



In-District Charter Application

ML King Academy for Arts Integration

(ML King AAI)

Contents

DATA REFLECTION AND OUTCOMES ANALYSIS 3

CHALLENGES 6

MISSION AND GOALS 7

ACADEMIC MODEL 8

DATA AND CONTINUOUS IMPROVEMENT 15

SCHOOL COMMUNITY COMMUNICATIONS 16

STUDENT RECRUITMENT AND RETENTION 17

SCHOOL CLIMATE & CULTURE 18

PROPOSED AUTONOMIES 21

CAPACITY OF APPLICANT LEADERSHIP TEAM 24

HUMAN CAPITAL 24

CONSTITUENT MAP & STAKEHOLDER ENGAGEMENT 27

GOVERNANCE 30

BUDGET EXERCISE 31

GOVERNANCE (PART 2) 32

TRANSITION PLAN 33

Appendix A- Arts Integration Plan 35

Appendix B: Sample Unit Map 38

Appendix C: Advisory Time and Social Emotional Learning Time 40

Appendix D: Professional Development Workshop Synopses 41

DATA REFLECTION AND OUTCOMES ANALYSIS

PERFORMANCE DATA TEMPLATE



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

	Year 1	Year 2	Year 3	Change Y1 to Y3	% Change Y1 to Y3
<i>Please type the school year (e.g., 2016-2017) for each year --></i>	2015-2016	2016-2017	2017-2018		
PART 1: ENROLLMENT AND STUDENT PERSISTENCE					
A. General Information					
Grade Levels Served (e.g., K-8; 9-12, etc.)	K-8	K-8	K-8	N/A	N/A
Total Enrollment Count	472	429	365	-107	-23%
B. Student Population					
% African-American	46%	46%	44%	-2%	-4%
% Asian	0%	0%	0%	0%	N/A
% Hispanic	51%	53%	54%	3%	6%
% White	1%	0%	0%	-1%	-100%
% Other Race/Ethnicity	n/a	1%	1%	#VALUE!	N/A
% Economically Disadvantaged	96%	93%	96%	0%	0%
% English Language Learner	5%	3%	6%	1%	20%
% Special Education	8%	10%	10%	2%	20%
C. Student Persistence					
% of Students who Remain at School from Previous Year (Total Student Population)	78%	76%	76%	-2%	-3%
% of Students who Remain at School from Previous Year (Special Education Population)	82%	81%	76%	-6%	-7%
PART 2: ACADEMIC OUTCOMES					
A. STAAR Grades 3-8 Outcomes (if applicable)					
% of Students who Meet or Master Standards (Reading)	15%	18%	18%	3%	20%
% of Students who Meet or Master Standards (Math)	22%	29%	32%	10%	45%
% of Students who Meet or Master Standards (Writing)	30%	21%	24%	-6%	-20%
% of Students who Meet or Master Standards (Science)	18%	24%	26%	8%	44%
% of Students who Meet or Master Standards (Social Studies)	15%	14%	20%	5%	33%
B. STAAR EOC Outcomes (if applicable)					
% of Students who Meet or Master Standards (English I)	n/a	n/a	n/a	#VALUE!	N/A
% of Students who Meet or Master Standards (English I)	n/a	n/a	n/a	#VALUE!	N/A
% of Students who Meet or Master Standards (Algebra I)	n/a	93%	100%	#VALUE!	N/A
% of Students who Meet or Master Standards (Biology)	n/a	n/a	n/a	#VALUE!	N/A
% of Students who Meet or Master Standards (U.S. History)	n/a	n/a	n/a	#VALUE!	N/A
C. Self-Selected Academic Outcomes (Select up to 3 data points to share)					
% of students who met or exceed progress (reading)	57%	52%	71%	0.14	25%
% of students who met or exceed progress (math)	74%	73%	82%	0.08	11%
Attendance	95%	95.00%	94%	-0.01	-1%
Part 3: STAFF EXPERIENCE AND PERSISTENCE					
Average Years of Teacher Experience	9	9.4	9	N/A	N/A
% of Teachers who Remain at School from Preceding Year	81%	85%	80%	-1%	-1%
Number of Master Teachers	0%	0%	10%	10%	N/A

Introduction

ML King Academy is currently a K-8th *Academy of Choice* located on San Antonio's eastside. 2018-2019 demographic data reflects that ML King is composed of a diverse group of students with 45% Hispanic, 51% African American, and 3% White. In addition, 96% of the population qualifies free or reduced lunch and 20% of the population has a medical diagnosis such as Downs Syndrome, Attention Deficit Disorder, Autism, and Emotional Disturbance, that may interfere with learning.

ML King Academy currently has 18 general education classrooms and one Alternative Curriculum Environment (ACE) classroom, which serves students with physical and cognitive impairments, and two General Education Connection classrooms that support students with learning disabilities. Additional program offerings include Visual Arts, Band, elementary Music, Physical Education, and American Sign Language (via *Proximity Learning*).

At ML King Academy, we work to provide for our diverse population with additional support, which includes two full time special education teachers, a dyslexia/504 coordinator, a full-time counselor, and Community in Schools (CIS) counselor.

Analysis

ML King Academy students have historically failed to meet grade level expectations in reading and writing in comparison to state averages and many district averages. Students attending ML King Academy continue to perform below the acceptable level in Reading and Writing, as per standardized state tests. Although Reading scores have increased from 15% to 18% of students at or above grade level standards, they continue to remain far below an acceptable level. Writing scores have fluctuated between 21-30% of students performing at grade-level proficiency. This establishes that literacy skills are of significant concern. This requires persistence and innovation to remedy. Student performance data reports, teacher insight, and administrative observation has guided ML King Academy to develop a plan to address these challenges.

Many students entering ML King Academy as kindergarteners often lack early exposure to academic vocabulary, concepts about print, as well as having limited opportunities to respond to the both written and spoken language. Historical MAP testing data shows that about 20% of incoming Kindergarteners enter school with the foundational literacy knowledge required to be successful. This continues to be an issue for First and Second Graders who transfer to ML King Academy. Early Literacy instruction at ML King Academy must focused primarily on filling the gaps for Concepts about Print (letter/sound identification, directionality of text, etc.), Phonemic Awareness (units of sound), etc.

In the last few years, the Balanced Literacy initiative has increased the amount of experience our primary grade students get with authentic, relevant text. This shift has resulted in a steady increase in 3rd grade testing performance - STAAR Reading scores increased from 36% to 55% approaching the grade level standard from 2017 to 2018. In the past year alone, mid-term campus assessments (STAAR released tests), show a 31% increase from winter of 2017 to winter of 2018.

In addition, beginning in the 2014-2015 school year, teachers in grades Kindergarten through 3rd began implementing a Balanced Approach to Literacy instruction. This approach emphasizes the utilization of authentic text (as opposed to a basal reader) and embeds the Gradual Release of Responsibility by balancing the amount of time spent in direct and guided instruction with the amount of time spent in student collaboration, and independent reading and writing practice.

Intermediate and upper grade level literacy instruction has historically focused on standardized testing prep. In the last three years, strides have been made to infuse more interaction with authentic text, including self-selected independent reading, teacher read-alouds, student book clubs, and Reader's Theater. We are beginning to see a shift in teacher practices around literacy, but this has not translated to an increase in test scores yet, although this year, mid-term campus assessments (STAAR released tests), show a 31% increase from winter of 2017 to winter of 2018.

The ability to read, understand and produce the written word affects success in all academic content areas. We also believe that the student academic difficulties contribute to overall attitudes about school. Students who do not experience academic success are more likely to miss school, which affects our campus attendance rate. If students are not in school, they will fall even farther behind.

Historically, ML King Academy has failed to meet the district expectation of a 96% attendance rate, despite numerous efforts made by the campus. Documented campus efforts include daily phone calls, home visits, individual attendance plans, court filings, and student incentives.

In 2015-2016, 70 students in the ML King Academy's attendance zone enrolled and attended neighboring external charter schools. In 2016-2017, it was 115 students, and in 2017-2018, the number of students in the ML King Academy attendance zone enrolling in external charters jumped to 229. In 2017, Idea Public Schools opened its 2nd campus in our zone, offering new facilities and promises of college acceptance.

According to 2018 STAAR data, ML King Academy outperformed seven out of nine of the SAISD schools in its comparison group. ML King Academy received an overall scale score of 80, which would give the campus a "B" rating according to the state's new accountability system. Despite this campus rating, negative enrollment trends, low attendance, and low reading and writing scores indicate a more innovative approach to improving academic performance is required.

CHALLENGES

Challenge	Root Cause(s) How and Who	How do we know?
Literacy (Reading and Writing) <ul style="list-style-type: none"> • 18 % of students reading at or above grade level in grades 3rd through 8th 	<ol style="list-style-type: none"> 1. Lack of professional development in early reading development 2. Pre- Kinder program not offered at ML King Academy to ensure that students are exposed to early reading skills 3. Missed opportunities for embedding relevant and compelling text in all content areas 	<ol style="list-style-type: none"> 1. Classroom observations and feedback 2. Beginning of the year norm-referenced testing Measures of Academic Progress Assessment (MAP) 3. Lesson plans
Student Attendance	<ol style="list-style-type: none"> 1. Lack of School Engagement - Student and Community 	<ul style="list-style-type: none"> • Student attendance rate • Community attendance during family nights
Enrollment	Competitive offerings and Marketing Strategy	<ul style="list-style-type: none"> • Historic student membership and enrollment data

Determining the challenges and root causes resulted from inquiry at the campus and community levels. Campus perspectives were gained by conducting a World Café Discussion Protocol. This protocol presents small groups of individuals with a question (e.g. what do you feel is the root cause of our current 3rd grade reading levels?) that they are tasked to answer in a limited amount of time.

