

San Antonio Independent School District
141 Lavaca
San Antonio, TX 78210
(210) 554-2200

APPLICATION FOR AN INTERNAL CHARTER SCHOOL

Date: **December 13, 2016**

Name of Proposed Charter School: **Mark Twain Dual Language Academy**

Type of Internal Charter School Sought: **Campus Based**

Primary Contact Person of Proposed School: **Rick Flores**

Title: **Mark Twain Dual Language Academy Principal**

Address: **2411 San Pedro Ave. San Antonio, TX 78212**

Phone Number: **(210) 738-9745**

Proposed Charter Site Address: **see above**

Grade Levels: **PK-8**

Expected Initial Enrollment: **330** Projected Maximum Enrollment: **860**

Approximate percentage of each student population in all applicable categories
(based on Twain's current population):

Hispanic: 97.1%

White: 1.6%

African American: 0.6%

Asian: 0.2%

LEP: 33.8%

Economically Disadvantaged: 92.9%

At Risk: 65.8%

Review and consideration of application

Date received: 11-18-16

Review Dates:

Preliminary Technical Review _____

Final Technical Review _____

Panel Review _____

Superintendent Consideration 12-2-16 _____

Board of Trustee Review _____

Approved: _____

Not approved: _____

Beginning date of operation: July 1, 2017

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PURPOSE AND NEED

Mark Twain Dual Language Academy is an innovative educational project designed to provide the San Antonio community with a state-of-the-art educational program that has proven highly successful for the education of all students in general and especially for the education of Hispanic and Hispanic emergent bilingual students. Approximately, 97.1% of the students attending Mark Twain are Hispanic; 92.9% are considered economically disadvantaged; 65.8% are considered at risk of academic failure; and 33.8% are labeled as English language learners.

All SAISD elementary schools currently serving Mark Twain's neighborhood areas only provide late exit transitional bilingual instruction. Mark Twain Dual Language Academy will provide students with the option to participate in a campus-wide dual language program that promotes higher levels of academic achievement, bilingualism and bi-literacy, as well as higher levels of self-esteem, cultural pride and intercultural appreciation and collaboration among participating students.

The National Academy of Sciences (NAS) claims that a significant increase in the educational attainment of Hispanics is crucial for the U.S. to maintain its global competitiveness (NAS, 2010). Unfortunately, national, state, and local research shows that the academic performance of Hispanics and Hispanic ELLs is traditionally lower than the performance of their native-English-speaking peers, their dropout rate is much higher, and they are significantly underrepresented in higher education (Aud, Hussar, Planty, Snyder, Bianco, Fox, Frohlich, Kemp, & Drake, 2010; Batalova & McHugh, 2010; Olsen, 2010; Batalova, Fix, & Murray, 2007).

Such an achievement gap can be partially attributed to the implementation of remedial and subtractive instructional programs (Baker, 2006), including transitional bilingual education, that do not aim to thoroughly develop students' home language. Many researchers claim that the effectiveness of bilingual education depends on the degree of proficiency students develop in their home language (Thomas & Collier, 2002; 2004; Cummins, 2000a), and that proficient bilingualism and bi-literacy can provide a variety of cognitive benefits to the learners (García & Gonzalez, 2006; Cummins, 2000b).

Dual language instruction (DLI) is an additive bilingual program model that has proven successful in closing the Hispanic academic achievement gap (Lindholm-Leary, 2005a, 2005b; Thomas & Collier, 2004). Dual language instruction provides an alternative approach for the instruction of all students, not only English learners, where the ultimate goal is for students to become bilingual and bi-literate (García, Kleifgen, & Falchi, 2008). Rather than displacing the first language, the second language expands the linguistic repertoire of the learner.

Mark Twain Dual Language Academy will help meet the need for schools to utilize research-based, best practice education such as dual language instruction to help close the achievement gap for Hispanic and Hispanic ELL students.

