



In-District Charter Application

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DATA REFLECTION AND OUTCOMES ANALYSIS

A. Data Submission

In accordance with the instructions outlined in the Annual Call, we have completed our data template [here](#). Within the last three school years, CLASS data has shown that the Instructional Support domain is an area needing improvement. Tynan showed a decrease from 2015-2016 to 2016-2017, then a significant increase from a score of 2.26 to 3.96 the following school year. One possible variable leading to the increase is the percentage of teachers observed increasing from 30% to 60%. Our Instructional Support domain score during 2017-2018 of 3.96 is higher than the Head Start National Average of 2.99 yet this area remains an area of concern since the highest possible score is a 7. Instructional Support will continue to be an area of focus; professional development will be offered to provide strategies to strengthen all dimensions in the Instructional Support domain: Concept Development, Quality of Feedback, and Language Modeling.

CLASS Scores- Instructional Support				
	Tynan		SAISD	National
Inst. Support	2015-2016	2.83	2.78	2.83
	2016-2017	2.26	3.0	3.0
	2017-2018	3.96	2.97	2.99

LAP-3 assessment data is another area of focus for improvement for the campus. In 2017-2018, 89% of 4 year olds transitioning to kindergarten had developmental levels at or above their chronological age in the Language domain and 78% in the Cognitive domain. The campus experienced growth in percentage of students performing at or above their chronological age in Cognitive from 76% to 80% from 2016-2017 to 2017-2018. We also experienced a small increase by 2% in the Language Domain. We will continue to focus on strengthening instructional practices at Tynan in order to improve students' development using LAP-3 as a means to measure student growth and development.

Attendance is a third area of focus for Tynan. Over the past three school years, we have steadily decreased in attendance rates from 94.6%, to 94.1%, to 93.3%. We will focus on improving attendance in order to maximize instructional time.

B. Challenges for Our School

Improving scores in the Instructional Support domain of [CLASS](#)

CLASS (Classroom Assessment Scoring System) is a research-driven evaluation system which provides insights to improve how teachers interact with children every day to cultivate supportive, structured, and engaging classroom experiences. Currently, all Head Start centers are evaluated using this system and, as a campus, we consistently score below the national average in the domain dedicated to Instructional Support. The root cause for this challenge is tied to less than adequate teacher preparation and support. We identified this as a root cause by comparing scores of teachers who received coaching and attended targeted Professional Development (PD) with those who received no extra support focusing on improvement of CLASS scores. We engaged stakeholders in identifying this cause by holding pre and post conferences with teachers who were involved with targeted CLASS training.

Assisting students in the development of executive function skills

Our teachers continually express a desire for more support in classrooms as they work to engage students and guide them through the process of developing executive function skills such as regulating emotion, self-monitoring, and staying focused. The root causes for this challenge are a shortage of behavioral support staff and alternative learning spaces. We identified these root causes by engaging in conversations with teachers who are experiencing significant challenges, analyzing [MTSS \(Multi-Tiered System of Support\)](#) data, behavior logs, and frequency of Request For Assistance (RFAs) submitted to Head Start. Stakeholders were engaged to verify this as a cause through RFA submissions (including input from the families), participating in the MTSS process (which includes collaboration with the district school psychologist), dialogue created through parent classes, and FSW facilitated communication/engagement with parent meetings. In addition, we brainstormed with teachers who have received extra support from administration. These teachers have seen improvements when this support is coupled with the implementation of alternative learning approaches such as integrating “big body play” (running, climbing, jumping) and “sensory rooms” (spaces dedicated to offering activities rooted in the 5 senses).

Narrow view of the scope of Early Childhood

We regularly face a polarized misconception regarding the value and purpose of Early Childhood Education (ECE). Research fully supports our vision, which encompasses providing a high-quality educational experience optimizing young students’ academic and social-emotional development by stimulating their interest in learning and practicing positive interactions with others. However at times, many of our stakeholders have articulated the view that ECE students merely come to school “to play”, leading us to wonder if our belief in the value of ECE is being demonstrated as clearly as intended. The root cause of this misconception is a lack of clear communication regarding the value of the learning experiences our students have access to each day. Despite our efforts at clear communication, the message that our learning opportunities are deliberately designed with students’ interests and their academic and social-emotional needs in mind seems to miss the mark in some way. We have identified this root cause through observation, informal conversations, and attendance records. We have engaged our stakeholders in

identifying and verifying these causes through the home visit process where teachers meet with parents and discuss students' needs and progress. During these visits, teachers are able to glean parents' perspectives regarding the value of what we do.

At the same time, we worry the belief that an ECE experience should be solely academic in its focus is becoming more prominent than the research supported view that social-emotional growth and the acquisition of executive function skills are what lay the groundwork for a successful ECE experience. The root causes of this misconception stem from the collective acceptance of ever expanding academic Kindergarten readiness indicators compounded by a lack of emphasis on the power of an ECE curriculum grounded in social-emotional learning as a foundation for academic success. We have identified these root causes through informal conversations with various stakeholders regarding the purpose of ECE. We have engaged our stakeholders in identifying these causes through the home visit program, professional development, and informal conversations.

SCHOOL OVERVIEW

A. Mission

- Our primary purpose of improving lives through a quality early childhood education program is driven by an unrelenting commitment to research-based, play-centered, hands on learning, with a focus on quality adult-child interactions and family partnerships. This solid foundation of quality early childhood education and experiences will lead to success in higher education and beyond.

Vision

- **We are student-centered.** All of our decisions are based on the unique needs of young learners, Prekindergarten 3&4. We connect instruction to student interests, intrinsic love of learning, and exposure to new concepts and environments that tie to the state standards (Prekindergarten Guidelines).
- **We empower our teachers with agency.** Our teachers have flexibility to tailor instruction to each student and to enable high-quality interactions between students and adults. We seek to “grow our own” through ongoing coaching and collaboration.
- **We treat physical space as a “third teacher.”** Our halls, classrooms, and outdoor areas enable tactile exploration and reinforce joy, kindness, and community. This deliberate array of colors, textures, and natural materials help our students expand their aesthetic principles and inspire their creativity.
- **We bring in the power of family and community.** Our parents are partners in their child’s education: together, we set goals and provide supports. Our community offers rich resources and opportunities for our students to learn beyond the classroom setting.

Defining Early Childhood Education:

Early learning describes the development of children’s capacity to acquire knowledge, skills, and attitudes to

make sense of the world (Ball, 1997). While academic knowledge, which is a subset of cognitive development, is a central element in early learning, it is essentially linked to other cognitive development, as well as the development of socio-emotional skills. Early learning includes a child’s all around development—cognitive, social, and emotional.

School Goals

Note: These school goals are captured in the data template [here](#).

B. Academic Model

Our Academic Model is rooted in the core belief that in order for learning to take place, students must feel safe and secure. Our classrooms cultivate student agency and we work to build strong “school family” bonds so students know they are valued and hold an important place within our community. Learning is focused on real world, hands on experiences with bountiful opportunities to play and discover. Students are given opportunities to explore materials and learn new vocabulary while working with learning tools and interacting with peers rather than relying on worksheets or journal entries. Lessons are tailored to follow the [Texas Prekindergarten Guidelines](#) for our youngest students. Our daily schedule includes multiple opportunities for children to practice “life skills” and problem solve with peers and adults.

As we move into an in-district charter, we envision our model to use the Texas PreKindergarten Guidelines as the core of all of our instruction in combination with a play-centered approach and high quality adult-child interactions. We reference the [HighScope](#) framework which places significant emphasis on child-centered learning informed by the deep belief that we increase each child’s potential through encouragement, engaging lessons, and the cultivation of student agency.