At the conclusion of that time, groups are rotated, and another question is posed. This process was used to discuss root causes. This strategy empowers each teacher in the room to lead a group. The result of the protocol is that the main causes were synthesized and clarified. All teachers and administrators were included in the root cause analysis process. Moving out to the community level, a community focus group was held to discuss the challenges and their root causes. As discussed in a later section, *Engagement*, the focus group responded to open-ended questions about the strengths of families attending ML King Academy, challenges facing the schools and root causes of those challenges. Insight from each of these levels was used to determine the above challenges and root causes.

MISSION AND GOALS

Vision: The vision of ML King Academy for Arts Integration (AAI) is to transition academically exemplar and artistically inspired learners to their receiving high school.

Mission: The mission of ML King Academy for Arts Integration (AAI). is to educate the whole child in an Arts integrated environment that enhances the academic, social-emotional, communication, and artistic growth in all students.

The goal of ML King Academy for Arts Integration (AAI) is to integrate the Arts to authentically and systematically engage students to excel academically by tapping into their innate human desire for self-expression, creativity, and hands-on application; through this process students increase self-awareness, develop collaborative social skills including marked increases in empathy, and ultimately have fun while learning.

Goals for ML King Academy of Arts Integration

	<u>Time frame</u>	<u>Goal</u>	<u>Measurement Tool/Data Sources</u>
Goal 1- Reading	Year 3	80% of Kindergarten through 2nd Grade students will end the year reading and writing on grade level. In 3rd through 8th Grade: <ul style="list-style-type: none"> • 75% of students will <i>Approach</i> grade level standards • 50% of students will <i>Meet</i> grade level standards • 25% of students will <i>Master</i> grade level standards 	Unit Assessment MAP Fountas and Pinnell Campus Based Assessments Benchmark Test STAAR
Goal 2- Writing	Year 3	Establish a campus wide writing process and provide daily opportunity for written expression for 100% of the students.	Unit Assessments Campus Based Assessments MAP Benchmarks STAAR Writing Portfolios
Goal 3- Student Attendance and Engagement	Year 3	Increase student engagement through arts integration which will directly impact student attendance. Campus will meet and/or exceed the district’s attendance goal of 96%.	Daily/Yearly Attendance Rate Student participation in quarterly showcase

Goal 4- Social Emotional/ Knowledge of Self and Knowledge of Others	Year 3 Year 5	Improve the social and emotional health of all students through the implementation of arts integration and the increased opportunities for student expression for 100% of students during the “Art Start” time.	Social Emotional Student Screening School Climate Survey Discipline Data
Goal 5 - Enrollment	Year 3 Year 5	Increase enrollment 10% by using marketing skills to highlight our academic success, academic offerings and art integrated curriculum.	External Charter School enrollment based on attendance boundaries Transfer enrollment data Student enrollment data

Student attendance and engagement will be the most difficult to achieve based on historical data collected at ML King Academy. Community engagement and student attendance has not improved despite our efforts. This may be contributed to several factors such as motivational beliefs, perceptions and other external factors.

ACADEMIC MODEL

Current Model

The current academic model for ML King Academy is a K-8 public school. The school currently has an enrollment of 330 students from grade levels Kindergarten through Eighth grade. In each of the grade levels, the students take daily classes in Reading, Math, Science, and Social Studies. They also have a rotation of specialized courses each week, including, P.E three times a week as well as art and music once a week. ML King Academy’s current curriculum is provided through the Texas Curriculum Management Program Cooperative (TCMPC). The curriculum is an online management system called the TEKS Resource System that provides sample unit assessment items aligned to the TEKS for English Language Arts and Reading, Mathematics, Science, and Social Studies.

The new academic model for ML King Academy for Arts Integration (AAI) will focus on the use of integrated art strategies throughout all subject areas, grades K-8. The tables included below reflect the yearly benchmarks that will move ML King Academy towards becoming an integrated arts campus.

New Academic Model Overview

An arts integrated approach will provide students with a holistic educational experience where they will improve critical thinking, problem-solving, creativity, and analytical skills by using multiple modalities to express, solidify, and apply their learning. It also will provide a foundation for fostering intellectual curiosity. The forthcoming ML King Academy for Arts Integration will offer students a unique way to

experience core areas of curriculum (Literacy, Mathematics, Science, Social Studies), by emphasizing connections to *Art*—both the visual and the performing arts.

The arts-infused curriculum will provide ML King the innovative curriculum their constituents are seeking elsewhere. This proven approach to education, will prepare students with the academic skills necessary for high school, college and future careers. It can accomplish this because it founded on pedagogy that has been proven to positively impact academic competence of students in all areas, including the targeted literacy goal. Further, as it reflects the needs of the community, as well as building on its strengths and assets, the model will address enrollment and attendance deficiencies as student's academic competence improves and the community becomes aware of the success of this innovative approach.

Impact of Arts Integration

Currently, students have a difficult time seeing how knowledge in one content area can help them build understanding in another area. This is, in part, because of the traditional structure of school learning - you read in reading; solve equations in math, etc. This isolated approach provides singular ways of conceiving information and has led to low academic gains by students, especially in the area of literacy. The proposed change to an integrated arts approach, not only provides multiple ways to experience information and ideas, but also embeds consistent and timely opportunities for students to apply their learning by constructing models, creating dramatic interpretations, and composing original works. This combination of integrated content with multiple ways to examine foundational concepts and variable forms of representation that better reflect the values of the community is the innovative curriculum M. L. King Academy needs to increase proficiency in literacy, maintain and increase enrollment and increase attendance as students begin to experience academic success.

Research confirms that integrating the arts throughout the school day, and across all subject areas, not only supports individual content knowledge and skills (e.g. literacy) but also increases students' critical thinking skills and ability to see the world through a more holistic lens (Appel, 2006; Barnum, 2019; Gullet, 2008; Robinson, 2013). As Gullet (2008) states, "The Arts play a variety of roles in PK-12 schools. Learning through the arts provides students the opportunity to construct meaning from content related material through the use of the visual, dramatic, and musical arts. Learning in the arts exposes students to specific skills gained through instruction in these art forms" (p. 24). Having the arts be an integral part of the students' day will provide them various mediums for expressing their ideas and demonstrating their learning in unique and personal ways. The integration of the arts can also help deepen students' level of empathy (Bradshaw, 2004).

In a recently released study conducted in area Houston schools, researchers found that integration of the arts had positive effects on students and schools. "Now, a new study shows that the initiative helped students in a few ways: boosting students' compassion for their classmates, lowering discipline rates, and improving students' scores on writing tests. It is just the latest study to find that giving students more access to the arts offers measurable benefits. And adding time for dance, theater, or visual arts

isn't at odds with traditional measures of academic success, according to the research — which amounts to one of the largest gold-standard studies on arts education ever conducted” (Barnum, 2019, np.).

Special Populations

The Arts strengthen the continuity between disciplines, subjects, or concepts and provide culturally valued modes of representation (e.g. dance, music, graphic art) that correlate with individual student diversity. Multiple modes of representation provide a strengths-based way for students to elaborate what they know and be motivated to expand that knowledge. The effectiveness in this approach resides in its strengths-based approach and ability to be easily and discretely adapted to individual differences, including students with English Language Proficiency (ELP) and students with special needs without highlighting those differences. ML King Academy currently services a large at-risk population of learners which includes students with special learning and behavior needs. These learners will benefit from the opportunities for expression and creativity. The emphasis on integrated learning is relevant to every child and makes teaching and learning an equitable opportunity for everyone in the classroom.

Additionally, the integration of Art fosters social and emotional competence because of the collaborative nature of the work and the aesthetic and emotive power of art. The social and emotional competence that results directly affects attendance rates, as students who feel efficacious in their learning are more likely to attend school regularly. Further, families who see value in what their child is learning will be more likely to enroll and re-enroll their child at a school.

Teachers will also benefit from purposeful and intentionally planned units. They will be able to create and develop meaningful continuity across the curriculum. This will allow students a better understanding that all disciplines are interconnected and related to one another.

Probably the strongest aspect of proposing this new focus for ML King Academy is that it creates a space for students to thrive academically as well as socially, emotionally, and creatively. Students will be given a space to express themselves in ways that they might otherwise not have opportunities to do so. By building on the community assets of embracing and the commitment to the performing and visual arts, will establish ML King Academy as a valuable community asset.

Arts

As well as being integrated into daily lessons, students will have opportunities to participate in projects and productions involving the visual and performing arts. This will be in the form of art galleries, theatrical performances, dance productions, band performances, and choir concerts. This focus directly builds on the current assets and strengths of the community. Parents in the local community are deeply committed to the artistic performances of the students and having the arts integrated will enhance their commitment to keep students enrolled positively impacting goal 5.