Theoretical Framework

According to Cummins' Developmental Interdependence Hypothesis (1979, 2000b), second language competence is dependent on the level of competence achieved in the first language. The more the first language is developed, the easier it will be to develop the second language. At the same time, according to Cummins' Common Underlying Proficiency (1979), both languages operate through the same central processing system. Concepts acquired by one language can readily transfer into the other language, and first language proficiency develops the whole cognitive system. Therefore, if the development of one language is directly correlated to the development of the other language, and together both languages are the path for knowledge acquisition and cognitive development, then there is a positive correlation between

the level of bilingualism and the level of cognitive development. The likelihood of higher levels of cognitive development increases as the level of bilingual proficiency increases. Several authors have identified a variety of cognitive benefits due to a balanced bilingualism, including: greater mental flexibility (Ricciardelli, 1992), higher abstract thinking and concept formation (Peal & Lambert, 1962), higher communicative sensitivity and stronger divergent thinking (Bialystok, 2001), and greater meta-linguistic awareness (Galambos & Hakuta, 1988). Additionally, according to Mechelli and associates (2004), learning a second language can lead to increases in gray matter density in the brain.

According to Cummins' Thresholds Hypothesis (1978), bilingual individuals can achieve different levels of bilingual competence and therefore different cognitive effects. At the lower level of bilingual competence, limited bilinguals have inadequately developed both languages. This limited competence in both languages can generate negative cognitive effects. Halting first language development at an early stage can limit the development of the second language and therefore hinder cognitive development. At an intermediate level, imbalanced bilinguals reach adequate competence in one language but not on the other. Their bilingual advantage is minimal and therefore there are no significant positive or negative cognitive effects. At the highest level, balanced bilinguals reach grade level proficiency in both languages. Even though they may be more proficient in one language than in the other, they can successfully participate in challenging grade-level courses in both languages. At this level positive cognitive effects can take place.

To achieve a high level of competence in bilingualism and bi-literacy, students must be exposed to a bilingual-bicultural learning environment and core content instruction must be delivered in both languages. According to Thomas and Collier (2002), the number one predictor for long term academic achievement in English is the extent and quality of schooling in the students' native language (L1).

MISSION AND GOALS

Mission Statement

Our mission at Mark Twain Dual Language Academy is to provide an educational program where all students can develop stronger cognitive and academic skills through the intentional development of on-level bilingualism and bi-literacy while also attaining higher levels of self-esteem, cultural pride, and intercultural understanding and collaboration.

Goals

Mark Twain Dual Language Academy focuses on three overarching goals:

High Cognitive and Academic Achievement:

- Academic performance at or above grade level for all students

Bilingualism and Bi-literacy:

- 100% Dual Language School
- High quality, engaging instruction in English and Spanish for all students
- High levels of academic and linguistic proficiency in English and Spanish for all students

Cultural Competence:

- An intercultural orientation
- High cross cultural competencies necessary for success in a diverse global society

CURRICULUM AND INSTRUCTIONAL PROGRAM

The *combination* of the following core components will distinguish Mark Twain Dual Language Academy from the SAISD's current programs:

- Dual Language Instruction
- Intercultural Education

Each component is discussed in turn below.

Dual Language Instruction

SAISD has maintained a late exit transitional bilingual education model for its Spanish-dominant students for many years. The goal of a late exit transitional bilingual education model is to assimilate non-English speakers, transitioning them from learning in their native Spanish language to English before they exit elementary school and to eventually replace the learner's first language (L1) with a second language (L2) that is considered more academically and socially valuable by the school (García, Kleifgen, & Falchi, 2008). In such programs, content instruction is often delayed in order to first teach the language students lack. Once students reach a sufficient level of English proficiency, they are placed in mainstream courses where they must make extraordinary gains to catch up with their native English speaking peers.