Cornerstone characteristics of our program model

1. Agency in the classroom where students have a say in what and how they learn.
2. Freedom to move and freedom to speak. Young children learn best in environments that are physically and emotionally safe and that provide opportunities for self-directed learning, exploration, and intentional, focused teaching (National Association Elementary School Principals, 2005).
3. Using play as an important vehicle to develop cognitive skills for children and that develop the executive functions of the brain (self regulation, memory development, and conflict resolution skills).
4. Using qualitative and quantitative assessment tools to evaluate the growth of the whole child with a focus on cognitive abilities.
5. Focusing on developing intrinsic motivation in students and having a paradigm shift from the traditional behaviorist tools offered in schools.
6. Students incorporate their identity and community assets as they try to make a sense of their place as a member of a learning community

Core Content

Reading, Math, and Science are all taught daily through whole group, small group, and targeted instruction. Teachers plan open ended lessons intentionally with student interest and learning targets in mind and encourage higher order thinking skills by challenging students to describe what they are working on. Whole group instruction consists of the class gathering as whole to introduce broad concepts while small groups provide more specific instruction and learning goals. In small groups, students are divided into two groups with the classroom teacher and instructional assistant each leading a group through a planned lesson. In addition we provide literacy rich classrooms, what we call “The 3rd Teacher”, where children are encouraged to read and write independently as well as explore their environment and work with math manipulatives and puzzles in an open ended yet thoughtfully designed, welcoming layout.

Reading:

Whole group literacy instruction is comprised of “morning meetings” and read alouds. Morning meetings provide an opportunity for teachers to introduce phonological awareness concepts, letter knowledge and sounds, new vocabulary, and writing concepts as the children listen to and engage in daily announcements. Read alouds reinforce these concepts through specific ideas relating to the interests and experiences of each class. Teachers choose books based on student interest in order to cultivate comprehension skills and connect literacy with real world experiences.

In small group literacy instruction (table groups), children engage in activities such as searching for letters in “letter tubs”, mixing magnetic letters into “alphabet soup”, hunting for letters throughout the classroom and hallways, building letters out of popsicle sticks and playdough, and other exploratory activities. As students work with materials, teachers observe, participate, guide, and encourage.

During “center time” when children explore the classroom on their own, teachers can focus on any individuals who are struggling to grasp concepts being developed in whole group and small group instruction. Teachers observe what the students are choosing to work with during center time and participate in play with the specific instructional goal in mind. Students are not pulled out of their play rather the teacher incorporates themselves into the play with the intention of supporting the student.

Opportunities abound for children to read independently in all areas of the classroom by providing books in all centers and in the hallways. When new vocabulary is introduced, those words are made accessible on the “letter wall” where they can be read and manipulated as needed. Literacy is taught in a natural setting so we might foster a love of literacy rooted in discovery and exploration as opposed to drilling and memorization..

Math:

Whole group math instruction occurs both formally and informally throughout the day. Specific whole group

lessons consist of read alouds featuring books about math concepts (shapes, colors, number recognition, counting) and the integration of songs, fingerplay, and dance. Children consistently practice counting and number recognition skills by counting classmates when lining up, referencing the classroom clock when discussing the daily schedule, helping to serve meals, handing out learning materials, and any other opportunities that arise organically throughout the day.

Small group math instruction is used to focus on specific concepts such as 1 to 1 correspondence, measurement, addition and subtraction, subitizing, and shape recognition. Through the use of math manipulatives, visuals, and sensory materials, students explore these concepts in an open ended presentation as teachers work to guide discussion and scaffold learning with the designated Prekindergarten Guideline in mind.

During center time, students enjoy true open ended math experiences by using, for example, magna tiles to construct houses, buildings or other structures, blocks to practice making patterns, and puzzles to exercise problem solving, deduction and spatial awareness skills. The open ended materials are stored in labeled containers and on labeled shelves that help students learn one-to-one correspondence and how keep collections organized.

Science:

Whole group science instruction, in early childhood, focuses on discovery and exploration. Students tend to our butterfly garden, participate in nature walks, discuss the weather, and observe their surroundings while out at the playground. A variety of materials are available for teachers to bring outdoors so that students can use them as tools in their exploration to provide a richer learning experience. Children use their senses to discover and learn about things around them and discuss their discoveries with their peers and teachers. Classrooms practice the scientific method by presenting ideas, forming hypotheses, experimenting, and collecting data. We are in the process of creating a science lab to increase opportunities for students to engage in STEAM activities.

This new space will open up discussions to plan specific lessons for small group science instruction. For example, if students discover a butterfly outside one day, teachers may plan a book reading and small group lesson about butterflies for the next day or coming week. Our children often enjoy planting seeds, describing qualities of various materials including shaving cream, bubbles, and textures, collecting leaves, rocks, and sticks, and exploring the qualities of the trees on our school property. This enables students to have experiences that will lead to them having connections to science and being excited when discussing these science concepts with others. These are just a few examples of the scientific exploration occurring at our school on a daily basis.

Classroom science centers evolve throughout the year as the children make these discoveries and develop new interests. Items collected on nature walks are placed next to magnifying glasses for closer inspection, loose parts are available for comparing and contrasting, and plants are tended to after an introduction to the cycle of life and the importance of caring for our environment. Health and safety concepts are practiced regularly by washing hands, brushing teeth, and staying together as a class in the hallways.

We are looking to the future to learn more about [The Project Approach](#), a teaching strategy supporting and

guiding students through in-depth, complex, flexible projects based on relevant topics. We plan to learn more about this approach as a complimentary addition to our vision of real-world scientific discovery and exploration in our classrooms.

Social Studies:

Our approach to social studies concepts in Early Childhood Education relies heavily on a strong home/school connection. Students learn about their classmates' families and culture as they engage daily in their school community. We encourage families to share traditions and include family photos in our classroom decor. Current events and holidays are included in lesson plans as we strive to generate discussion with the children as they make connections between their lives and the things happening around them.

Through social studies, students learn about becoming contributing members of society by practicing problem solving skills both independently and in group settings. Students recite the pledge of allegiance in both English and Spanish and learn the world around them is unique but that we are all part of it. Teachers emphasize the importance of each individual contributing to their community by having jobs in the classroom as a vehicle to illustrating the roles of community workers and to lay the groundwork for their future as producers and consumers.

Project-Based Learning (PBL)

Our campus is developing a system to integrate [Project-Based Learning \(PBL\)](#) into all of our subjects. PBL offers students an in-depth approach to learning through the lense of real-world applications and examples. Our campus is working with the University of Texas, Austin (UT) to learn more about the PBL framework so that we can weave it into our current approach.

Social-emotional learning:

As an early learning environment, our campus encompasses the research-based belief that a solid social-emotional foundation is vital to the future academic success of all learners. We support this belief by integrating [Conscious Discipline](#) techniques, a whole-school, trauma informed approach to social-emotional skills and discipline utilizing breathing strategies and the "school as family" philosophy. These techniques guide children and provide them with tools as they learn to manage impulse control and self regulation. Children share Conscious Discipline techniques and strategies with their families in an effort to bridge the connection between home and school. Teachers encourage caregivers to extend the practice at home by providing resources in the form of visual cue cards and posters.

Our campus is also beginning the practice of writing "[Learning Stories](#)", in the form of letters to the children, highlighting specific examples of each student's social-emotional growth. "Learning Stories" are created by teachers

based on ongoing observations, keeping the focus on the social-emotional connection as a vital learning goal in the student's academic path.

In addition to these strategies, Tynan is working on adding alternative learning spaces such as a fine arts space, science lab, and yoga space, as a "change of pace" for students. A change of scenery can sometimes be all a child needs to help them focus and contribute positively to their school community. In addition, by exploring in these spaces, the children will have concrete experiences that will allow generalization of prior learning and develop and master new learning in a deep and meaningful way.

The campus is also charged with identifying students who may need additional support. The Multi-Tiered Systems of Support (MTSS) model our district follows supports and guides the teachers throughout this process.