Arts Integration	Year 1	Year 3	Pinnacle
The campus will...	Offer daily exposure to art. Utilize integrated art strategies to engage learners in literacy, and other core-content instruction. Participate each quarter in a three-week interdisciplinary (all content area), art integrated unit, culminating projects highlighted at the fall and spring showcase.	Participate in ongoing integrated arts lessons with culminating projects highlighted at the quarterly showcase.	Participate in ongoing integrated arts lessons with culminating projects highlighted at the quarterly showcase and in content-specific expositions.
The teachers will...	Plan and implement quarterly arts integrated lessons. (see Appendix A for detailed explanation).	Infuse art into 60% of the instructional practice with a planned arts-integrated unit implemented each quarter.	Infuse art into 90% of the instructional practice with a planned arts-integrated unit implemented each quarter.
The students will...	Participate in the daily “ Art Start ” and Participate in at least one arts performance or presentation annually.	Participate in at least two arts performances or presentations annually.	100% of eligible students will participate in at least two performances or presentations annually.

Social and Emotional Learning Support

The implementation of Arts-Integrated teaching and learning will inherently trigger emotive responses by the students in their processing of the art and representation of knowledge through the arts. However, the positive SEL learning that can be achieved within an arts integrated curriculum can be further enhanced when teachers understand their student’s current social and emotional strengths and areas of growth; and, intentionally plan lessons that foster SEL competencies in the areas of: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The imposition of a commercial SEL curriculum is inconsistent with the integrated learning framework being adopted by ML King Academy for Arts Integration. Social or emotional knowledge is integrated just as any other content knowledge would be teachers intentionally plan learning experiences and projects

that are ripe with opportunity for cross-disciplinary content to be simultaneously examined and presented as part of the creation of something larger than any one idea/concept. Through teacher professional development on how to implement an emergent SEL curriculum, teachers will learn how to identify, affirm and reinforce SEL knowledge and skills.

This emergent curriculum was developed by Dr. Melissa M. Jozwiak and piloted within SAISD in 2017-2018. Each classroom engaging in the SEL professional development showed positive SEL student growth during the assessment timeframe. The emergent curriculum is a data driven curriculum rather than a standardized curriculum. It emerges at every level from current assessment data (obtained using the Social Skills Improvement System (SSIS)) which will identify areas of strength and growth across the five SEL competences. Dr. Jozwiak then develops teacher professional development materials that are directly aligned to the data. Teachers and Dr. Jozwiak then use Professional Learning Community (PLC) meetings to plan emergent curriculum that meets the student's SEL needs while having meaningful alignment with the arts-integrated curriculum being implemented by ML King Academy for Arts Integration

SEL & Special Populations

The SSIS screening tool will identify students who may be more likely to experience academic failure because of low social and emotional skills. Because this screening tool makes teachers and staff aware of these concerns, students are more likely to receive the support services they may need the most. As discussed in prior sections, ML King Academy has a high percentage of students with medically related diagnoses - making monitoring and supporting of social and emotional development critical for their academic success. For children with Autism or ADHD, the social and emotional learning experiences will provide the opportunity to develop social skills that typically result from extended interpersonal contact. For their general education classmates, it can help them understand the broad range of human behaviors and assist them in valuing diversity in those behaviors. For LEP students who may experience anxiety about being different or unable to communicate effectively, the SEL will enhance overall school community, valuing of differences and affirm individual worth.

Mitigating Downsides

Possible downsides to the model are minimal and are far outweighed by the benefits. Potential downsides will include, but not be limited to increased professional development and possible need for increased access to technology.

Campus wide professional development will be essential to the success of this model. Professional development partnerships have been created with the Tobin Center and Texas A&M San Antonio to expand professional development offerings for campus. Through the SAISD partnership with Tobin Center via Generation NEXT, M L King Academy will be provided ongoing professional development workshops and campus planning support beginning August 2019.

Technology equipment updates and purchases will be necessary to successfully implement the Arts-integrated model. Necessary technology purchases include but are not limited to: document cameras, projectors, iPad, iPad carts, 3D printers and other various digital equipment.

Implementation Plan for Year 1:

1. Tobin Center Partnership- As Partners in Education, the Tobin Center will provide all workshops and demonstrations on arts integration.
2. During year one, teachers will attend the following workshops provided by the Tobin Center
 - a. Laying a Foundation: Defining Arts Integration
 - b. Introduction to Arts Integration: Activating Learning Across the Curriculum
 - c. Acting Right: Drama as a Classroom Management Strategy
 - d. In addition to the face-to-face professional development offerings, teachers will have access to online professional development lessons through the Kennedy Center's multimedia series on Arts Integration. <https://artsedge.kennedy-center.org/educators/lessons>
 - i. What is Arts Integration?
 - ii. Why Arts Integration?
 - iii. Arts Integration in Practice
 - iv. Arts Integration Resources
3. Teacher Professional Development in Interdisciplinary learning/teaching:
 - a. In partnership and collaboration with Texas A&M University - San Antonio, professional development opportunities will be identified. These professional development opportunities will include sessions and workshops led by Texas A&M-San Antonio professors and instructors, professional development will include researchers and scholars in the field of arts integration, and resident artists throughout the community. In addition, professional development pertaining to the use of visual images in all classes, and in particular effectively using historical photographs in social studies classrooms, will also be a focus of professional development that can be provided by the university faculty through external funding provided by the Library of Congress.
 - b. Professional Development focusing on instructional technology to support Arts Integration will be required for all teachers. Professional Development courses will be provided by the Education Service Center 20 and San Antonio Independent School District professional learning department.
4. The implementation of the *Collaborative for Academic, Social, and Emotional Learning* (CASEL), *Social and Emotional Learning* (SEL) frameworks to foster a culture of genuine relationships between employees and students will be introduced in year one. The framework relies heavily on helping teachers recognize how their instruction can also support the five core competencies: self-awareness, self-management, social awareness, relationship skills, and

responsible decision-making. The introduction and implementation of the framework will begin with staff the first day of Professional Development. Baseline data on student strengths and areas of growth will be introduced at the first professional development meeting and will be used to develop specific PD activities that will work for ML King AAI staff and students. The SEL curriculum being implemented is not a standardized commercial curriculum, rather it is an emergent curriculum that is aligned to the CASEL/SEL competencies and based on student needs. This emergent curriculum was previously piloted at an alternate SAISD school and showed positive SEL gains for students and strong support from teachers.

5. Each grade level will participate in three three-week long Art integrated units in the areas of Music, Visual Art, and Performing Arts. Each integrated unit will incorporate core content TEKS with the Fine Art standards. The Art specialist teachers (Music, Visual Art, and Dance) will co-plan and co-teach these units with the general education teachers. The 4th unit will focus on the students preparing for an End-of-Year Showcase which will highlight their learning and products from the year.

Implementation Plan for Year 2:

1. During year two, teachers will attend the following workshops provided by the Tobin Center
 - a. Tableau Strategies - the theatrical technique in which actors freeze in poses that create a picture of one important moment in the play
 - b. Portraiture-teachers learn how to help students unlock the symbolism in portraits, connect biographies with portraiture, use portraits as a point of inquiry for biographical research, and create portraits and writings to deepen and assess student understandings.
2. In addition to the face-to-face professional development offerings, teachers will have access to online professional development lessons through the Kennedy Center's multimedia series on Arts Integration. <https://artsedge.kennedy-center.org/educators/lessons>
 - a. Reading Art Across the Curriculum: Observe, Infer, Inquire
 - b. Designing an Art Centered Interdisciplinary Curriculum
 - c. Assessments in the Arts Pt.1: Creating Rubrics to Promote Learning

Integrated Units

Going into year 2, we will be continuing professional development in Arts Integration and fine-tuning our existing plan to do three fully integrated units throughout the school year.

Sample Schedule for Project Based, Arts Infused Learning:

Period	Weeks	Primary (K, 1, 2)	Intermediate (3, 4, 5)	Middle (6, 7,8)
1st	6, 7, 8	Visual	Music	Communication
2nd	16, 17, 18	Music	Communication	Visual
3rd	25, 26, 27	Communication	Visual	Music
4th	32, 33, 34	Year in Review -Final Showcase	Year in Review - Final Showcase	Year in Review- Final Showcase

See Appendix A for more details

Additional extracurricular activities will be offered in an effort to continue to foster the students’ interest in the arts. For example, an after-school studio club will draw together technology and music as students have the opportunity to create and perform their own music. Alternately, the development of an after-school dance team will bring together performing art with communication as students develop routines that communicate and express their thoughts, feelings or sense of school pride. Extra-curricular offerings such as these embody the identity of ML King Academy for Arts Integration (AAI) while providing specific outlets for students to specialize in an art, communication or technology area that is of interest to them. This valuing of extra-curricular involvement is rooted in research showing the positive correlation between student engagement in extracurricular activities and academic achievement (Stewart, 2006).

DATA AND CONTINUOUS IMPROVEMENT

At ML King Academy for Arts Integration (AAI) data analysis will be used for continuous school improvement. Teachers will meet weekly as Professional Learning Communities (PLC) to analyze formative assessment data and plan weekly lessons. During these meetings, teachers will also discuss the implementation of Arts integration within their lessons, and how this integration is affecting student engagement and learning. Student learning data and teacher anecdotal data will also be collected at each of these meetings, so that we can gauge the effectiveness of the integrated Arts instruction.

In addition, content area teachers and Art specialist teachers will analyze data and plan units of study during full day monthly planning meetings. During these monthly sessions, teachers will collaboratively plan the upcoming unit of study using a backwards design. These collaborative planning days will allow teachers to map out the core content TEKS along with Art TEKS, and plan for opportunities for Arts Integration and infusion. These days will also be used to develop unit assessments and plan daily checks for understanding. Surveys will be given to faculty and staff quarterly to solicit feedback from teachers regarding professional development, data analysis, programming and planning.