A distinguishing component of Mark Twain's charter proposal is our adoption of a dual language model of bilingual education. Dual language instruction (DLI) is an additive program that has proven successful in closing the academic gap for bilingual students at the elementary level (Lindholm-Leary, 2005a, 2005b; Thomas & Collier, 2004). In DLI, students from different linguistic backgrounds receive literacy and content instruction in two languages and develop academic proficiency in both languages simultaneously. DLI programs are enriching and additive by nature because they add a second language and culture to each one of the linguistic groups involved. Because DLI programs use both languages for instruction, the curriculum is not watered down but enhanced. The bilingual, bi-literate environment of DLI programs validates both cultures and languages, promoting an intercultural school orientation and empowering all students. In DLI programs, no language and language group is provided a superior status. The goal for both groups of students is to become bilingual (able to speak in both languages) and bi-literate (able to read and write in both languages). Moreover, the goal is to help all students develop an appreciation for different cultures.

The most popular dual language program models range from 90/10 to 50/50 in their language distribution. In a 90/10 model, students in the early grades learn 90% of the curriculum in Spanish and 10% in English. This ratio of time distribution in each language shifts gradually by grade level until fourth grade and beyond, where the ratio is maintained at 50/50. In a 50/50 model there is an equal distribution of language instruction across all grade levels. According to research, both 50/50 and 90/10 models are effective; "ELL students in 90/10 programs attain the same levels of proficiency in English and the same standards of achievement in reading/language arts and math (measured in English) as ELL students in 50/50 programs" (Lindholm-Leary, 2001). Mark Twain Dual Language Academy will implement an 80/20 model. Spanish and English-dominant students will learn in the same classroom, initially learning primarily in Spanish and then gradually receiving increased English instruction over time. The following chart describes the percentage of instruction provided in each language by grade level.

Proposed Spanish/English Instruction by Grade Level

Grade	Spanish Instruction	English Instruction
Pre-k and K	80%	20%
1 st	80%	20%
2 nd	70%	30%
3 rd	60%	40%
4 th	50%	50%
5 th	50%	50%
6 th	50%	50%
7 th	50%	50%
8 th	50%	50%

Adopting a dual language model will benefit both Mark Twain's Spanish-dominant and English-dominant students in many important ways. First, all students will develop stronger cognitive and academic skills. Second, Spanish-dominant students will receive instruction in the best way that helps them learn English. Third, native English-speaking students will develop high levels of Spanish academic proficiency comparable to those exhibited by their native Spanish-speaking peers. Fourth, students from different cultural and linguistic backgrounds will coexist in the same educational setting. This experience has social implications for both groups as they learn to learn and work together. Further, families from different backgrounds also learn about one another's values, customs and cultures. Finally, becoming bilingual and bi-literate benefits all students, especially in the global climate in which we currently live. Our world is more connected, more understanding and better equipped to handle the challenges that await if we can communicate with and understand one another (Calderon & Carreon, 2000; Cloud, Genesee & Hamayan, 2000).

Dual language instruction will be gradually phased in on the campus beginning in Pre-k to 2nd grade in the 2017-18 school year. The table below describes that process.

Phase-In of Dual Language Model

Year	Grade level offered
17-18	Pre-k, kinder, 1 st , 2 nd
18-19	Pre-k, kinder, 1 st , 2 nd , 3 rd
19-20	Pre-k, kinder, 1 st , 2 nd , 3 rd , 4 th
20-21	Pre-k, kinder, 1 st , 2 nd , 3 rd , 4 th , 5 th
21-22	Pre-k, kinder, 1 st , 2 nd , 3 rd , 4 th , 5 th , 6 th
22-23	Pre-k, kinder, 1 st , 2 nd , 3 rd , 4 th , 5 th , 6 th , 7 th
23-24	Pre-k, kinder, 1 st , 2 nd , 3 rd , 4 th , 5 th , 6 th , 7 th , 8 th

Anticipated Classroom Space Needs

Year	Pre-K	Kinder	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	Total
17-18	3	4	4	4	0	0	0	0	0	0	15
18-19	3	4	4	4	4	0	0	0	0	0	19
19-20	3	4	4	4	4	4	0	0	0	0	23
20-21	3	4	4	4	4	4	4	0	0	0	27
21-22	3	4	4	4	4	4	4	5	0	0	32
22-23	3	4	4	4	4	4	4	5	5	0	37
23-24	3	4	4	4	4	4	4	5	5	5	42

Intercultural Education

School orientation is the way schools perceive and treat cultural diversity within the school, and it can have critical implications upon the academic development of language minority students (Cummins, 1996). Cummins identifies two main school orientations: assimilationist and intercultural.

