.
- Over the course of the first year of board function, the board will investigate and then participate in select training on strong board function and specific best practices for governing boards of public schools, provided by experts in board training and support. This support will be customized to the gaps that the board chair and the Network Principal identify once the board is formed and the first two sessions are complete.

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

As one of several SAISD-authorized charters, our board will have several other boards that it can learn from. Our board will proactively make connections with other SAISD-authorized charters to exchange best practices and documents so that we can all improve faster. These might include sample board agendas, committee structures, goals documents, evaluation forms, and protocols.

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

B. CAMPUS GOVERNING BOARD LEADER PERSONAL STATEMENT

Provide a personal statement from the campus governing board's proposed leader explaining their vision of their role and their rationale for accepting the responsibility of serving as a board leader.

This person has not yet been identified.

C. CAMPUS GOVERNING BOARD ENGAGEMENT WITH FAMILIES AND OTHER

STAKEHOLDERS

How will the board engage with and be responsive to families and other stakeholders?

Charter school boards can play a critical role in building and sustaining effective relationships between families and other stakeholders in order to succeed in educating students. The governing board will work at creating open communication with all stakeholders by listening to them as well as reporting and communicating with them about aspects of the charter school. Through this open communication, the board will build loyalty and confidence in the charter school's mission and educational program.

The following are some examples of how the governing board can listen and solicit information from families and other stakeholders:
- Sending out surveys to solicit input before major policy decisions.
- Conveying a series of forums to include families and other stakeholders to discuss a major challenge facing the charter school.
- Hosting monthly coffees to create informal opportunities to meet and discuss concerns and strengths of the charter school.
- Providing ample opportunities to gather feedback from families and other stakeholders to participate and help shape future priorities for the charter school.

The following are some examples of how the governing board can report and communicate to families and other stakeholders:
- Conducting a monthly coffee or breakfast of stakeholders to communicate and describe the

charter school's unique educational program and its positive impact on student achievement.
- Sending out a quarterly newsletter/flyer

The governing board can also promote parent and family involvement by creating a formal policy that outlines parent involvement opportunities with the charter school. The governing board can also create an advisory committee made up of parents and community members that can serve as advocates for the charter school as well as provide feedback to the charter school from the community.

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

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

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

Event attendance: Board members will be encouraged to attend public events at the school (plays, competitions, sporting events, award ceremonies, etc.)

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

Student interactions: In addition to attending events at the school, board members may engage students is short focus groups while they are on campus to hear about issues that are top of mind for students.

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

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

D. SCHOOL LEADER EVALUATION AND PLANNING

The board will evaluate the school's leader based on The Texas Principal Standards that have been developed and utilized in T-PESS in accordance with Chapter 149 of the Texas Administrative. The standards serve as a guide for improving school productivity, increasing student achievements, and continually reflecting upon and improving your effectiveness as a leader throughout all stages of your career. The principal is the primary instructional leader of the school. The principal will use student assessment data to drive key decisions in reference to recruitment, and evaluation

TRANSITION PLAN

OPERATIONALIZING THE PLAN

Proposal element	Task or Initiative	Owner	Begin date	End date
Balanced Literacy	Research PD, reading/intervention programs, curriculum choose reading order materials	Leadership Team	Feb. 2019 March 2019 April 2019	on-going
Guided Math	Research PD, curriculum, order materials, Train teachers	Leadership Team	August. 2019 September 2019 October 2019	on-going
Professional Development	Meet monthly to create needed PD	CLT	Feb. 2019 March 2019 April 2019 May 2019	on-going
Academic Calendar	Schedule PD for 2019-2020	Leadership Team	May 2019	August 2019
Master Schedule	Aligning campus reading intervention Creating a master schedule	ACT	July 2019	August 2019
Human capital	Staff recruitment and hiring -identify potential teachers -recruit teachers and staff -hire all needed teachers by June 2019	Leadership Team	Begin May 2019	n/a

Literacy	Summer PD	Leadership Team	Begin June 2019	on-going
Constituent engagement	Create a master calendar with meetings, activities, and events for the 2019-2020 school year	ACT/CLT	July 2019	August 2019
Transformational Zone spending	Purchasing furniture, technology, and literacy materials and professional development	Leadership Team	March 2019	May 2019