Instructional data sources will be daily checks for understanding, NWEA Measurement of Academic Progress Testing (MAP), Fountas & Pinnell Running Records, Campus Based Assessments,

Benchmarks/Simulations and State Assessment Data, and Student Engagement Surveys. (See Appendix B for Unit Map).

In addition to professional learning communities, the Tobin Center will collect data monthly on the progress and benefits of Arts Integration for the first two years of the partnership. Tobin Center will use 8 Pillars of Effective and Integrated Arts Education in Successful Improvements to evaluate the effectiveness of the model.

Texas A&M San Antonio will evaluate the improvement of social emotional health by conducting social and emotional assessments before the implementation of the Arts Integrated Model and at milestones throughout. These social and emotional assessments will be done initially using the *Social Skills Improvement System (SSIS)*. S.S.I.S is a screening tool with an optional multi-rater assessment that measures social skills, problem behaviors and academic competence. The assessment is designed to be used with children from 3-18 with age-based scales. The assessment uses a 4-point rating scale to screen for the presence of cooperation, empathy, engagement, self-control, self-awareness and responsible decision-making. When significant concerns exist, the multi-rater assessment can be instituted to develop targeted support. The assessment will be conducted, initially, in May 2019 to develop the baseline prior to program implementation. Then beginning of the year, middle of the year and end of the year assessments will be done during the subsequent academic years to document progress. The SSIS is an additional support in the Review 360 platform. Data analysis will drive the work of the model and will be used to modify and adjust as needed.

SCHOOL COMMUNITY COMMUNICATIONS

Our goal is to have a multifaceted approach to communicate information to all stakeholders in a way that is easily accessible to all members of our community.

Modes of communication: There will be a bulletin board near the office to post information for families, along with directions to access more in-depth information. We will also send home information to families as needed via fliers, recorded messages, and phone calls. Parent and community meetings will be offered at varying times to accommodate families and other stakeholders. Additionally, we will share information on social media and send out PENS messages for upcoming meetings.

To document this data and track the effectiveness of the communication, we will collect sign-ins, phone logs, and agendas. Documentation will be reviewed and is expected to show increasing rates of participation. In the event attendance at these events does not demonstrate an increase in family participation rates, we will survey families to determine if these communication techniques are effective and, if not, how the school can better inform them of important information and events.

Surveys will be given to faculty and staff quarterly to solicit feedback from teachers regarding professional development, data analysis, programming and planning.

STUDENT RECRUITMENT AND RETENTION

In order to recruit and retain students, we will first assess the offerings of competitors (IDEA Public Charter Schools, Montessori, STEAM etc.), and determine strengths of ML King Academy for Arts Integration (AAI) to highlight to both current and prospective families. We will communicate to parents the unique programs ML King AAI has to offer. We will likely focus on the benefits of an interdisciplinary approach to learning and teaching, the integration of the Arts into core instruction, and the elective/extracurricular programs. A student recruitment team will also be created and trained to effectively communicate the school's vision and goals.

In an effort to market our school, we plan to capitalize on our annual opportunity to host the largest M. L. King Jr. march in the nation, which begins on our school's property. We will use this opportunity to highlight the great things that our school has to offer, and to enlist greater support from the community. We will also host quarterly gallery/performance showcases to highlight student products and inform families and communities of the work happening at the school. Faculty, students, and parents will represent the campus at the yearly SAISD magnet and *Choice School* fairs to promote ML King AAI to other students and families, in and outside the district. There are also plans to use the exterior of the school, including the existing marquee, to highlight what is happening inside. This could be in the form of open-air art installations, exterior murals, and a community art garden.

Additionally, there are several large businesses in the area that could be potential partners, including HEB, Wal-Mart, and Coca Cola. We will develop a *Community Panel Committee*, which will work toward getting these stakeholders to invest in our school. Not only are these businesses potential financial supporters; they also provide an opportunity for student recruitment of employee families. This communication will be a yearly initiative.

Our retention plan would focus on student academic success, student participation in special programs, family engagement, and building a sense of school community. This initiative has already begun with the plans for ML King Academy for Arts Integration (AAI). Data for family participation in school events shows that the community has a strong interest in music, performing arts, and dance. This information has factored into our decision to revise the charter. By tapping into this already existing interest and incorporating elements of the arts into our core instruction, we expect to capture and keep families at M L King AAI. To monitor family satisfaction and retention, we will conduct annual family surveys to identify areas of satisfaction and opportunities to enhance satisfaction. Student satisfaction will be monitored through annual surveys, as well as regular meetings with the Student Council, where students will be asked to provide feedback on school-wide student satisfaction perceptions. Retention reports will provide annual data on the success of our retention efforts.

SCHOOL CLIMATE & CULTURE

Current Practices

The school climate and culture at ML King Academy is currently and directly impacted by the use of Positive Behavioral Interventions and Supports (PBIS). ML King Academy currently follows the district code of conduct in addition to using the *Positive Behavioral Intervention and Supports* and *Tiered Behavior System* to respond to discipline incidents.

Although the implementation of PBIS has had a positive impact on school culture, the *Tiered Behavior System* has proven to be the most effective for ML King Academy. Empowering teachers and insisting that they are the first line of contact and action for discipline issues has reduced the number of discipline incidents requiring administrative review. During the 2016-2017 school year, the school began using *Review 360 Behavior Matters*, which is a web-based behavior management system. The initial implementation (in the second semester of the 2016-17 school year), resulted in 171 discipline referrals. The 2017-2018 school year was the first year of full implementation of this system, and 247 disciplinary reports were entered. The 2018-2019 school year concluded with 160 discipline reports – a decrease of 35% from the previous year.

Although PBIS and the Tiered Behavior Supports systems are effective for the general population, ML King Academy continues to struggle with more severe and repetitive discipline issues. Several students receive regular counseling services, including anger management, bereavement support and self-esteem groups. These services are provided by both the regular school counselor and the Community in Schools on-site counselor.

Program Additions and Changes

As ML King Academy for Arts Integration (AAI) moves forward, strategies to enhance school climate and culture will include the addition of classroom-based activities and school wide initiatives. These will include the monitoring of social and emotional skill development using the Social Skills Improvement System screening and assessment tools, and the implementation of an arts-integrated curriculum and homeroom/advisory period. This advisory period will facilitate opportunities for students to explore different and socially productive forms of expression. These opportunities will include the *Acting Right* curriculum. *Acting Right* focuses on using elements of acting and drama - concentration, cooperation, and collaboration, to create a structured process which can become the basis for effective classroom management. This engaging step-by-step approach empowers students to take ownership of and be responsible for their own behavior. This approach builds on current success while leading the school to a more mindful and meaningful experience for students at ML King AAI

Climate Enhancing Strategies

The proposed climate-enhancing curriculum asserts that when students are provided with the tools and time, they can then learn about their emotions constructively, rather than destructively. The inclusion of an advisory period will strategically target social and emotional learning experiences that will not only enhance campus climate and reduce referrals below the target level of 100 incidents, but also, enhance

academic outcomes (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011). Following the Arts-integrated approach, a campus-wide art focal activity will be introduced at the start of each week. During the advisory period, exploration of the art will be aligned with specific Social and Emotional Learning (SEL) essential skills.

Monday	Tuesday	Wednesday	Thursday	Friday
Art Introduction & Observation	Verbal critique	Written analysis	Extension into additional art forms	Individual artistic expression
Observation & Reflection- SEL Skill: <i>Self Awareness</i>	Critical Thinking and Perspective taking SEL Skill: <i>Relationship Skills</i>	Alternative Analysis SEL Skill: <i>Responsible Decision Making</i>	Adding new considerations for analysis SEL Skill: <i>Social Awareness</i>	Personal Expression and Identity Development SEL Skill: <i>Self-Management</i>

The identified social and emotional wellbeing skills are taken from the Center for Social and Emotional Learning (CASEL). The targeted skills include:

1. Self-awareness: Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”
2. Self-management: Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.
3. Social awareness: Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.
4. Relationship skills: Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed. And
5. Responsible decision-making: Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms (CASEL, 2019).

Student Strategies

As social skills develop, school-wide strategies for encouraging positive behaviors increase, the school will shift from externally to internally motivated strategies. To increase positive behaviors and SEL, the school will utilize the *Collaborative for Academic, Social, Emotional Learning* model (CASEL). All teachers would be trained on how to be proactive in promoting SEL and preventing incidents from escalating to a level that requires referrals.

Research has shown that behavior problems decrease over the course of the integration of the arts, with the added benefit of increased attendance. The enrichment of the curriculum through the fine arts creates a space where students feel valued, and teachers can communicate effectively with parents and community members. Arts Integration across the core curriculum allows students to have more opportunities to talk to one another and express themselves through multiple modalities. This, in combination with *Acting Right* and *Emergent Social and Emotional* curriculum will result in strong academic outcomes and a positive shift in campus culture.

Staff Strategies

An integrated Arts curriculum will give teachers the opportunity to be more creative and student centered in their lesson planning. When teachers incorporate opportunities for student communication and movement, it leads to a deeper understanding of the content being presented. This shift will result in positive social-emotional learning (SEL) outcomes, and increased teacher satisfaction. As students have more positive experiences, teachers will become more motivated to teach. Collaboration with the Art specialists will also provide teachers with additional planning support and feedback.