In an assimilationist orientation, schools perceive cultural and linguistic diversity as a problem to be eradicated. Therefore, such schools promote a swift assimilation into the dominant language and culture. The home languages other than English are excluded from the curriculum as soon as possible, language-minority community members are excluded or relegated, and traditional methods of instruction and assessment are used regardless of the implications they have upon the students’ learning and upon their ability to express what they have learned. This kind of orientation marginalizes language-minority students by devaluing their languages and cultures. An assimilationist orientation is remedial and subtractive because it is based upon the idea that language minority students have a cultural and linguistic problem that has to be remediated by the eradication or subtraction of the home language and culture. It is remedial and subtractive because it promotes the students’ assimilation into the dominant –English – language and culture.

In an intercultural orientation, multicultural appreciation is promoted and diversity is perceived as a socio-economic asset. The use of primary languages and cultures is encouraged and integrated to the school curriculum, empowering language minority students and families. Minority members are included and involved in the school, and innovative and transformative methods of instruction and assessment are used to facilitate students’ learning and to help them show what they have learned. This kind of orientation empowers language-minority students by incorporating their languages and cultures. An intercultural orientation is enriching and additive because it is based upon the idea that language minority students have cultural and linguistic assets that have to be validated and enhanced by the incorporation or addition of the home language and culture into the curriculum. It is enriching and additive because it promotes a positive intercultural perspective and the students’ acculturation.

Bilingualism and bi-literacy can bring forward socioeconomic and cognitive benefits. However, to attain such benefits, bilinguals must develop grade level proficiency in both languages. By supporting the development of the first language, educators not only enhance the learners’ possibilities to fully develop their second language, but also increase the students’ possibilities to learn content more thoroughly. For

minority learners to be more successful, they need enriching, additive instructional programs and curriculums that validate and incorporate their home languages and cultures. This kind of learning environment can be provided by schools that follow an intercultural orientation.

STUDENT ACHIEVEMENT

Performance Objectives

We expect students to demonstrate mastery of the outlined skills within each of the three overarching goals: 1) high cognitive and academic achievement, 2) bilingualism and bi-literacy, and 3) cultural competence.

Our charter will allow us to teach and assess these skills explicitly. Being in the foundational phase, we will establish baseline data during the 2017-18 school year and continue to expand the data range as additional grade levels are added. Specific targets for each area over the next 6 years include maintaining a specified percentage of students who are at or above the proficient level.

By pursuing our goals and measuring progress throughout the years, our students will demonstrate progress in two ways: 1) as measured by STAAR and 2) through alternative assessments that specifically target knowledge and skills embedded in the overarching goals.

High Academic Achievement:

On average, all students should exhibit an academic performance at or above grade level in comparison with similar peers across the district as measured by state-developed standardized assessments and other measures of academic performance, including Fountas & Pinnell.

Bilingualism and Bi-literacy:

On average, all students should exhibit high levels of academic and linguistic proficiency in both English and Spanish language as measured by state-developed standardized assessments and other measures of academic performance, including Woodcock-Muñoz for all students and the Spanish Language Advanced Placement Test for 8th grade students only.

Cultural Competence:

All students should exhibit high cross cultural competencies necessary for success in a diverse global society as measured by a Cultural Competence Assessment Rubric (see Appendix A).

Implementation of State Accountability System

STAAR Projections

Beginning Year 2, Spring 2019, STAAR will be administered to establish a baseline progress measurement for 3rd grade students. In succeeding years, results will be compared to historical data to assess student progress in content areas and across subpopulations. Also, students will be administered MAP tests and results will be used to inform instruction.

English Language Proficiency Development

We will administer TELPAS for Spanish-dominant dual language students. Based on a state average TELPAS kinder composite score of 1.6 and an SAISD previous three-year average score of 1.3, our target projected score for 2017-18 kinder cohort is 1.4. We also project that our composite score for every dual language cohort will increase .2 each subsequent year.