During TIER I instruction, the students first have the opportunity to learn in a general education learning environment. If a concern arises per teacher and/or parent in this setting, the teacher and/or parent document the concern. Ongoing documentation then occurs in the general education classroom as the teacher collaborates with colleagues for suggested strategies on a weekly basis. During this stage, teachers document concerns, student goals, and progress toward these goals using a Daily Behavior Report Card (DBRC) developed in collaboration between our district's Special Education (SPED) and Early Childhood Education (ECE) departments (our campus modified the DBRC for Kindergarten and 1st grade in order to meet their needs and daily schedules). DBRC's are uploaded onto a new platform called "[Branching Minds](#)", which is utilized to collate documentation of each individual case. In addition to the DBRC's teachers also upload documentation of parent communication and the collaboration meetings mentioned above in which teachers share student progress and strategies as well as ideas to support students with their individual needs and concerns. Teachers also document strategies provided in Branching Minds and notate the length of time and frequency the strategy is provided.

During Tier II instruction, if a teacher observes a student continuing to struggle after Tier I strategies have been implemented, Tier II strategies and support are provided by other colleagues, such as our instructional coach and district assigned behavior specialist, working in tandem with the classroom teacher. All documentation maintained in Branching Minds is vital to support the need for further movement from Tier II to Tier III and to finally request an additional evaluation by the Special Education Department. Students in crisis, with appropriate and thorough documentation, are moved quickly to Tier III.

During Tier III instruction, all interventions have been in place for at least 8 weeks with no significant change. At this time, additional evaluation is deemed appropriate. It is important to maintain a strong working relationship with our ECE/SPED evaluation team. When we reach out to them, they move quickly on evaluations because we have documentation on the student to back up the teacher concern.

SPECIAL POPULATIONS

Approach to Special Education (SPED)

Our SPED model at Tynan focuses on providing the least restrictive environment when working with the Admission, Review and Dismissal (ARD) Committee to determine a student's educational setting. SPED students participating in our co-teach Preschool Program for Children with Disabilities (PPCD) classrooms receive numerous accommodations including, but not limited to, the following: short instructions, use of visual aids including personal daily schedules, frequent feedback, directions given in a variety of ways using simplified vocabulary, sitting in close proximity to the teacher, making frequent eye contact, providing clearly defined limits, and close supervision during transition activities.

Approach to ELL

A Dual Language Program is offered at Tynan ECE. Our district's Bilingual Redesign Committee consisting of bilingual teachers, district and campus administrators, university professors and additional stakeholders voted on implementing an 80/20 model with eighty percent of the instruction provided in Spanish and twenty percent in English starting in Prekindergarten. As students progress to the next grade levels, the amount of instruction provided in English increases until fifty percent of instruction is provided in both English and Spanish starting in 3rd grade.

Tynan currently offers three Dual Language classrooms. Two classes follow the Dual Language two-way model where native Spanish and native English speakers come together and learn both languages. The other Dual Language classroom follows the one-way model with all students being native Spanish speakers. Since Spanish is the language at risk, students continue to develop and strengthen their native language while acquiring English in a risk free, supportive environment. Not only will our students participating in the Dual Language program become bilingual, but they will also be biliterate and bicultural. Our goal is to help students reach higher levels of self-esteem, cultural pride, and intercultural understanding and collaboration.

In order to reach these goals, teachers are provided professional development to support the Dual Language Biliteracy Framework and help them fully understand proper implementation of the Dual Language model. Teachers also receive training on research-based strategies by Seidlitz Education found in a resource titled, "[Seven Steps to a Language-Rich Interactive Classroom](#)." Some strategies include: using visuals and vocabulary strategies that support learning objectives as well as having students speak in complete sentences and participate in structured reading and writing activities.

Collaboration of Teachers

Teachers meet as teams (neighboring classrooms) to plan together, share ideas, provide support, and offer feedback through PLC meetings. We are moving forward to have our Campus Leadership Team (CLT) members lead collaboration sessions by referencing SAISD- Pacing Guides (broken down into 9 week timeframes throughout the year) highlighting key standards for the week and facilitating discussion about how to weave these standards into what the students are currently interested in. Additionally, we are working on having a shared database in order for

teachers to share lesson plans and team collaboration notes with those outside of the team they meet with weekly.

Another way that we promote collaboration is by having a system for teachers and instructional assistants to visit and observe in each other's classrooms. This is referred to as “Pineapple Classrooms” because a pineapple is a symbol of hospitality. Teachers place a pineapple outside their classroom to communicate to their colleagues that they are welcome to come in and observe their classroom. The “Pineapple Classroom” system allows for teachers to share ideas and grow trust so that they can rely on each other for support. In addition, this system is voluntary and flexible so that teachers are able to decide if it is a good time to have visitors in their classroom.

In summary, excellent teaching is when an educator consistently commits to establishing and maintaining an environment that is engaging to children, supportive of their individual learning styles, challenging, respectful, and inclusive of their interests, values, and culture within a high functioning classroom running like a “well-oiled” machine. While it is not a perfect environment, children have shared control with the teacher and a clear understanding of the expectations, routines, and procedures that have been established. At Tynan, we strive for this ideal everyday through our teaching practices and classroom management approaches. A consistent effort to provide this inclusive learning environment will improve our CLASS scores, which speak directly to the classroom culture we seek to perfect. Moreover, our efforts to open our minds to differentiating instruction will result in a deeper respect for those children grappling with ADHD and related symptoms. This wide understanding that our students need to be exposed to a variety of modalities of teaching coupled with additional support staff will enable us to meet the needs of children on a more comprehensive level. Finally, having the opportunity to showcase our outcomes will illustrate to those stakeholders currently holding a narrow view of what quality ECE entails, the clear connection between a solid social-emotional early learning environment and future academic success.

Tynan ECE is participating in the first Cohort of the Dynamic Innovation of Young Children project. The Dynamic Innovation for Young Children professional development is a partnership between the San Antonio Independent School District and the University of Texas at Austin that supports teachers and administrators to reimagine their approach to early childhood education. Participants in DIFYC develop a shared understanding of high quality learning environments and engage with a core set of concepts. They reflect and design transformative decision-making plans and create stronger professional identities as early childhood educators.

C. Data & Continuous Improvement

Assessment data is analyzed and classroom instruction is immediately adjusted according to the findings in order to have the desired effect of a positive impact in the classroom. Professional development time (faculty meetings and Professional Learning Communities) is allotted for each grade level team to review. The data is used to

inform any adjustments that need to be made to the curriculum, identify individual students in need of additional instruction, and identify professional development needs.

Students are assessed with the same standardized assessment in both English and Spanish (Lap-3/MAP). Data is reviewed and analyzed at the closing of the assessment window (BOY, MOY, EOY). Based on data, teachers form small groups to provide interventions for both ELA, Math, and other subjects .

LAP-3

One of the most profound challenges in early childhood is aligning developmentally appropriate curriculum with high quality interactions focused at the developing level of each child’s growth and learning, including those with special learning needs. Several considerations are important when meeting goals for this type of effective early learning instruction. Effective teaching builds upon children’s current level of understanding, creates links among multiple skills, and is responsive to the individual learning needs of each child. LAP-3 is an ongoing assessment to measure development in children ages 36 mos. to 72 mos of age across 7 developmental domains – Language, Cognitive, Pre-Writing, Fine Motor, Gross Motor, Adaptive (Self-Help), and Personal/Social.

Learning Stories

Learning stories are formal qualitative assessments in the form of personalized letters accompanied by candid photographs from classroom teachers to individual students. Written in a narrative format, the teacher becomes recorder and interpreter as strengths and the disposition of learning of each child are highlighted. This holistic approach to assessment enables teachers to honor each child’s social-emotional progress as they combine their own observations with those of their classroom instructional assistants. Learning Stories encourage teachers to reflect on student growth in social-emotional development and spotlight children as natural learners, eager investigators, and problem solvers. Learning Stories for each child are shared and compiled as the student’s move through grade levels so families, teachers, and the students themselves can witness and track growth in an engaging, clearly illustrated manner.