In addition, teachers will have the unique opportunity to mentor student-teachers from Texas A&M University- San Antonio. ML King Academy will be in a laboratory school partnership with the University. Through this collaboration, teachers will be given opportunities to reflect on their practices and serve as a model to novice teachers. This partnership will extend the professional community for the teachers and staff at ML King AAI

In addition, Texas A&M San Antonio Faculty will provide research support to screen and track social and emotional development using a *Social Skills Improvement System* tool. This screening will provide all teachers formative data on student strengths, areas in need of support, and instructional practices that can address areas of need. Teachers will receive quarterly training and support to enable them to administer a beginning, middle and end of year assessment on social and emotional learning in each of the five SEL areas identified above, and the related impact on academics (literacy and numeracy).

Teachers and staff will receive ongoing professional development in the implementation of Arts Integration through the Tobin Center NEXT partnership, San Antonio Museum of Art, Texas A&M University-San Antonio and on-campus art specialists. This type of professional development is vital to create a culture that is receptive to the implementation of the arts. After participating in training, teachers will gain confidence and proficiency in developing, modeling, and delivering lessons that improve the learning and climate of the campus.

Family & Community Strategies

Arts Integration will enable ML King AAI to engage not only the students, but the community as well. Through performances, concerts and exhibits, community members and parents will be brought together in support of the campus and students. In addition to having various opportunities for students to highlight their work and be immersed in the art, the community will have the opportunity to experience it directly – both at the campus and other community sites. The San Antonio Museum of Art

hosts an annual SAISD family night, where the museum invites families to enjoy a night of art-integrated activities. The community has to ability to explore the museum, collaborate in an art activities, and view ML King Academy for Arts Integration (AAI) student artwork.

All of these initiatives target the enhancement of student and staff social and emotional development strategies through: a.) the implementation of an Arts-integrated curriculum, b.) the addition of an advisory period that reinforces social and emotional learning (SEL), c.) monitoring of social and emotional development in students, d.) campus performances and celebrations that extend the school climate to families and the community, and e.) community partnerships for professional development or campus celebrations.

PROPOSED AUTONOMIES

Type	Description	Rationale
Staffing	<ul style="list-style-type: none"> • Develop job descriptions, interview questions and selection criteria • Choose to hire qualified teachers who may not have state-mandated teaching certificate • Select and hire candidates of our choosing 	Teachers will be hired or trained for areas of specialization, to include theater and dance.
Staffing	<ul style="list-style-type: none"> • Choose the type and number of positions on our campus (due to enrollment decline and using the district’s staffing formulas) 	The structure and schedule of the Integrated Arts Academy will make it necessary for teachers to serve in multiple rolls
Staffing	<ul style="list-style-type: none"> • An Arts Integration Coordinator is a required position for the Tobin partnership and will be funded through our ongoing partnership with the Tobin Center. 	The success of the Integrated Arts Academy relies on the teachers’ ability to integrate and connect the Arts to core content areas. Teachers also need to deepen their understanding of true “interdisciplinary” teaching and learning, to create authentic and meaningful learning experiences for students. An Arts Integration Coordinator will be instrumental in facilitating this and providing additional instructional support.

Staffing	<ul style="list-style-type: none"> District will not move Administration from campus for a period of at least 3 years. 	Consistent leadership is required to set the foundation for the charter
Professional Development	<ul style="list-style-type: none"> ML King AAI will opt out of District provided/required PD. ML King will use District PD days to attend Arts Integration PD. 	Teachers will require extensive PD on interdisciplinary learning and teaching, as well as training for the components of ACT that they will be involved. Core content will be taught with an emphasis on Arts integration and interdisciplinary practices. District provided PD may not be relevant to campus and charter goals.
Curriculum	<ul style="list-style-type: none"> ML King AAI will select and/or create their own school curriculum and assessments. Students will be exempt from District 9-week and semester exams. 	Give students the opportunity to engage in purposeful, Arts-integrated project-based learning, with an emphasis on communication and technology.
Scheduling	<ul style="list-style-type: none"> ML King AAI will create its own school schedule and calendar, regarding pacing of TEKS and daily class schedules. Flexibility with number of minutes spent in core content Flexible class size to allow for co-teaching model Flexible class size to allow for small group interventions Flexibility to utilize multi-age/grade level integrated classes 	Components of the Arts Integration specialization will be embedded in areas of core-curriculum. These classes will (ultimately) be co-taught by the academic core specialist and the Arts Integration specialist for that area.
Scheduling	<ul style="list-style-type: none"> Specialist and Academic Coordinating Teachers will be eligible for supplemental pay to return to school 07/30/2019 to begin integration planning 	Ensure that teachers are properly trained to maximize the impact of an integrated arts curriculum

Scheduling	<ul style="list-style-type: none"> • M L King AAI will utilize extended school and work days • Quarterly staff PD days (student holiday) 	Ensure that teachers are properly trained to maximize the impact of an integrated arts curriculum
Budget	<ul style="list-style-type: none"> • Develop school budget and allocate funds based on school's needs: • Use of Title 1 funds will be at the complete discretion of M L King AAI Administration. • Funds will be allocated for Professional Development in the areas specified above • Teachers will be allowed to attend PD for Arts Integration throughout the year in lieu of attending District provided PD 	To plan lessons and learning experiences that include interdisciplinary connections to areas of A.I. specialization
Budget	<ul style="list-style-type: none"> • Funds will be allocated for on-contract planning time (in the form of substitutes). • One full planning day each week, for select teachers to work together for upcoming units of study (rotating basis, so that each teacher will participate once a month) 	<p>In order for campus teachers to plan lessons and learning experiences that include interdisciplinary connections to areas of A.I. specialization, and other core-content areas, they will need additional time to collaborate with peers.</p> <p>Regular school-day planning time does not accommodate teachers from various grade levels and content areas to plan together on a regular basis</p>
Budget	<ul style="list-style-type: none"> • Funds will be allocated to compensate teachers for running after-school, extracurricular clubs and activities. 	The five-year goal is to have every student involved in an extracurricular club.

CAPACITY OF APPLICANT LEADERSHIP TEAM

Team Member Name (First and Last)	Current Role	Skills and Qualifications
1. Natasha Pinnix	Principal	5 years of experience as principal at King Academy (8 years total), an inspirational leader who motivates staff to be their best – resulting in a high teacher retention rate, understands and communicates effectively with parents and other members of the community
2. Sarah Acosta	Instructional Coach	9 years as a classroom teacher, 5 years as a Literacy Coach at King Academy, expert in Reading and Literacy, positive and productive working relationship with teachers, indispensable support to administration, incredibly efficient
3. Charnae Dickson	Teacher	5 years as a classroom teacher, 4 years on the Campus Leadership Team at King Academy, Masters in Business Administration, expertise in teaching mathematics, positive and productive working relationship with colleagues.
4. Lorena Stewart	Teacher	Dynamic teacher who goes above and beyond every day, teacher leader, reflective, always willing to learn and try new things. Data Driven and student-centered educator.
5. Samantha Perez	Teacher	8 years teaching of teaching k- 8 th visual arts, certified in art and EC- 6 th generalist, masters in educational administration, 6 years on Campus Leadership Team, active member of Texas Association of Art Educators, Member of the International Thespian Society.

HUMAN CAPITAL

In order to have a seamless implementation of ML King Academy for Arts Integration (AAI), there will be a heavy emphasis on human capital. As a result of M. L. King Academy already being operational with a full staff, current teachers will be able to opt-in or opt-out of the new charter plan. Employees that wish to opt-out will be able to complete transfer paperwork per district protocol prior to the start of the academic year. In addition, employees who opt-in to the new charter plan will sign contracts per district protocol.

Recruitment

In an effort to maintain the integrity of the plan, employees recruited from in-district and out-of-district will be vetted through talent-management job fairs held throughout the year by the principal and the hiring team for the campus. The hiring team would be comprised of the principal, assistant principal, instructional coaches, and at least one veteran teacher. In addition to district support, the partnership with Texas A&M University San Antonio will support incoming talent in both volunteer opportunities with undergraduate and graduate students from the College of Education and Human Development, as well as the potential to hire employees after graduation for vacant positions at the campus.

Furthermore, positions requiring either part time or field experience, as a campus we wish to have the autonomy to hire non-certified or certified employees for art, communication, and technology positions such as dance, theater arts, music, etc. The ability to hire non-certified employees will help allow for skilled individuals from the greater San Antonio community to support ML King Academy for Arts Integration (AAI).

Currently the administrative team is comprised of the principal, assistant principal, Counselor, and Instructional Coach. Within the 5-year plan, additional roles are to be added onto staff in the form of administrative and teaching positions. The administrative and teaching position will include but are not limited to:

- Arts Integration Coordinator
 - 197-day contract
 - Administrative Role
 - Reports to the Principal
 - Works directly with the Instructional Coach, Specialists, and Classroom Teachers
 - **Required for Tobin Center Partnership**
- Technology Specialist
 - 187-day contract
 - Half day working directly with Instructional Coach and Arts Integration Coordinator
 - Half day classroom technology teacher
- Dance Teacher
- Theater Arts Teacher

The Arts Integration Coordinator will work directly with the current Instructional Coach to develop the integrated curriculum and support instruction, work on campus scheduling, and coordinate community involvement and support for Arts integration.

The implementation of additional administrative and teaching positions will be allocated as enrollment increases. The addition of the part time theatre arts teacher is requested for year one of the model.

As the program grows, we plan to incorporate additional art positions. The emphasis of an early integration of all positions rather than waiting until the end of the 5th year stems from being able to truly

implement the art, communication, and technology and be able to have the autonomy to shift in different areas as needed.