Literacy Development – K-2

In addition, we will administer both literacy and language development assessments at the beginning of the year. Fountas & Pinnell will be administered to K-2 students to establish baseline literacy levels and construct grade-level growth goals.

Fountas & Pinnel Levels	Grade-Level Equivalent	BOY GOAL	MOY GOAL	EOY GOAL
A-D	Kindergarten	A	B-C	D-E
E-J	Grade One	E-F	G-I	J-K
K-M	Grade Two	K	L	M
N-P	Grade Three	N	O	P
Q-S	Grade Four	Q	R	S
T-V	Grade Five	T	U	V
W-Y	Grade Six	W	X	Y
Z	Grade Seven – Eight	Z	Z	Z
Z+	High School/Adult	Z+	Z+	Z+

Language Development

The Woodcock-Muñoz assessment will be administered to all students in the dual language program at the beginning of every school year starting in 2017 to track English and Spanish language development. We will determine baseline scores in 2017 then set targets for subsequent years. LPAC meetings will be held with parents of all dual language students to celebrate and track progress.

Cultural Competence Development

We will administer a school climate survey to determine how students, their families and teachers feel about the culture and climate at Mark Twain. Finally, we will utilize information such as number of student absences, student office referrals, and student suspensions to determine whether charter initiatives impact these data sets.

At Mark Twain Dual Language Academy, performance on internal and external metrics is expected to be at or above expectations. If student performance does not meet standards, staff will meet to construct a plan that includes changes in adult behaviors to create a different result. Structures that will support this work include utilization of professional learning communities, data analysis on grade level and vertical teams, and implementation of the RtI process.

GOVERNANCE AND DECISION-MAKING PLAN

Governing Body and Its Duties

The Mark Twain Dual Language Academy Advisory Committee will serve as Mark Twain’s primary governing body for our charter. The Advisory Committee will be comprised of the campus administrator, district-level leaders, a representative from the SAISD Bilingual Department, classroom teachers, parents,

community representatives, and university faculty. Committee members are appointed by Mark Twain's principal. This advisory committee, co-led by the campus principal and a representative from the SAISD Bilingual Department, will serve in an advisory capacity to site-based decisions that Mark Twain Dual Language Academy makes, including future curricular foci.

In its advisory capacity, the Advisory Committee will meet quarterly to examine and coordinate goals and practices outlined in the Campus Improvement Plan (CIP), the Advisory Committee agreement, and the mission and goals of our charter. The committee will be responsible for overseeing assessment results of the Campus Improvement Plan, professional development, school relationships, and charter initiatives to ensure achievement of our goals.

Mark Twain Dual Language Academy will continue to convene a Campus Leadership Team (CLT). The CLT will discuss immediate school issues and will craft and share recommendations about site-based decision making to the Advisory Committee for their consideration.

Governance and Management Relationship

The Advisory Committee, along with the campus principal, will ensure that Mark Twain Dual Language Academy works diligently towards achieving the goals set forth by the charter, the district and the state. If ever those goals are in direct opposition to one another, the Advisory Committee will work with district leadership and the Board of Trustees to resolve the issue and maintain the integrity of the mission and goals of the charter. In addition, we are requesting several important waivers that will proactively avoid such conflicts from arising.

Policies and Waivers

Mark Twain Dual Language Academy will follow district board policies for site-based decision-making procedures. The following waivers to board policies and district procedures or special permissions are requested for the successful implementation of the charter.

1. Mark Twain Dual Language Academy will follow a campus-determined scope and sequence to facilitate the implementation of project-based learning and other charter curricular initiatives.
2. Mark Twain's principal, in consultation with the Bilingual Education Assistant Superintendent, will have the discretion to determine which district-wide curricular initiatives the school participates in based on the needs of Mark Twain's teachers. This waiver is essential in developing/maintaining consistency and coherence across the ambitious set of charter initiatives outlined in this application.
3. Mark Twain's principal, in consultation with the Bilingual Assistant Superintendent, will have the discretion to hold campus-based staff development in lieu of teachers participating in required district-based staff development, both before and during the school year. The district must provide at least one month's advanced notice of the focus of upcoming district staff development to Mark Twain's principal. Doing so provides the principal with sufficient time to determine whether/how district offerings align with and address the professional learning needs of the staff. The principal will formally notify the district of any district-level offerings that teachers will be exempt from attending.