Teacher Assessments

Formative assessments of the teachers (CLASS) inform planning of professional development by identifying areas of strength and weaknesses for each individual teacher. This data can be used so teachers can deliver their instruction more effectively. CLASS helps educators nurture children's early learning while responding to their needs. As children enter preschool, their sense of themselves is grounded in, and dependent on, relationships. CLASS helps

preschool teachers foster a secure, supportive base for learning and exploration. It serves as a tool to measure these interactions in the ECE classroom. The following are the domains that an external evaluator observes during a CLASS evaluation of the teacher.

Emotional Support	Classroom Organization	Instructional Support
Positive Climate	Behavior Management	Quality Feedback
Negative Climate	Productivity	Language Modeling
Teacher Sensitivity	Instructional Learning Format	Concept Development
Regard for Student Perspective		

CLASS data is collected once a year. As we become an in-district charter, every teacher will be observed by a third party. The observers are CLASS certified and have to go through specific training to be evaluators. We will use Google Docs to record the teachers scores and to track the professional development that teachers attend to improve their CLASS scores. Teachers will be able to follow their growth throughout the years.

In addition, we will have Tynan’s Campus Leadership Team and administration engage in ongoing conversations to identify needs for PD after analyzing the data for the campus. Data analysis of the CLASS scores determines the area of strengths and weaknesses for instruction for each teacher. It will also allows us to identify patterns as a campus so professional development can be developed specifically to meet the needs of the teachers.

Campus administration also uses our district platform, Performance Matters to document walkthroughs and provide teachers with feedback. The language we use when gathering evidence during the observation and providing feedback to teachers is aligned to the language used in CLASS. This helps teachers make connections between their daily instructional practices and the CLASS tool in order to improve on their techniques, strategies, classroom environment and overall instruction. We also promote teachers to reflect on their observation by posing a question on the discussion section on Performance Matters. Teachers think about their practices and respond to the question. This is another way that the instructional practices at Tynan are assessed and timely feedback is provided to teachers with the ultimate goal of growing and improving practices in order to provide high quality instruction on a daily basis.

Overview of all the assessments that directly inform our practice at Tynan ECE.

Assessment Name	LAP-3 Learning Accomplishment Profile	Learning Stories	CLASS Classroom Assessment Scoring System
Grade levels	LAP3- PreK 3 & 4	Learning Stories- ALL CLASS	TEACHERS are observed
Content Areas (ex: Math, Early Literacy)	LAP-3 Cognitive skills, prewriting, gross and fine motor skills, personal and social	Socio-emotional development of the students	Teacher and child interaction
Purpose (Provide a rationale for the selection of this assessment, including how it is leveraged to drive instruction.)	District and Head Start use the assessment to measure progress and as the marker to identify students who are considered At-Risk Program.	A qualitative approach to measure students' emotional growth through a narrative that focuses on the whole child.	Teachers are observed by a third party to identify areas of strength and growth in the delivery of instruction and interactions in the classroom.
Type (Diagnostic, Interim, Summative)	Diagnostic	Holistic	Diagnostic
Frequency (ex: Annual, 2/year)	BOY, MOY, EOY	EOY	Once a year to identify teachers' scores
Administration Calendar (ex: Jan-Feb)	BOY: September MOY: January EOY: April-May	Jan.-May -Shared with parents during conference	Jan-April

Practices to Improve Student Outcomes:

Multi Disciplinary Staffings (MDS)

MDS meetings occur two times a year and include a campus administrator, teacher, and the family support worker. At these meetings each student is discussed individually. The teachers use the district's Teacher Dashboard as a tool to obtain student data. Teachers are able to have a birds eye view of the students' assessment scores and their attendance.

In the staffing meeting teachers have to identify 5 students who need additional support. By focusing on 5 students, the campus can target direct intervention with consistency. Teachers are expected to document the differentiated instruction for these students in their lesson plans.

D. School Community Communications (Faculty and Family Engagement)

At Tynan, we recognize the importance of engaging parents and guardians as co-educators in the pursuit of future success for our students. It is essential to develop strong relationships between families and school in order to enable this support and communication system to flourish. Our student's parents and caregivers are welcome to volunteer and we provide a space for them in our library. This space is referred to as our Parent Center and is organized in a way so that they are able to work comfortably and assist teachers. This has grown a strong connection between our campus and our families we serve. We are moving forward to create a monthly newsletter for our families that includes campus highlights and upcoming events. We also place significant value on the collaboration and clear communication among our staff. The belief that operations run most effectively when all stakeholders feel respected and heard is what drives our motivation to provide a community of "open doors" and reflective practices. This supportive, collaborative working environment extends to our families as we all come together to provide an engaging Early Learning environment for our students.

In order to establish an effective network of communication, our school year begins with the assignment of Family Support Workers (FSWs) to each classroom, whose responsibility it is to act as liaison between school and home. The FSWs assist teachers and administration in establishing a comprehensive familial communication line including real-time distribution of key school information and updates, periodic collection and presentation of parent survey data and feedback, and addressing potential parental questions or concerns. FSWs and classroom teachers are in daily communication, working as a team to be sure the needs of families and students are being met.

Classroom teachers are required to launch and maintain a "communication app" (either [SeeSaw](#) or [Bloomz](#)) in order to give families a "window into the classroom". Pictures and videos of the classroom are regularly shared as well as general announcements and the option of private messaging. These apps streamline communication by providing a central place for teachers and families to stay in touch. Parents also have the ability to participate in the

education process of their students by volunteering their services and time throughout the school year. In addition to volunteering, we invite families into classrooms to celebrate birthdays.

Our approach to teaching “habits of achievement” involves working with parents/guardians as partners to strengthen and, in some cases, cultivate good academic habits. We focus on communicating the importance of reading and engaging in rich conversation with their children by posing open-ended questions. Parents are encouraged to work with teachers to incorporate a child’s interests into the classroom and implement consistent routines at home.

We are in the process of consolidating several communication platforms currently being utilized by our staff and are working towards using Google Classroom to accomplish this. Our goal is to create a space where staff can easily share lesson plans, collaboration notes, announcements, photographs, calendars, and professional development information. We will continue to conduct monthly staff, committee, and Campus Leadership Team (CLT) meetings as we believe that coming together in person on a regular basis is essential to maintaining an efficient organization.

As we hone in on efficient means of communication, we will regularly reflect on how the community is responding to our efforts through the use of surveys and continuous formal and informal meetings and collaboration sessions. Teachers, FSWs, and administration will maintain open communication so any areas of concern, improvement, or success are clearly identified. If we find that families continuously express the need for more clear communication or staff find it difficult to find answers to questions or concerns, these issues will be brought to the attention of the school community at staff meetings. Weekly campus team collaboration meetings will serve as an opportunity for staff to raise questions or concerns between monthly staff meetings. Tynan prides itself on being flexible and responsive to the needs of our community so will work to improve when needed.

E. Student Recruitment & Retention

The student recruitment occurs in partnership with Head Start and the City of San Antonio (COSA). The recruitment of prospective students is ongoing throughout the year. There are direct marketing strategies in place to recruit 3 and 4 year olds around the community. The Family Support Workers (FSWs) visit apartment complexes, local businesses, and churches to drop off fliers about Head Start program and the application process. Banners are placed around the city to encourage parents to apply to Head Start program. Head Start also advertises the program on district buses.

The formal applications for Head Start begin in early Spring with recruitment events throughout the ECE centers in SAISD. Social media, television and radio are used to advertise these events. Tynan ECE also participates in the Experience SAISD event to recruit future students.