Current elective offerings include art, band, and music; these teachers will transition into the role of Arts Specialist. The Specialist will remain responsible for the current curriculum. In addition, they will be responsible for helping classroom teachers integrate the arts into grade level core content areas by planning and co-teaching lessons. The additional requirement to collaborate with core content teachers will be possible due to extensive planning prior to collaborative units.

Along with the Specialists, a team lead by the elementary grade level chair and middle school department chair will be responsible for meeting prior to the start of professional development, July 31, 2019, to create grade level assessments and blueprints for the first Art Integrated. units. Currently, the role of elementary grade level chair and middle school department chair receive a stipend for additional duties executed throughout the contracted year. Strong professional relationships will help ML King Academy for Arts Integration (AAI) run more effectively and efficiently.

Development

To ensure that all staff is able to deliver rigorous instruction while implementing art, communication, and technology requirements, employees will be required to attend specific professional developments geared towards art, communication, and technology in core content curriculum. The professional development will come in the form of on-site and off-site learning opportunities beginning no sooner than July 31, 2019. Professional development opportunities are purposefully offered prior to the start of the academic year to ensure staff is confident in the collaborative planning process with the on-campus curriculum team.

The focus of the professional development opportunities will be to provide the classroom teachers with classroom-ready ideas dealing with arts-integration they can implement immediately. In order for the teachers to feel successful in making this transition, it is important to provide them specific examples they can use as soon as the next day in their classrooms. These can be small, daily activities incorporating art, communication, or technology and be able to implement those new strategies seamlessly. The professional development can also consist of learning how to create and implement larger, more comprehensive arts-integrated projects spanning several disciplines or content areas. All professional development opportunities will be available to teachers; however, professional developments will be selected with intentionality and purpose in order to improve the teachers' ability, and confidence level, in shifting their classrooms to arts, communication and technology-integrated one.

Retention

Historically teacher retention at M. L. King Academy has been high. However due to the decline in enrollment, faculty and staff have been displaced throughout the district. Campus administration will continue to encourage high retention of employees from year to year by cultivating positive campus culture, providing meaningful professional development, and fostering reciprocal learning environment.

As a way to ensure that effective teachers are more willing to remain at M. L. King AAI, teachers will be encouraged to apply for master teacher positions and academic coordinating teachers. In addition, teachers will be provided with in-class support, specific calendars outlining the implementation of the AAI model, co-teaching opportunities, and collaborative work spaces.

CONSTITUENT MAP & STAKEHOLDER ENGAGEMENT

KNOWING YOUR CONSTITUENTS

Group	Strengths	Opportunities for Growth
Students	The school has provided continuous improvement opportunities for students as evidenced by the overall B rating for the campus.	Provide multiple opportunities for students to engage in interest-based learning and extracurricular activities. <ul style="list-style-type: none"> • Increase the number of after-school opportunities • Plan for equitable distribution of activities across interest groups and demographics
Parents/Families	Providing opportunities for families to come to campus and celebrate their child’s successes.	Increase the variety of ways families can be engaged with the campus and their child’s education. Provide for family education needs such as general literacy education and technology knowledge and skills so they are empowered to participate more fully in their child’s education.
Faculty/Staff	Providing recognition and incentives during challenging times and celebrations.	Provide opportunities for teachers to engage in high-impact professional development targeting Arts, Communication and Technology integrated instruction.
School Support Organizations	Opening the school community to support organizations in fulfillment of the organization's mission to mentor/support.	Recruit strategic support organizations that can meet targeted needs of students (e.g. men’s fraternity)
Business Community	Make donations and available to the students and families	Provide increased visibility for donors to inspire new donors.

Non-Profits & Higher Ed Partners	Open school community to partner with various non-profits and higher education partners	Provide consistent communication with partners.
----------------------------------	---	---

COMPLETED ENGAGEMENT

In March 2019 an Arts-integrated family night was provided to introduce families to the new vision of ML King Academy for Arts Integration (AAI) Unprecedented family participation was documented providing a strong indication of support for the future direction of ML King Academy for Arts Integration (AAI).

In April a faculty and Staff information session was held, and classroom teachers received detailed information regarding the charter application and petitions were made available for all teachers. The charter design team will continue to collect petitions from teachers and families and provide more qualifying information as needed.

In efforts to ensure maximum participation from families, the charter design team as provided informational fliers and petitions for all families via student folders and parent pick up and drop lines. In addition, School Messenger has been used to notify families of the petitions and provide an information regarding the charter application.

In the Spring of 2018, a community forum was held at Sam Houston High School to discuss Parent/Community Needs. The following data was collected during the community forum:

Voiced Concerns during forum:

- Students preparedness for high school
- Literacy deficit (including digital literacy)
- Inadequate communications skills (students and adults)
- Lack of sustainable program offerings

Community Contributions

- Willingness to contribute feedback towards campus changes
- East Side pride—the community is very proud of its heritage and community and they have a strong sense of pride
- Parents are very involved and participatory when it comes to things like performances, presentation or competition events, sports/activities, etc. They are not likely to come to school once a week or sometimes even during academic events—but performances and activities, they are there and are very present.

Growth Opportunities

- Building cultural and social accountability—make sure to truly serve the community and helping the community get their needs met and helping the school fulfil its mission.
- Communication with the community—having more focus groups, surveying the parents, talking to the students, talking to other community members—design things for the community and respond to their needs and then be accountable for fulfilling the goals you set.
- Intentionality and purpose—make sure that the initiatives you take on are done with intentionality and thoughtful and have a true purpose of serving the community
- Creating learning opportunities and programs that create learning environments that are interchangeable (K-8 students learning from ML KING teachers, students learning from parents and community members, parents and community members learning from students, teachers learning from university faculty, students and faculty members learning from preservice teachers, and preservice teachers learning from ML KING teachers)

PLANNED ENGAGEMENT

Teachers and Faculty

- Overview of charter with Q&A session to familiarize faculty and staff with the core aspects of the charter before going to vote was held in April 2019.
- Detailed information session regarding the Tobin Center Partnership will be held in May 2019.
- Introductory Professional Development on Arts Integration will be provided by the Tobin Center during summer 2019.

Parents, Families, and Students

- Arts Integration Night) in partnership w/ Texas A&M) held in March 2109
- Community Information Sessions will be held during Summer 2019
- ML KING March
- Community Block Party

Community and Business Partners

- Community Information Sessions will be held during Summer 2019

Continuous Engagement

- Parents and Families
 - Monthly “Coffee with the Principal” meetings to address school events and progress
 - Quarterly “Showcases” to highlight student work and engage parents in learning opportunities
 - Yearly “Festival of Arts” to bring together and showcase student products and the campus
 - Consistent Printed/electronic communication about what is happening at A.C.T. @ M L King
 - Annual meeting to discuss progress toward charter goals
- Businesses and community partners
 - Community artists to teach, perform, and support students and teachers
 - Invited to quarterly showcases and “Festival of Arts”
 - Consistent Printed/electronic communication about what is happening at A.C.T. @ M L King
 - Annual meeting to discuss progress toward charter goals

GOVERNANCE

ROLE OF THE CAMPUS GOVERNING BOARD

The ML King Academy for Arts Integration (AAI) Board will:

- Offer their professional opinion and to play a role as a partner with the school leader to advance the schools mission and increase academic achievement.
- Ensure that the vision and mission of ML King Academy for Arts Integration (AAI). is fully realized and the initiatives, projects, and curriculum development that occurs aligns with that vision and mission.
- Ensure that the creation of the new arts-integrated charter is successfully implemented and maintained once enacted.
- Facilitate the movement from the traditional K-8 school model to the Arts-integrated model and support the implementation of the charter.
- Ensure that the legal and fiduciary responsibilities are being met and that the campus focuses on student achievement and uses resources wisely.
- Retain accountability to the stakeholders by providing a yearly survey that addresses the effectiveness of board initiatives.
- In coordination with the school leader, will decide on the system and structures needed to measure progress of their recommendations in an actionable and measurable method
- Recruit new members to the board as the transition grows.

The ML King Academy for Arts Integration (AAI) board will meet quarterly (every 9-week period), to review school progress with the school leader, and to determine next course of action as needed to maintain the integrity of the work through the school mission and to ensure growth within the progress measurement periods.

MEMBERSHIP AND CAPACITY OF THE CAMPUS GOVERNING BOARD

1. Partnering University Representative: Dr. Melissa Jozwiak, Associate Professor of Early Childhood Education and author of *Continuity in Children's World*. She will offer her expertise in early childhood development and transition from home to school life experiences and the effects on the education.
2. Partnering University Representative: Dr. Karen Burgard, Assistant Professor in the Department of Curriculum and Instruction at Texas A&M – San Antonio. She has a master's degree in integrating the humanities into all subjects as well an interdisciplinary Ph.D. combining curriculum and instruction and history. Karen will offer her expertise in social studies education and integrating the arts into social studies.
3. Parent Representative: Elizabeth Spencer mother of four ML KING students grades K-3rd.
4. Student Representative: Jonavan Guzman a continuing panther 5th grade student who is currently enrolled and has been since Kindergarten.

5. Business Representative: Co-Founder of Icon Talks: John Hartsfield, currently offers mentor opportunities for 6-8th grade students and exposure to surrounding community businesses and professionals
6. Business Representative: Kevin Shandy, Director of Boys and Girls Club and a product of SAISD.
7. Community Representative: Dr. Paul Stevens, Pastor of the New Covenant Church. He currently partners with ML KING for Family Outreach

As a collective the following representatives will meet to offer their professional guidance for ML King Academy for Arts Integration (AAI).