4. Mark Twain Dual Language Academy will not hire or accept transfers from other SAISD schools who are alternatively certified with zero years of teaching experience or who do not have the bilingual endorsement. The complexity of the charter's curricular program makes it too challenging to learn to teach at our school while assuming responsibility for an entire class. The principal will consider alternatively certified applicants if they have completed at least one year of teaching experience. First-year teachers must, at a minimum, have successfully completed a semester of student teaching (preferably a full year).
5. The campus reserves the option to create a customized report card that provides additional information about students' progress in meeting the school's overarching goals for students' learning.
6. Mark Twain requests Board approval to waive DK(LOCAL) to remove restrictions on principals' ability to hold meetings after work hours. Policy DK(LOCAL) states that principals may not require teachers to meet after work hours for more than 180 minutes per 4-week period and no single meeting longer than 90 minutes.

Community Involvement

Mark Twain Dual Language Academy is fortunate to enjoy positive relationships both with students' families and the wider community surrounding the campus. We have held meetings with families and the larger community designed to inform the community about the mission and goals of Mark Twain and to assist parents in the registration process.

Upon approval of our charter application, we will continue to inform and involve families and the broader community in many ways. First, parents will serve on the Advisory Committee, the governing body that will oversee our charter implementation. Second, we will foster a strong relationship with parents and the community to support students, teachers and families as we pursue our charter mission. Third, we will continue to hold information sessions throughout the year as well as during our end-of-year annual event so that families and community members are continually apprised of our charter progress and its impact on student learning. Fourth, we will build strong partnerships with organizations within close proximity to the campus.

Communication

In an effort to develop strong and meaningful partnerships with parents and the community, a number of communication systems will be used:

- The school website will be updated weekly to reflect campus information.
- Mark Twain's principal will send frequent messages to students' families both electronically via email and in print.
- Mark Twain's principal will conduct frequent community sessions to highlight events in the school and educate families so they may partner with the school and advocate for their students' learning and growth.
- The automated phone system will be used to share brief reminder messages.

- Teachers will utilize a parent communication system, to include weekly class information and reminders of upcoming campus events.
- Some of Mark Twain’s early release days will be dedicated to conducting conferences with families and students.
- Families will attend campus celebrations to highlight learning that has occurred during integrated curricular units.
- Families will attend monthly meetings that focus on curriculum and student performances.

ENROLLMENT AND WITHDRAWAL PROCEDURES

Mark Twain Dual Language Academy will primarily provide services to students within its attendance boundaries, then to students living within SAISD boundaries, then to those living in Bexar County and surrounding areas who, space permitting, are accepted under the enrollment policy. Students living within Mark Twain Dual Language Academy’s attendance boundary do not have to apply for enrollment.

In the 2017-18 school year, applications will be accepted until a set deadline in the spring. Then, students will be admitted for spaces available in each category outlined below:

- Students within Mark Twain’s attendance boundaries
- Applicants outside of Mark Twain’s attendance boundaries, in the following order:
 - Employees’ children and SAISD resident applicants
 - Out-of-district resident applicants within Bexar County

Category/Priority 1 (No application needed)	Student’s within Mark Twain’s attendance boundary
Category/Priority 2	Employees’ children
Category/Priority 3	SAISD residents
Category/Priority 4	Out-of-district applicants within Bexar County

We will prioritize within-boundary students and Spanish-dominant populations in order to implement a strong dual language program. For remaining slots, we will admit English-dominant students into the dual language program based on the criteria outlined above. If more students apply than are slots available, a lottery system will be used to determine who is admitted. English-dominant students may not enter the dual language program after first grade unless they are transferring from a dual language program and space allows.

For any student within Mark Twain’s attendance boundaries who does not wish to participate in our charter programs, they will be granted a transfer to another school within the district.