F. School Climate and Culture

As an Early Childhood Center in SAISD, we follow district guidelines in regard to discipline practices. Our formal discipline practice consists of the utilization of behavior logs designed by our ECE department to track trends in challenging behaviors so we can better serve our struggling students. Our approach, and that of the ECE department, is to identify root causes of behavior and work with specialists, teachers, children, and their families in order to help each child find success in their school day. We carefully monitor and document student progress throughout the [Multi-Tiered Systems of Support \(MTSS\)](#) process while receiving support from the district through the submission of Request for Assistance (RFA) forms. When RFAs are submitted, a district Behavior Specialist performs formal classroom observations and provides strategies for classroom teachers.

This approach is in line with the extensive, relevant research informing the work of the [National Association for the Education of Young Children \(NAEYC\)](#) which illustrates and emphasizes the importance of intrinsic motivation techniques (positive guidance, modeling, and meaningful connections) as a proactive approach to the development of executive function skills. Our commitment to implementing intrinsic motivation techniques results in a positive school climate where students have agency in their surroundings and teachers work as facilitators to help children navigate the day. Going forward, Tynan intends to build upon this deep belief in research supporting the connection between intrinsic motivation and the successful acquisition of executive function skills. Our staff works to strengthen this approach through the promotion of classroom collaboration and the use of our alternative learning spaces (circus room, yoga room, vegetable garden, sensory room, and science lab).

Going forward, Tynan intends to build upon this deep belief in research supporting the connection between intrinsic motivation and the successful navigation of challenging behaviors.

Our staff works to strengthen our approach through the promotion of classroom collaboration and through the use of our alternative learning spaces we already have and are creating (fine arts space, yoga space, butterfly garden, and science lab). We seek to create a position that can be filled by a Behavior Specialist to provide additional support for the socio-emotional development of our students. Our emphasis on social-emotional learning will remain at the forefront of our work, supported by the integration of trauma-informed, research based [Conscious Discipline](#) techniques such as breathing strategies to help children develop self-regulation skills and the designation of a "Safe Place" in each classroom available to those children in need of a break from the group.

While we are proud of our work as it stands today, we will make a concerted and conscious effort to continually improve the school climate, culture, and conditions, particularly those conditions that are closely linked to student learning by monitoring progress through regular surveying of faculty, staff, and parents. Survey results will be analyzed and used to inform school improvement planning, contributing to a culture of continuous reflection and improvement. We will continue our practice of identifying teacher leaders who set the tone and are regularly called upon to serve as exemplars for what these practices look like. As a campus, we will work to change the way we

discuss parents aloud among colleagues in order to foster a sense of empathy for who we are serving. We often discuss “the why” behind skills we seek to cultivate in students (empathy, voice, community, etc) and reinforce this by weaving “the why” into our daily interactions with students. In doing so, the children gain a sense of ownership over their learning and feel intrinsically motivated to live their best lives knowing they have a school community that believes in their potential.

The campus as a whole thrives on respect, collaboration, high quality interactions, community, family engagement and appreciation, academic achievement, continuous improvement, and a commitment to excellence. These guiding principles, shared mindsets, and beliefs that are embraced by the faculty and staff at Tynan will serve as the bedrock for the years ahead.

G. Proposed Autonomies

Type of Autonomy	Description of autonomy	Rationale for autonomy
Staffing Plans	We request flexibility to develop stipends for staff members who take on additional roles to meet the mission of the campus.	Staff members step up to take on additional leadership roles to meet the goal of the campus and their time should be compensated.
	We would like to increase FTE staffing to support socio-emotional learning throughout the school.	We need a full time behavior specialist for the campus. We see that 2% of the students with behavior concerns affect the overall learning of the students in a classroom.
	Principal must approve all assignments and hires for the school to avoid forced placement.	The campus requires the staff that is hired to fit the qualifications to support young students.
Professional Development	We request the flexibility in the professional development our teachers attend.	PD has to be tailored to the specific needs of the campus and the teachers. For example, in the summer we would like our teachers to participate in on-line and in person trainings with High Scope, Project Approach, and Reader’s and Writer’s workshop, programs crucial to our instructional program.
	The Tynan principal will have the discretion to hold campus-based staff development in lieu of teachers, paraprofessionals, and other support staff participating in required	Our campus would like to choose Professional Development opportunities that suit the unique needs of our program

	district-based staff development, both before and during the school year	
Calendar	We request to extend 3 days (paid) to the calendar for to provide professional development for our team.	Teachers need more time at the beginning of the year to create their learning environment and to participate in professional development alongside the instructional assistants
Curriculum & Assessment	We request the ability to select and/or create our own school curriculum and assessments (without the ability to opt out of mandatory state and federal assessments, where applicable).	We want to have the ability to offer research based curriculum ideas for teachers to have flexibility in creating lessons based on students' interests.
Schedule	We request an exemption from the district created ECE Instructional Framework.	We seek to create a campus specific master schedule to meet the needs of the campus and that provides
Budget	We request to the maximum extent possible that all campus budgeted funds can be used with flexibility to support the needs of the campus and/or network, to include funds allocated for staffing.	In order to meet the unique needs of the campus, our instructional program and ultimately our students, the campus requests maximum autonomy of campus funds in order to pay for programming, consider how to maximize the impact of staff, and think creatively about how we partner with our community.

H. Capacity of Applicant Leadership Team

The leadership team at Tynan has administrators that are dynamic and innovative instructional leaders who are committed to high quality early childhood practices. The team works with a multitude of organizations to create meaningful partnerships for the school.

The leadership team as a whole possess many skills needed to support the campus needs and achieve successful student outcomes. We need strong organizational skills to maintain ongoing, relevant documentation, coordinate necessary meetings, professional development, family engagement activities and more. We also need a leadership team that strives to support student and teacher growth through ongoing feedback, data analysis, and strengths-based and student centered coaching.

All members of our leadership team need to have great listening and communication skills and model high values for our campus staff and families such as dignity and respect. We are motivators who inspire staff to provide students with high quality instruction; we motivate staff by supporting them with their needs and providing opportunities to attend various professional development opportunities to include campus-based, regional, state, and national conferences. Our leadership team promotes collaboration amongst staff to learn from each other and

work together in committees to meet campus goals. Our leadership team places value on teacher leadership and empowers them to make decisions that support the campus vision.

Our leadership team has knowledge of data analysis and the implementation of data-based strategies for student improvement. The campus leadership team works closely to coordinate support for the teachers.

Team Member Name	Current Role	Current Employer	Propose Role at School
<p>1. Elizabeth Gibbons Mrs. Gibbons is one of Tynan’s DIFYC teachers and a model teacher. She was recognized for her dedication when she was awarded Teacher of the Year in 2017-18. She has written several grants for Tynan and is a leader on campus.</p>	Head Start Teacher	SAISD- Tynan	Dual Language -Teacher
<p>2. Melisa Hill Mrs. Hill has many years experience at Tynan and has written many grants for the children. For example, she wrote the grant for the butterfly garden and ensures that it is kept in great condition.</p>	Head Start Teacher	SAISD-Tynan	Teacher
<p>3. Melissa Valdez Ms. Valdez has many years of teaching experience to include bilingual education. She now teaches in the co-teach classroom and takes initiative to grow to support the children with special needs in her classroom. She was recognized for all of her</p>	Head Start Teacher	SAISD-Tynan	CLT Member-Teacher

work and dedication when she was voted as this year's Teacher of the Year.			
4. Amelia Rodriguez Ms. Rodriguez has been teaching at Tynan for many years and has been a leader on campus. She is on the Campus Leadership Team and the PBIS team.	Head Start Teacher	SAISD-Tynan	CLT Member Teacher
4. Alison Mokry Mrs. Mokry has a passion for early childhood and was a behavior specialist for the Early Childhood Department before becoming an instructional coach. She has taught both special education and general education.	Instructional Coach	SAISD-Tynan	Instructional Coach
6. Gregorio Velazquez Mr. Velazquez is a strong advocate for early childhood education. He has been the principal at Tynan for 6 years and has build authentic relationships with the parents and community. He served SAISD as a vice principal and a bilingual teacher prior to becoming the principal at Tynan.	Principal	SAISD-Tynan	Principal
7. Alejandra Barraza	Network Principal	SAISD-Tynan	Network Principal