SUSTAINING THE CAMPUS GOVERNING BOARD

ML King Academy for Arts Integration (AAI) will work to build partnerships and relationships with community businesses, influential community members, and volunteers. Through this network of relationships, potential board members will be identified for the future of ML King AAI.

BUDGET EXERCISE

During the first two years of operation, having access professional development and to instructional materials and resources will be essential to a smooth implementation of the art integrated plan. If given an additional budget of \$500,000 for the implementation of the program, the campus will allocate the funds as outline below:

Category	Allocation	Description	Rationale
Professional Development	\$60,000	Changing Education through Arts Conference	All faculty and staff will attend an annual CETA (Kennedy Center) conference in Washington DC (\$1800 per teacher)
Technology	\$200,000	Document Cameras, Printers, Projectors, iPads and iPad carts	Support technology integration in all classes
Supplies and Materials	\$200,000	Teaching/Art supplies	Purchase fine art supplies for all classes to include paint, clay, multi-media mediums (i.e. wood, tag board, cellophane, wire, etc.), larger scale items for outdoor sculpture, model art pieces and fine art prints
Supplemental Pay for Teachers	\$40,000	Stipends	Stipends for teachers to complete required professional development

The sustainability of the above resources will be supported through the potential for grants and increased campus-based funding due to increased enrollment.

GOVERNANCE (PART 2)

CAMPUS GOVERNING BOARD EXPERTISE AND DEVELOPMENT

In efforts to ensure that the board members are able to make informed decisions, board members will be invited to all campus based professional development and campus leadership team meetings. In addition, board members will be encouraged to attend district board meeting and/or provided the SAISD Board meeting updates during campus board meetings.

During board meeting, the school leader will provide members with updated financial reports and recent expenditures. The board will be able to provide input on whether the campus is allocating funding aligned with the need's assessment and goals.

To evaluate their effectiveness, the board will provide a quarterly report to stakeholders (teachers, parents, community members, etc.) and surveys. This report will be compiled and distributed within two weeks of every board meeting.

The board will do a self-evaluation annually with the results submitted to stake holders as well as the school district.

CAMPUS GOVERNING BOARD LEADER PERSONAL STATEMENT

The purpose of the board leader to ensure that campus safe and effective. However, the leader cannot ensure the effectiveness alone. The leader must be capable of ensuring that all members contribute their talents while collaborating and working together towards making decisions that are in the best interest of all students.

CAMPUS GOVERNING BOARD ENGAGEMENT WITH FAMILIES AND OTHER STAKEHOLDERS

The time and location of board meetings will be made public. These meetings will be open to members of student families and other stakeholders. The agenda for each meeting will allow a designated time for input, questions, and concerns from families and stakeholders in attendance. The board will have the option to address stakeholder input during the current meeting or put items on the agenda for upcoming meetings.

SCHOOL LEADER EVALUATION AND PLANNING

The school performance framework provided by San Antonio ISD will be the most vital tool to measure the success of campus leadership. The school leadership team must present the data for the school performance framework to the board annually. The board will work closely with all stakeholders to review and evaluate the school's performance and leadership effectiveness based on this data.

In the event, of the loss of campus leadership, the board should be informed immediately and invited to review candidates for the vacant positions in effort to ensure that prospective candidates have aligned vision with the campus.

TRANSITION PLAN

Implementation Plan for Year 1:

1. Tobin Center Partnership- As Partners in Education, the Tobin Center will provide all workshops and demonstrations on arts integration.
2. During year one, teachers will attend the following workshops provided by the Tobin Center
 - a. Laying a Foundation: Defining Arts Integration
 - b. Introduction to Arts Integration: Activating Learning Across the Curriculum
 - c. Acting Right: Drama as a Classroom Management Strategy
 - d. In addition to the face-to-face professional development offerings, teachers will have access to online professional development lessons through the Kennedy Center’s multimedia series on Arts Integration. <https://artsedge.kennedy-center.org/educators/lessons>
 - i. What is Arts Integration?
 - ii. Why Arts Integration?
 - iii. Arts Integration in Practice
 - iv. Arts Integration Resources
3. Teacher Professional Development in Interdisciplinary learning/teaching:
 - a. In partnership and collaboration with Texas A&M University - San Antonio, professional development opportunities will be identified. These professional development opportunities will include sessions and workshops led by Texas A&M-San Antonio professors and instructors, professional development will include researchers and scholars in the field of arts integration, and resident artists throughout the community. In addition, professional development pertaining to the use of visual images in all classes, and in particular effectively using historical photographs in social studies classrooms, will also be a focus of professional development that can be provided by the university faculty through external funding provided by the Library of Congress.
 - b. Professional Development focusing on instructional technology to support Arts Integration will be required for all teachers. Professional Development courses will be provided by the Education Service Center 20 and San Antonio Independent School District professional learning department.
4. The implementation of the *Collaborative for Academic, Social, and Emotional Learning* (CASEL), *Social and Emotional Learning* (SEL) frameworks to foster a culture of genuine relationships between employees and students will be introduced in year one. The framework relies heavily on helping teachers recognize how their instruction can also support the five core

competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The introduction and implementation of the framework will begin with staff the first day of Professional Development. Baseline data on student strengths and areas of growth will be introduced at the first professional development meeting and will be used to develop specific PD activities that will work for ML King AAI staff and students. The SEL curriculum being implemented is not a standardized commercial curriculum, rather it is an emergent curriculum that is aligned to the CASEL/SEL competencies and based on student needs. This emergent curriculum was previously piloted at an alternate SAISD school and showed positive SEL gains for students and strong support from teachers.

5. Each grade level will participate in three three-week long Art integrated units in the areas of Music, Visual Art, and Performing Arts. Each integrated unit will incorporate core content TEKS with the Fine Art standards. The Art specialist teachers (Music, Visual Art, and Dance) will co-plan and co-teach these units with the general education teachers. The 4th unit will focus on the students preparing for an End-of-Year Showcase which will highlight their learning and products from the year.

Implementation Plan for Year 2:

1. During year two, teachers will attend the following workshops provided by the Tobin Center
 - a. Tableau Strategies - the theatrical technique in which actors freeze in poses that create a picture of one important moment in the play
 - b. Portraiture-teachers learn how to help students unlock the symbolism in portraits, connect biographies with portraiture, use portraits as a point of inquiry for biographical research, and create portraits and writings to deepen and assess student understandings.
2. In addition to the face-to-face professional development offerings, teachers will have access to online professional development lessons through the Kennedy Center's multimedia series on Arts Integration. <https://artsedge.kennedy-center.org/educators/lessons>
 - a. Reading Art Across the Curriculum: Observe, Infer, Inquire
 - b. Designing an Art Centered Interdisciplinary Curriculum
 - c. Assessments in the Arts Pt.1: Creating Rubrics to Promote Learning

Integrated Units

Going into year 2, we will be continuing professional development in Arts Integration and fine-tuning our existing plan to do three fully integrated units throughout the school year.

Appendix A- Arts Integration Plan

	K-2nd	3rd -5th	6th -8th
1st grading period:	<p>Art Area of Focus: Visual Art</p> <ul style="list-style-type: none"> • Stories in Art • Math in Art (geometry) <p>Core Content Connection(s)/TEKS:</p> <p>Social Studies- History & Culture: 1.1A-b, 1.3A-c, 1.6, 1.14, 1.15A-1.15C</p> <p>ELAR: Vocabulary 1.6 A-D, Theme and Genre 1.7, 1.9, Literary Nonfiction 1.10, Sensory Language 1.11, Informational Text/Culture and History 1.13</p> <p>Fig. 19 A-F</p> <p>Math: Process standards 1.1 A-G, Geometry 1.6A-F (K 1.7), Measurement 1.7 A-C</p> <p>Sample Activity: http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/America_A_Home_for_Every_Culture</p>	<p>Art Area of Focus: Music</p> <p>Core Content Connection(s)/TEKS:</p> <p>Science-Force, Motion, and Energy</p> <p>4.6 A-D</p> <p>Investigations/Process Skills: 4.1A-B, 4.2 A-F, 4.3 A-E, 4.4</p> <p>ELAR: Poetry: 4.4A, 4.8A, Informational Text: 4.10A, Procedural: 4.13A-B, Media: 4.14A-C</p> <p>Fig. 19 A-F</p> <p>Math: Number, Operations (Fractions) 4.2 A-F, (Dividing whole #'s...) 4.3A-G, 4.4, Algebraic Reasoning 4.5</p> <p>Sample Activity: https://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Brass_Instruments_and_Pitch</p>	<p>Art Area of Focus: Communication Arts</p> <ul style="list-style-type: none"> • Newspaper • Media Arts • Theater <p>Core Content Connection(s)/TEKS:</p> <p>ELAR: 7.1A, Informational Text 7.10 A-C, 7.11 A, B, Media 7.13 A-D, Drama 7.5, Writing 7.14 A-E, 7.15, 7.17, Listening and Speaking 7.26, 7.27, 7.28</p> <p>Science, Social Studies, and Math:</p> <p>Product and Presentation (oral or recorded) aligned with unit of study</p> <p>*Examples of Products: Diorama, iMovie, poster, skit, pamphlet/brochure,</p>
2nd grading period	<p>Art Area of Focus: Communication Arts</p> <ul style="list-style-type: none"> • Opinions in Art • Art as a Springboard for Writing • Media Arts • Theatre 	<p>Art Area of Focus: Visual Arts</p> <ul style="list-style-type: none"> • Stories in Art • Math in Art <p>Core Content Connection(s)/TEKS:</p>	<p>Art Area of Focus: Music</p> <p>Core Content Connection(s)/TEKS:</p> <p>Science: Force, Motion, and Energy Strand</p>