PEIMS REPORTING PLAN

Mark Twain Dual Language Academy will follow district policies and procedures for PEIMS (Public Education Information Management System) as outlined by District Administrative Procedures and by PEIMS guidelines.

DISCIPLINE PROGRAM AND PROCEDURES

Mark Twain Dual Language Academy will utilize the Positive Behavioral Interventions and Support (PBIS) model to establish behavioral expectations for the campus, and will adhere to the “Student Code of Conduct” as outlined by the district in the San Antonio Independent School District Student Handbook (Section VII of the 2016-2017 Edition).

SAFETY AND SECURITY

Mark Twain Dual Language Academy will follow the current SAISD procedure for safety, security and emergency evacuation as outlined in the Emergency Response Guide.

FACILITIES AND TRANSPORTATION PLAN

The property of Mark Twain Dual Language Academy includes classrooms, computer and science labs, clinic, lounge, cafeteria, music room, library, gymnasium and counselor’s office. However, the charter implementation will require some modifications to facilities or grounds. Such modifications include but are not limited to: modified restroom facilities to accommodate early grade students, playground facilities, and other modifications required to provide service to elementary grade students.

Mark Twain Dual Language Academy will follow the guidelines for facility maintenance as outlined in SAISD Policies and Rules and Regulations Section CLB.

SAISD will provide transportation to qualifying students within the Mark Twain Dual Language Academy attendance area, but it will not provide transportation to students living outside of Mark Twain’s attendance area. Parents will be responsible for providing transportation to students attending Mark Twain Dual Language Academy as charter transfer students.

EMPLOYMENT PLAN

Qualifications

Each employee at Mark Twain Dual Language Academy will meet the requirements for highly qualified bilingual teachers and classifications of employees as required by the district. In addition, all future teacher hires must have successfully completed at least one semester of student teaching. Each employee will receive copies of the charter application and the specific charter requirements for employment and dismissal.

Compensation and Benefits

Each employee will follow the compensation and benefits schedule for the district.

Recruitment, Selection, Hiring and Dismissal

Mark Twain Dual Language Academy will follow SAISD’s policy for hiring, including pre-screening by district personnel with the addition of the following requirements for every applicant to the Mark Twain Dual Language Academy charter school:

- Applicants will meet with principal to discuss program expectations, obligations of employment and waivers of policies and procedures in our charter.
- Upon acceptance, applicants understand that as an employee they are committing to implementing the mission and goals of our charter. The Advisory Committee will approve a campus document

(created in consultation with Human Resources) that reviews and sets expectations yearly to ensure commitment from the staff.

Mark Twain Dual Language Academy will follow district procedures for transfer of faculty and staff. Mark Twain Dual Language Academy will follow state law and board policy addressing dismissal of contract employees and will follow district policies regarding dismissal of at-will employees.

Employee Complaints

The process for handling employee grievances will follow district policy and procedures.

OPERATIONAL AND FINANCIAL PLAN

The charter will maintain a close working financial and operational relationship with the district. Charter status will allow for increased flexibility in receiving district and internal/external grant monies. For all regulations regarding operations and finances, Mark Twain Dual Language Academy will refer to the Annual Operating Budget of the San Antonio Independent School District. The campus principal will follow district guidelines for operational and financial plans.

Mark Twain's charter proposal is economically feasible for the campus and the district for the following reasons. First, SAISD will continue to support the campus by providing an operational budget as it does for all district schools. Second, Mark Twain Dual Language Academy will use campus available funds to support the mission and goals of the charter and seek additional funding opportunities for the charter through grant applications or partnerships with businesses and institutions of higher education.

The annual audit of the budget will follow district policy and procedures. In addition, the Advisory Committee will serve as a secondary source in recommending and following the proposed budget and ensuring that funds are allocated to support the mission and goals of the charter. The charter will follow the district and state mandates for fiscal accountability as well as purchasing and bidding policies and procedures. Mark Twain Dual Language Academy will use the business services provided by SAISD.