I. Human Capital

Recruitment

The profile for a teacher at Tynan is an individual who has positive interactions with students, parents, and staff. We seek to find individuals who are committed to our community, family engagement, academic achievement, continuous improvement, and a commitment to excellence. The individuals who apply to work at Tynan need to be nurturing and have an abundance of patience to work with young children ages 3-8. These are all guiding principles, shared mindsets, and beliefs that are embraced by the faculty and staff at Tynan. We embrace parents coming to our campus as volunteers and, through this working relationship, identify those parents who naturally embody our teacher profile and display excellent communication skills. We encourage these volunteers to apply as substitutes who then often move into full time instructional assistant positions. We currently have 5 instructional assistants who began as volunteers and have made this transition. We also work closely with local universities to look for candidates who are recent graduates. We work with UTSA, Texas State University, and University of the Incarnate Word.

Hiring

We will continue to work with Talent Management to recruit, select, and hire the faculty and staff at Tynan ECE. Teachers that are selected for an interview will be required to teach a lesson at Tynan or provide a video that demonstrates their ability to work with younger students, ages 3-8. All applicants understand that as an employee they are committing to implementing the mission and goals of our in-district charter.

Developing

We seek to develop teacher leaders who set the tone and regularly call upon them to serve as exemplars for what these practices look like. We embrace hiring first year teachers in order to “Grow our Own” and reap the benefits of a fresh perspective and enthusiasm. We see this as an opportunity to develop our teachers to fit our teaching model. Many of our educators worked for many years as instructional assistants before becoming teachers at Tynan and have received extensive HighScope professional development over the course of their time here. The “Grow Our Own” model is also applicable to the parent volunteer transition into instructional assistant positions discussed above.

Retaining

At Tynan, we recognize the importance of supporting teachers and staff in their ability to manage stress and foster self-regulation skills. Along with the correlation of healthy stress management and job satisfaction, we believe that if we expect teachers to guide children through the development of executive function skills, it is vital we provide opportunities for faculty and staff to “walk the walk”.

Much like our philosophy of nurturing student agency, we encourage and support our teachers as they take ownership of their roles in our school community and their careers as a whole. We will develop a campus document, in consultation with Human Resources and the Campus Leadership Team (CLT), that sets and describes expectations

for staff including, but not limited to, faculty participation on committees, acceptance of leadership roles, and other collaborative work. The teachers and staff will review this document annually, collaboratively making adjustments as the needs of our school community grow and change.

Tynan ECE will follow state law and SAISD board policy addressing dismissal of contract employees and will follow SAISD district policies regarding dismissal of at will employees. Employee complaints and grievances will follow SAISD district policy and procedures to ensure due process rights are preserved.

SCHOOL NETWORK DEVELOPMENT PLAN

A. Relevant Experience

Dr. Alejandra Barraza has served as the Network Principal of Tynan ECE since 2018. She received her Ph.D. in Curriculum and Instruction in Early Childhood Education, and throughout her course of study, she worked closely with the University of Texas to identify the key features and best practices of a high-quality early childhood classroom. Her dissertation work compared the viewpoints held by superintendents, district-level administrators, and school/building administrators regarding effective early childhood practices. She was interested in understanding how administrators define high-quality early childhood education, particularly for the underserved in that population. Dr. Barraza has also spearheaded a district partnership with UT-Austin to implement a five-year program to redesign ECE in the district through the Dynamic Innovation for Young Children Project. Prior to becoming Network Principal at Tynan, she was the principal of Carroll ECE. Dr. Alejandra Barraza taught for eight years in 3rd and 4th grade in the San Antonio Independent School District. She also served as an assistant principal in three different schools. She holds a bachelor's degree in business administration and is well-prepared to take on the role of Network Principal of Tynan and Carroll Early Childhood Centers.

B. Capacity for Additional School Systems

We envision a centralized network, where both campuses provide teachers with clear guidelines, practices, and scaffolds and empower them to tailor instruction to each student using the Prekindergarten Guidelines as the framework.

Students are at the center of all we do, and teachers must be flexible and adaptive to connect instruction to student needs and interests. To do so, they must have a shared mission, language, understanding, expectations, and accountabilities around how to give students agency.

Teachers need to identify the elements that must be in place in every classroom, especially since the "third teacher" concept is unique to the network. Within this framework, teachers will be able to customize culture, supports, instructional delivery, and resources with the student in mind; they will be held accountable to best practices/ approaches and, ultimately, to outcomes of student success.

Building a tight model will help us codify and deepen our practices across both campuses and ensure they are implemented with fidelity, with strong supports for all teachers and leaders as they grow their craft. Our work as a network will focus on strengthening and sharing exceptional early childhood practices across both schools - and ultimately with other early learning centers across the district.

Some of the practices that we have implemented at Tynan and Carroll ECE include providing cohesive professional development for the teachers and the instructional assistants. These training have been provided at Tynan and Carroll with the participation of teachers and instructional assistants from both schools. In addition, the instructional coaches from both campuses work closely together to create a similar model to coach teachers. They also collaborate to offer the same professional development at both schools.

The Network team has a Google drive to share documents for both campuses. This improves the communication at both campuses and allows the team to use its resources more efficiently. We hold monthly Network meetings to clarify information among the leadership team and to identify strengths and weaknesses of the operations of the two campuses.

C. Capacity for additional school systems (Mitigating Risks)

The major mitigating risk of adding a second school into the system is the constraint on the time required for a network principal to balance the demands of overseeing two campuses. A network principal needs to have a presence on both campuses and a trusting and connected relationship with the teachers, staff, and families at each school. In order to balance the network principal's time between two campuses, it will be important to establish schedules and define the roles of the administrative team so that the workload is efficiently distributed among the team members. Regular and effective communication will likewise be essential in not only providing clarity regarding the expectations and responsibilities of the team members, but also prioritizing the needs of the campus staff and families, particularly those that only the network principal can address.

CONSTITUENT MAP & STAKEHOLDER ENGAGEMENT

A. Knowing Your Constituents

The key constituents of our school include the teachers, staff, parents, and students. Many of these key constituents have posed a variety of questions regarding our desire to become an in-district charter. We have made significant efforts to "demystify" what an in-district charter is and ensure a strong group of supporters amongst those constituents. Specifically, we have designed talking points that define what an in-district charter is, and subsequently, what it is not. These talking points outline the benefits of becoming an in-district charter which include

an increase in resources and additional money to infuse into the curriculum, more professional development opportunities, and a better use and improvement of the physical space of the campus. Likewise, our talking points address the concerns our constituents have expressed including what the school calendar would look like, what working hours would be expected of teachers and staff, and how job security would be ensured. We will continue to refine and make accessible our talking points and graphics that explain “who we are” and “where we’re going” and include office staff and parents in that refinement effort so they can assist in the process of informing other parents and the community of our hope and intent for making this shift to an in-district charter.

Additionally, we have built a committee of teachers--including those who have raised questions and concerns about the charter--to support the application development. The goal with this committee is to not only help shape the content of the application, but also for any detractors to become promoters by the end of the process. We provide the committee with our talking points to take back to the rest of their teaching team and the parents of their students. We see this as an important responsibility for our teachers and we support their efforts to convey this message to their team and their parents through the creation of authentic engagement opportunities to discuss the talking points. We have asked them to pose the following questions: “Are you a supporter? And, if not, what can we do to get your support?”