	<p>Core Content Connection(s)/TEKS: Social Studies-Citizenship 1.18A, 1.18B ELAR-Making Connections 1.7A, 1.17F Readers Read for a Purpose 1Fig19B, 1Fig19C,1Fig19D, 1Fig19F1.20Avii1,19C, 1.16A Informational Text Math-Data Analysis 1.8A-C,1.2B-1.2G Science-Investigating Properties of Objects 1.2D,1.3C,1.4A, 1.4B, 1.5A- 1.5</p>	<p>Social Studies: History & culture 3.2A, 3.3A, 3.13AB, 3.15B, 3.17C ELAR: Theme & Genre 4.3 A, B, Literary Nonfiction 4.7, 4.8, Informational Text/Culture & History 4.10, Fig. 19 A-G Math: Process Skills 4.1 A-G Geometry & Measurement 4.6 A- D, 4.7 A-C, 4.8 A-C Algebraic Reasoning 4.5 C, D</p> <p>Sample Activity: https://artsedge.kennedy-center.org/educators/lessons/grade-5/American_Scene_Painter</p>	<p>Math: ELAR: Sensory language 7.8, Theme and genre 7.3, 7.4, Sample Activity: https://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Elements_of_Myth</p>
<p>3rd grading period</p>	<p>Art Area of Focus: Music</p> <p>Core Content Connection(s)/TEKS: ELAR-Poetry 1.8A,1.18B Informational Text, 1.19A,1.14B Media 1.16A,1.16B,1.13A Social Studies- Science-Force, Motion, Energy, Weather/ Seasons -Objects in the Sky 1.8A-1.8D Investigating Energy 1.6A-1.6C Math-Fractions and Time to the Half Hour 1.6G,1.6F, 1.7E Two-Dimensional figures 1.6A-1.6D,1.6F</p> <p>Sample Activity: http://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Creating_AB_Patterns</p>	<p>Art Area of Focus: Communication Arts</p> <ul style="list-style-type: none"> • Opinions in Art • Art as a Springboard for Writing • Presentation and Publication • Media Arts • Theater <p>Core Content Connection(s)/TEKS: ELAR: Media 4.14 A-B, Drama 4.5 Writing 4.15, 4.16, 4.17, 4.18, 4.19, Listening/Speaking 4.27, 4.28, 4.29 Math: Process Skills 4.1 A-G, Data Analysis 4.9 A, B Science/Social Studies: Product and Presentation (oral or recorded) aligned with unit of study *Examples of Products: Diorama, iMovie, poster, skit,</p>	<p>Art Area of Focus: Visual Arts</p> <ul style="list-style-type: none"> • Stories in Art • Math in Art <p>Core Content Connection(s)/TEKS: ELAR: Theme and Genre 7.3, Literary Text 7.6, 7.7, 7.8, Sensory language 7.9, Writing 7.14, 7.15, 7.16 Math: Geometry and Measurement Strands Social Studies: biography, historical figures, cultural and historically relevant “Stories in Art”, aligned with grade level unit of study Science: Mixed Media product aligned with unit of study</p> <p>Sample Activity:</p>

		pamphlet/brochure, student created book, etc.	https://artsedge.kennedy-center.org/educators/lessons/grade-3-4/America_A_Home_for_Every_Culture
4th grading period	Art Area of Focus: Culminating Activities	Art Area of Focus: Culminating Activities	Art Area of Focus: Culminating Activities

Appendix B: Sample Unit Map

Grade Level: Kinder Unit # and Title: 13 Coins Identification and Counting

Dates of Plan: 4/25/2019	Assessment Date: 04/09/2019	Specificity (Readiness)		
Knowledge and Skills Statement	TEKS	Verbs	Content	Context
<p>KS:TEKS K.4A <i>Number and operations. The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions.</i></p>	<p>TEKS: K.4A The student will identify U.S. coins by name, including pennies, nickels, dimes, and quarter.</p>	<p>identify</p>	<p>U.S. coins</p>	<p>Situations in everyday live.</p>
<p>KS: Apply mathematics to problems arising in everyday life, society, and the workplace.</p>	<p>TEKS: K1A Student will apply mathematic to problem arising in everyday life, society and the world.</p>	<p>apply</p>		
<p>Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p>	<p>TEKS: K1B Student will use problem solving</p>	<p>use</p>		
<p>Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p>	<p>TEKS: K1C Students will select tools including real object, mental math, estimation, number sense to solve problems.</p>	<p>select</p>		
<p>Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</p>	<p>TEKS: K1G Student will display, explain, and justify mathematic idea using precise language in written or oral communication</p>	<p>Display, explain, justify</p>		

Content Objectives, Checks for Understanding, and Exit Tickets				
<p>TEKS: K4A, K1G, K1C CO: Student will identify and give characteristic of a dime. CFU/ET :(Put out pennies, nickels, and dimes.) Which coins are dimes? How do you know?</p>	<p>TEKS: K4A, K1G CO: CFU/ET: (Put out pennies, nickels, dimes, and quarters.) Which coins are quarters? ET/ Give Students a page with coins. Have them circle the pennies in yellow. Circle the nickels in green. Circle the dimes in red. Circle the quarters in blue. Count and write the number of quarters.</p>	<p>TEKS: K4A, K1A CO: CFU/ET: (Put out pennies, nickels, dimes and quarters.) Have students sort coins by name, count and collect data then place information in a bar graph. ET/ Tina has one dime, two pennies and one quarter. Which set has the same coins?</p>	<p>TEKS: 1.4C CO: Student will use relationships to count by ones, fives and tens to determine the value of a collection of pennies, nickels, and or dimes. CFU/ET: Student will listen to the problem and circle the set that shows the coins used to buy the item.</p>	<p>TEKS:1.4C, K1B CO: K4A,K1A,B,C andG CFU/ET: Student will count a set of coins and write the value using cent and dollar signs.</p>

Appendix C: Advisory Time and Social Emotional Learning Time

The first 45 minute of the school day will be designated Campus Wide Social Emotional Learning and Reflection time. This time will be called “Art Start”.

Teachers will allocate time to focus on Social Emotional Learning Skills and Reflection opportunities.

Teachers will guide students in using the Feldman’s method for Art Analysis to analyze the printed reproductions of art that will be provided from San Antonio Museum of Art for campus wide display and digital reproductions for

classrooms. <https://www.inspiredlearningationa.org/uploads/1/2/6/5/12653584/feldmans-method.pdf>

Sample Art Start Schedule

	Art Experience/Reflection Piece/	Student Activity
Meet the art Monday	An artwork would be introduced to the students	Use descriptive words to describe something worth seeing, remember that the words that you use must be NEUTRAL. Teachers can choose to have a class discussion or writing assignment.
Talk it out Tuesday	Using the IPad or SMART boards, students and teachers can conduct research on the art piece.	Students can research facts about the work and turn to a partner and discuss their discoveries.
Writing Wednesday	While listening to music representative of the artworks time period students will participate in a quick write.	Using the information from the previous two day, students will begin to write their reflection about the artwork in addition to listening to music the represents that time period.
Think about it Thursday	Listening to the same music and reflect on the artwork and illustrate their thoughts.	Student will use this time to reflect and think about what they would do differently and then illustrate it.
Freestyle Friday	Student Choice	Students have the option to select any of the previous activities.

Appendix D: Professional Development Workshop Synopses

ACTING RIGHT: DRAMA AS A CLASSROOM MANAGEMENT STRATEGY

The foundational elements of acting such as concentration, cooperation, and collaboration are used to create a structured process, which can become the basis for effective classroom management every day. This engaging step-by-step approach empowers students to take ownership of and be responsible for their own behavior. In this workshop, teachers learn how to help students build the skills necessary to establish a sense of self-control, accountability, and teambuilding in their classroom.

TABLEAU, PART I: A TOOLBOX OF STRATEGIES

Tableau helps students apply and expand their knowledge and understanding in subjects across the curriculum by asking them to take on the roles of people or objects to create living pictures. In Session 1, participants learn how to establish the cooperative learning environment needed for arts-integrated work. Sessions 2 through 4 focus on three tableau techniques—One-Minute Challenges, Freeze Tag, and Text Card. Participants explore these strategies and learn how to apply them across the curriculum.

TABLEAU REFRESHER

Part I: A Toolbox of Strategies This course is for teachers who have gotten their feet wet and are ready to really master the strategies presented in Tableau, Part I: A Toolbox of Strategies. This refresher course reviews the strategies from Tableau, Part I and provides time to go a bit deeper, share ideas and documentation of student work with other teachers, and plan lessons that integrate all of the strategies. Participation in Tableau, Part I is a prerequisite for this course.

READING PORTRAITS AS BIOGRAPHIES: OBSERVE. INFER. INQUIRE.

There's more to a portrait than you might think. Portraits are often viewed as a mere depiction of a person when in actuality they can be read as biographies that communicate significant information about a person's life. Join Melanie Rick, arts integration consultant and certified reading specialist, for this workshop that examines ways to teach students to view portraits as a visual text filled with meaningful symbolism in order to make the study of people and biographies more engaging. Reading portraits helps students activate and build background knowledge of, construct understanding of, and reflect on historical and literary figures across the curriculum.

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

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

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

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

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