In addition to the school's operating budget, the campus will require the following enhancements. Costs for these enhancements are estimates and are noted in more detail in Appendix B. These costs primarily relate to professional development and total approximately \$40,000.

Mark Twain Dual Language Academy will apply for the Public Charter School Program Start-Up Grant (see Appendix C) for up to \$800,000.

Start-up funds will be utilized to address four main areas of need:

1. Dual Language classrooms
2. Technology
3. Professional development
4. Supplies and materials

REFERENCES

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APPENDICES

Appendix A: Cultural Competence Assessment Rubric

	Emerging	Progressing	Proficient
understands and takes pride in own culture	lacks awareness of own cultural values, beliefs, traditions and holidays or ashamed of own culture	begins to show interest in understanding own cultural values, beliefs, traditions and holidays	describes and expresses pride in own cultural values, beliefs, traditions and holidays
demonstrates respect for and appreciation of diverse cultures	shows disinterest in or disrespect toward students who are different from oneself assumes everyone thinks, believes and behaves like oneself	begins to show awareness that people have different cultural heritages begins to express interest in learning more about others	actively seeks to understand how others perceive the world
values diverse languages	shows no interest in learning 2 nd language or makes fun of peer for speaking a different language	recognizes that people speak different languages; shows some interest in learning a few words from another language	actively seeks to learn a different language

Appendix B: Projected District Enhancements to Twain Academy Budget

Professional Development			
<u>Description</u>	<u>Unit Cost</u>	<u>Units</u>	TOTAL
Dual Language PD - Conferences	\$ 2,000	n/a	10,000
Contracted Services for PD.	\$10,000	n/a	10,000
Spanish Culture Summer Enrichment Program	\$20,000	n/a	20,000
		Subtotal	40,000

Total
\$40,000.00

Appendix C: Public Charter School Program Startup Grant Budget 2017-2019

Dual Language Classroom			
<u>Description</u>	<u>Unit Cost</u>	<u>Classrooms</u>	<u>TOTAL</u>
Dual Language classroom libraries (3- PK, 4- K, 4- 1st, 4- 2nd, 4- 3rd = Total 18 classrooms)	\$3,000	18	54,000
Dual Language guided reading texts to support Literacy Squared - 600.00 per classroom (K-3 - 18 classrooms)	\$600	18	10,800
Dual language Classroom Environment Set up (Word walls, PBL Centers, Bilingual Visuals, etc)	\$1,500	18	27,000
		Subtotal	91,800

Technology			
<u>Description</u>	<u>Unit Cost</u>	<u>Detailed</u>	<u>TOTAL</u>
Interactive whiteboards (3- PK, 4- K, 4- 1st, 4- 2nd, 4- 3rd = Total 18 classrooms)	\$5,000	18	\$90,000
Teacher computers	\$905	18	\$16,290
Student computers	\$675	100	\$67,500
Student iPads	\$523	400	\$209,200
Bilingual Software per student	\$20	500	\$10,000
		Subtotal	\$392,990

Professional Development			
<u>Description</u>	<u>Unit Cost</u>	<u>SY</u>	<u>TOTAL</u>
Dual Language /Bi-literacy/Second Language Acquisition per year (Conferences , Contracted Serv.	\$40,000	2	80,000
Dual Language curriculum writing stipend (per SY)	\$15,000	2	30,000
Family and Community (per SY))	\$10,000	2	20,000
		Subtotal	\$130,000

Supplies and Materials

<u>Description</u>	<u>Unit Cost</u>	<u>Detailed</u>	<u>TOTAL</u>
Language Assessments	\$10,000	1	\$10,000
Marketing/ Student Recruitment	\$5,000	1	\$5,000
Supplemental Spanish Instructional Resources (Social Studies, Science & Math)	\$65,000	1	\$65,000
Library Spanish books	\$30,000	1	\$30,000
Dual Language curricular materials – Teachers	\$15,000	1	\$15,000
Bilingual texts for school library	\$40,000	1	\$40,000
Miscellaneous	\$20,000	1	\$20,000
		Subtotal	\$185,000

<u>Total</u>	\$799,790.00
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