To further listen to and assuage the concerns of our constituents and communicate our message, we continue to create space to answer questions and dispel myths. We have established an open door policy so that anyone who has questions or concerns can feel free to discuss them with a member of the committee, one on one if needed. We have also created visible demonstrations of the positive benefits of becoming an in-district charter, which includes increased per-pupil funding and is evidenced by the beginning of the transformation of the physical space of our school. We continue to build the plan to engage parents by identifying and leveraging parent champions and ensuring that every upcoming parent touchpoint has some communication about the in-district charter, ideally highlighting the opportunities and benefits that this change will provide all our constituents.

Constituent Groups	Strengths	Opportunities for Growth
Students	Engaging lessons Different spaces outside the classroom that embrace play.	Additional support for the development of the socio-emotional competencies.
Teachers	Dedicated staff. Collaboration among teachers. Opportunities for leadership	Provide support and professional development for new teachers and staff. More support with students with behavior concerns

Families	Dedicated staff Welcoming environment Spaces available around the campus for learning Focus on student interests	Offer more instruction that deals with culture diversity.
Community Partners	Welcoming environment.	Invite more community partners to support the campus.

Completed Engagement:

Parents have been given information about the charter in all of the school events beginning with the Open House in September 2018. In the past 4 Principal’s Coffee, in-district charter has been discussed and parents have an open forum to ask questions. During the Winter Performances, parents were made aware of the in-district charter. This is an important event since most of the parents attend these performances.

Planned Engagement:

An informational brochure will go out to parents to provide information regarding the in-district charter. We have also contacted 5 parents to serve as recruiters to help us call parents to tell them about the charter and get their vote of support. The Family Support Workers (FSWs) will assist in calling all the families assigned to them to verbally explain to parents about the charter.

GOVERNANCE, PART 1

A. Role of the Campus Governing Board

In accordance with the management agreement with SAISD established through this charter application, we will create a campus governing board with the leadership of Alejandra Barraza, Network Principal. The campus governing board will be comprised of community stakeholders and business professionals whose primary responsibility will be to provide leadership and oversight to ensure the school meets the academic, operational, and financial outcomes outlined in this application.

While retaining ultimate authority and oversight of the schools, the SAISD Board will delegate to the campus governing board and school leadership the responsibility for managing day-to-day operations. The governing board will:

- Attend to the overall strategy of the campus and the network of schools
- Collaborate with the school on the school calendar, curriculum, and assessments

- Guide the school and the network on professional learning strategies that are consistent with the school model outlined in this charter application
- Approve high level organizational goals and strategies
- Support and evaluate the network leader
- Devote time and resources to supporting the success of the school.

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

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

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

Meeting Cadence and Agendas

The campus governing board will meet at least quarterly, with select subcommittees meeting more regularly as needed. Meeting agendas will be determined jointly by school leadership and the governing board chair or relevant subcommittee chairs, and will follow a regular cadence of topics aligned to the needs of the school.

B. Membership & Capacity of the Campus Governing Board

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

We are in the process of assembling the most effective and efficient board. Examples of the type of individuals we would seek to recruit to our board include:

Board Member Name	Professional Background	Relevant Expertise
1. Mikel Brightman	Retired Head Start Director for (COSA)	Head Start/ ECE
2. Libby Doggett	Former Secretary of Early Learning	ECE & State and Federal Policy
3. Norma Garza	Former member of the National Reading Panel	Parent Engagement Reading
4. Vanessa Ritchie	Clearchannel	Marketing
5. Mike Burke	Retired CEO Tesoro	Business/Finance
6. Noah Delissovoy	Professor	Research

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

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

prospective board members will receive a formal offer to join the board in accordance with applicable policies and bylaws.

- **Onboard.** Each new board member will undergo a thorough onboarding process to ensure he or she is able to effectively perform the requisite duties of a board member.

CAMPUS CHARTER PETITION

BUDGET EXERCISE

Priority/Expense	Rationale	Projected Costs	Frequency/Timeline	Sustainability Plan
"Must-haves" for Planning Year				
Support Staff	Full time Behavior Specialist Full time Instructional Coach	\$60,000 salary \$60,000 salary	One time	Senate Bill 1882
Conferences	NAEYC Conference (2019) High Scope International Conference (2019)	\$30,000 5 persons	Registration \$1000x5 Air \$400 x 5 Hotel \$200 x 5 days \$100 Per diem x 5 days Car rental \$200 x 5 Training Material \$3000	one time cost to train trainers
Site Visits	Site visits to- 1. HighScope School Ipsilante, Michigan 2. Campus visits to schools in Austin, Texas	\$30,000 5 persons	Registration \$1000x5 Air \$400 x 5 Hotel \$200 x 5 days \$100 Per diem x 5 days Car rental \$200 x 5 Training Material \$3000	(2) Instructional Leaders/trip to case studies schools.
Professional Development	Summer/weekend/extended day planning	\$20/hr x 60 hours \$60,000	Ongoing- beginning fall 2019	Senate Bill 1882

Certifications	GT Certifications for teachers & High Scope certifications	\$25,000 Reimbursed by the state	By fall 2019	Senate Bill 1882
"Must-haves" for Implementation Year				
Outdoor Equipment	Outdoor classroom material for gross motor development and big body play	\$60,000	Fall 2019	Senate Bill 1882
Computer Software	Software for student computers including Microsoft Office,	\$50,000	Fall 2019	Senate Bill 1882
Parent Coordinator	Parent educator and coordinator to engage community, educate community, educate parents-home visits, town hall meetings, surveys	SAISD to cover this salary	Begin Summer 2019	Senate Bill 1882
School Supplies	Sketchbooks, journals, planners, supplies	\$75,000	Throughout the year	Senate Bill 1882
Transportation		\$30,000	Throughout the year	Student Field trips
Contingency		\$20,000	Throughout the year	Senate Bill 1882
TOTAL		\$500,000		

Governance Part II:

Campus Governing Board and Expertise and Development:

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

Once the board is populated with its founding members, the board will engage in three deep training and development activities:

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

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

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

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

B. Campus Governing Board Leader Personal Statement:

We are actively working to recruit and define the governing board. At this time, we do not have a board leader. We will provide the name of the board leader once it is defined.

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

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

- Board meetings: Quarterly board meetings will be open to the public and held on campus. The board will make every effort to allow public comment whenever members of the public attend
- Campus visits: All board members will be encouraged to visit the campus regularly. This will be facilitated by board meetings scheduled on campus, and board members will arrive early or stay late from time to time so they can visit classrooms, and talk to teachers, students and parents.
- Event attendance: Board members will be encouraged to attend public events at the school (performances, award ceremonies, etc.)
- Staff interactions: At least twice a year the board will host lunch for the staff and have the opportunity to informally interact with the staff and hear how things are going on campus, as well as answering questions from the staff about the board. In addition to this, as needed, the board may conduct staff interviews or focus groups with the support of the network principal in order to build a deeper understanding on select issues.
- Student interactions: In addition to attending events at the school, board members may engage students in short focus groups while they are on campus to hear about issues that are top of mind for students.
- Family interactions: Board members will have the opportunity to interact with family members who choose to attend board meetings. Periodically members of the board will be invited to attend parent council meetings to create a formal channel for communication between families and the board.
- Community partner interactions: A key role for board members is making connections to the larger San Antonio community. Board members will be generous in identifying connections for the school and making introductions for the network principal and/or associate principal to local business leaders, community leaders and potential partner organizations. They will act as ambassadors for the campus as they go about their daily lives and will promote awareness and goodwill toward the campus.

School Leader Evaluation and Planning:

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

Transition Plan:

Operationalizing the Plan:

Tynan ECE will use the board approved district calendar to set the school calendar. Tynan ECE will start school 2 days prior to provide professional development for teachers and instructional assistants. Parents will receive a Tynan Student Information Binder with the instructional calendar, uniform voucher, daily schedule with beginning and end of instructional day, required supplies for students, information to set up the communication app. This binder will be provided during the application and registration period.