PERFORMANCE DATA TEMPLATE

e Da

SAISD

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

	SCHOOL NAME: Gates Elementary	Year 1	Year 2	Year 3	Change Y1 to Y3	% Change Y1 to Y3
	Please type the school year (e.g., 2016-2017) for each year -->	**2015-2016**	**2016-2017**	**2017-2018**		
	PART 1: ENROLLMENT AND STUDENT PERSISTENCE					
	A. General Information					
1	Grade Levels Served (e.g., K-8; 9-12, etc.)	Pre-K-5	Pre-K-5	Pre-K-6	N/A	N/A
2	Total Enrollment Count	256	230	226	-30	-12%
	B. Student Population					
3	% African-American	34%	30%	32%	-2%	-6%
4	% Asian	0%	0%	0%	0%	N/A
5	% Hispanic	61%	66%	64%	3%	5%
6	% White	2%	2%	0%	-2%	-100%
7	% Other Race/Ethnicity	2%	2%	3%	1%	50%
8	% Economically Disadvantaged	96%	96%	91%	-5%	-5%
9	% English Language Learner	7%	6%	3%	-4%	-57%
10	% Special Education	11%	8%	14%	3%	27%
	C. Student Persistence					
11	% of Students who Remain at School from Previous Year (Total Student Population)	71%	73%	73%	2%	3%
12	% of Students who Remain at School from Previous Year (Special Education Population)	87%	74%	89%	2%	2%
	PART 2: ACADEMIC OUTCOMES					
	A. STAAR Grades 3-8 Outcomes (if applicable)					
13	% of Students who Meet or Master Standards (Reading)	33%	33%	46%	13%	39%
14	% of Students who Meet or Master Standards (Math)	36%	45%	59%	23%	64%
15	% of Students who Meet or Master Standards (Writing)	32%	22%	29%	-3%	-9%
16	% of Students who Meet or Master Standards (Science)	16%	33%	40%	24%	150%
17	% of Students who Meet or Master Standards (Social Studies)				0%	N/A
	B. STAAR EOC Outcomes (if applicable)					
18	% of Students who Meet or Master Standards (English I)				0%	N/A
19	% of Students who Meet or Master Standards (English II)				0%	N/A
20	% of Students who Meet or Master Standards (Algebra I)				0%	N/A
21	% of Students who Meet or Master Standards (Biology)				0%	N/A
22	% of Students who Meet or Master Standards (U.S. History)				0%	N/A
	C. Self-Selected Academic Outcomes *(Select up to 3 data points to share)*					
23					0	N/A
24					0	N/A
25					0	N/A
	Part 3: STAFF EXPERIENCE AND PERSISTENCE					
26	Average Years of Teacher Experience	10.90%	12.60%		N/A	N/A
27	% of Teachers who Remain at School from Preceding Year	74%	100%	94.1	9336%	12616%
28	Number of Master Teachers	N/A	N/A	5	N/A	N/A

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

SCHOOL GOALS TEMPLATE

SCHOOL NAM Gates Elementary

	Goal Timeframe (1, 3, or 5-year)	What is the goal? *(Please type each goal below)*	How will you measure the goal? *(Please detail the data you will use to measure progress towards each goal)*
Goal #1	1 Year	Goal: 80% of portfolio checks in K-6 classrooms will show evidence of the writing process, scoring, teacher feedback, and conferencing. Goal: 70% of 4th graders will meet or exceed Approaches on 2019 STAAR Writing with 30% at Meets and 15% at Masters	1. Randomly checking student writing portfolios 4 times a year. Students will present writing portfolios at the end of the school year to parents at Literacy Night and Author's Day. 2. STAAR Writing Data
Goal #2	5 Years	75% of K-6th graders will score in Tier I range on NWEA Reading MAP.	1. NWEA MAP scores
Goal #3	1 Year	Goal: 80% of 3rd-6th graders will meet or exceed Approaches on 2019 STAAR Reading with 46% at Meets and 25% at Masters.	1. STAAR Reading Data
Goal #4	3 Years	Increase parent/family participation from 2% to 20% in activities that support academics and social-emotional development of children.	1. Sign in Sheets- about 20 parents attending 2. Surveys-parent choices
Goal #5	1 Year	Increase student enrollment by 5% each academic school year.	1. Student enrollment data 2. Parent exits for all withdrawals

Which goal will be the hardest to achieve? Why?
Type response here -->

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.