Proposal element	Task or Initiative	Owner	Resources	Begin date	End date
School model	Make adjustment to model according to data	CLT	Planning time with CLT	2/1/2019	Ongoing
	Conduct Needs Assessment	CLT		3/1/19	Ongoing
	Conduct visioning events with stakeholders	CLT		2/1/19	Ongoing
Curriculum	Define curriculum for K-2. Reach out to vendors to purchase materials	A Barraza CLT Instructional Coaches/	Time to visit with vendors and to visit schools that use curriculum	January 2019	Ongoing
Human capital	Staff recruitment and hiring.	Associate Principals	Talent Ed to view candidates	Feb. 2019	Aug. 2019
Professional Development	Summer PD Contracting services	CLT Instructional Coaches		Feb. 2019	
Network development	Continue to develop & adjust roles	Entire Network Team	Bellwether partnership	Feb. 2019	Ongoing
Facilities-growth	Define needs for growth	Coord. Of Op	Maps of the facilities	Feb. 2019	June 2019

Family Engagement	Create surveys	CLT		Ongoing	
Community Engagement	Create surveys	CLT and Network team	Visit surrounding businesses	Ongoing	
Board development	Recruit and finalize	A Barraza	Time to network with board	Feb. 2019	N/A

PERFORMANCE DATA TEMPLATE



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

SCHOOL NAME: Tynan ECE

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

	Year 1	Year 2	Year 3	Change Y1 to Y3	% Change Y1 to Y3	
	2015-2016	2016-2017	2017-2018			
PART 1: ENROLLMENT AND STUDENT PERSISTENCE						
A. General Information						
1	Grade Levels Served (e.g., K-8; 9-12, etc.)	EE-PK	EE-PK	EE-PK	N/A	N/A
2	Total Enrollment Count	220	227	244	24	11%
B. Student Population						
3	% African-American	27%	30%	28%	2%	6%
4	% Asian	1%	0%	0%	-1%	-100%
5	% Hispanic	70%	68%	69%	0%	0%
6	% White	0.90%	0.40%	2%	1%	78%
7	% Other Race/Ethnicity	2%	0.90%	1%	-2%	-65%
8	% Economically Disadvantaged	100%	100%	100%	0%	0%
9	% English Language Learner	26%	25%	23%	-3%	-10%
10	% Special Education	6%	7%	8%	2%	39%
C. Student Persistence						
11	% of Students who Remain at School from Previous Year (Total Student Population)	N/A	N/A	N/A	#VALUE!	N/A
12	% of Students who Remain at School from Previous Year (Special Education Population)	N/A	N/A	N/A	#VALUE!	N/A
PART 2: ACADEMIC OUTCOMES						
A. STAAR Grades 3-8 Outcomes (if applicable)						
13	% of Students who Meet or Master Standards (Reading)	N/A	N/A	N/A	#VALUE!	N/A
14	% of Students who Meet or Master Standards (Math)	N/A	N/A	N/A	#VALUE!	N/A
15	% of Students who Meet or Master Standards (Writing)	N/A	N/A	N/A	#VALUE!	N/A
16	% of Students who Meet or Master Standards (Science)	N/A	N/A	N/A	#VALUE!	N/A
17	% of Students who Meet or Master Standards (Social Studies)	N/A	N/A	N/A	#VALUE!	N/A
B. STAAR EOC Outcomes (if applicable)						
18	% of Students who Meet or Master Standards (English I)	N/A	N/A	N/A	#VALUE!	N/A
19	% of Students who Meet or Master Standards (English II)	N/A	N/A	N/A	#VALUE!	N/A
20	% of Students who Meet or Master Standards (Algebra I)	N/A	N/A	N/A	#VALUE!	N/A
21	% of Students who Meet or Master Standards (Biology)	N/A	N/A	N/A	#VALUE!	N/A
22	% of Students who Meet or Master Standards (U.S. History)	N/A	N/A	N/A	#VALUE!	N/A
C. Self-Selected Academic Outcomes (Select up to 3 data points to share)						
23	CLASS score average for the campus- Instructional Support. Highest score-7	2.83	2.26	3.96	1.13	40%
24	LAP3 % of students who meet or master Language standards 4 yr old	74%	74%	78%	4%	5%
25	LAP3 % of students who meet or master Cognitive standards 4 yr old		80%	89%		
25	Attendance				0.00%	N/A
Part 3: STAFF EXPERIENCE AND PERSISTENCE						
26	Average Years of Teacher Experience	10.1	10.4	11.1	N/A	N/A
27	% of Teachers who Remain at School from Preceding Year	86%	80%	80%	-6%	-7%
28	Number of Master Teachers	0	0	0	N/A	N/A

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

SCHOOL GOALS TEMPLATE



SCHOOL NAME: Tynan ECE

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

Goal Timeframe (1, 3, or 5-year)	What is the goal? (Please type each goal below)	How will you measure the goal? (Please detail the data you will use to measure progress towards each goal)
Goal #1 1 Year	ACADEMIC EXCELLENCE: To provide quality instruction for all students that is engaging, play-based, relevant, motivating, project-based and integrates current technology trends to increase student achievement that exceeds the state and national average to ensure student success.	<ol style="list-style-type: none"> LAP-3- 80% of students will demonstrate growth in the Cognitive and Language domains each year. MAP- 80% of students will demonstrate growth by EOY snapshot on the MAP assessment (Students who do not meet the campus goal will have an intervention plan and will be individually discussed during EOY Multi Disciplinary Staffings) CLASS-All teachers will increase by 10% in at least 4 dimensions of CLASS.
Goal #2 3 Years	BEHAVIOR: Developing students' executive function capabilities, including self regulation skills, memory development, problem solving skills, to build a strong foundation of social emotional health and ensure future academic success through intrinsic motivation.	<ol style="list-style-type: none"> Decrease in Referrals (MTSS)(RFA) Campus created survey to identify areas where the campus can work together to improve challenging behaviors. BOY-EOY Increase two areas outside of the classroom where students can develop the executive function capabilities. Create and maintain sensory areas in the main building and the E building that offer different material for students to explore.
Goal #3 1 Year	FAMILY ENGAGEMENT: Increase the amount of family and community engagement by building a climate of trust and high expectations that focuses on creating and sustaining a safe, nurturing, and positive learning environment for our teachers, children, and families.	Parent Surveys- Implement surveys to measure the parent satisfaction with the program twice a year. BOY (December) and EOY (May). Increase of 5% in 3 major campus events (Open classroom, Little Read Wagon, Literacy Fair) Qualitative data will be collected with annual parent focus group interview
Goal #4 3 Years	TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted professional development.	Increase by 20% the amount of additional PD attended by teachers CLASS scores (80% of staff showing growth in at least 4 dimensions) At least 10% of staff pursuing leadership roles, further training, higher education Establishment and maintenance of partnerships with universities
Goal #5 1 Year	Increasing STEAM: Increase the amount of STEAM learning for students by providing campus based professional development, provided clear and specific feedback and expectations to teachers on their learning environments as it relates to STEAM, and create outdoor environments that focuses on unstructured STEAM play that allows students to make choices and decisions to build their self-	<ol style="list-style-type: none"> 10% of the campus PD provided to teachers will focus on STEAM. Campus created rubric to evaluate the availability and quality of STEAM materials in classrooms will be completed monthly. Increase two outdoor learning environments where students can engage in unstructured, child-directed play using STEAM materials.

Which goal will be the hardest to achieve? Why?

Type response here --> The most difficult goal to achieve is family engagement. There are external factors out of the locus of our control that impede parents from engaging in school activities. For example, Many of our families work multiple jobs or jobs with schedules which make it difficult to engage fully in the school community, others have a lack of transportation to get to and from school.

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

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

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

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

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

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