



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



APPLICATION FOR AN INTERNAL CHARTER SCHOOL

Date: **November 10, 2014**

Name of Proposed Charter School: **Young Men's Leadership Academy**

Type of Internal Charter School Sought: Campus Based: \_\_\_\_\_ Whole \_\_\_\_\_ Program  
 Feeder System: \_\_\_\_\_  
 Superintendent/Trustee Initiated Campus   **X**    
 Superintendent/Trustee Initiated Partnership \_\_\_\_\_

Primary Contact Person of Proposed School: **Dr. Matthew Weber**

Title: **Deputy Superintendent of Instruction**

Address:   **406 Barrera St.**   City:   **San Antonio**   Zip:   **78210**  

Phone Number:   **(210) 554-2584**   Fax: \_\_\_\_\_

Proposed Charter Site Address:   **545 S. W. W. White Rd.**   City:   **San Antonio**   Zip:   **78220**  

Grade Levels:   **4 – 8**  

Expected Initial Enrollment:   **300**   Projected Maximum Enrollment:   **500**  

Indicate the approximate percentage of each student population in all applicable categories:

  **NA**   Pre-K                        **NA**   Special Education                        **NA**   Migrant  
  **NA**   LEP                                **NA**   Recovered Dropouts                        **NA**   Pregnant/Parent

Review and consideration of application	Date Received: <u>  10-28-14  </u>
Review Dates:	
Preliminary Technical Review _____	
Final Technical Review <u>  11-4-14  </u>	Approved <u>  <b>X</b>  </u>
Panel Review _____	Not Approved _____
Superintendent Consideration <u>  10-31-14  </u>	
Board of Trustee Review <u>  11-10-14  </u>	Beginning Date of Operation: _____

**Contents**

PURPOSE AND NEED:.....4

- A. Purpose .....4
- B. Distinction .....6
- C. Geographical area .....6

MISSION AND GOALS: .....7

- A. Mission Statement .....7
- B. Goals.....7
- C. Population Served .....7

CURRICULUM AND INSTRUCTIONAL PROGRAM: .....8

- A. Curriculum.....8
- B. Methods of Instruction..... 12
- C. Educational Services..... 12

STUDENT ACHIEVEMENT:..... 14

- A. Student performance ..... 14
- B. Implementation plan..... 14
- C. Evaluation of student performance ..... 14

GOVERNANCE AND DECISION-MAKING PLAN:..... 15

- A. Composition of governing body ..... 15
- B. Duties of governing body ..... 15
- C. Governance and management..... 15
- D. Board policy waivers ..... 16
- E. Parental and community involvement ..... 16
- F. Community communication ..... 17

ENROLLMENT AND WITHDRAWAL PROCEDURES: ..... 18

- A. Enrollment procedures..... 18
- B. Withdrawal procedures..... 18

PEIMS REPORTING PLAN: ..... 19

DISCIPLINE PROGRAM AND PROCEDURES: ..... 19

SAFETY AND SECURITY PLAN: ..... 19

FACILITIES AND TRANSPORTATION PLAN: ..... 20

- A. Facilities..... 20

B. Maintenance plan.....	20
C. Transportation.....	20
EMPLOYMENT PLAN:.....	21
A. Qualification and classifications of employees .....	21
B. Compensation schedule and benefits .....	21
C. Recruitment and selection procedures .....	21
D. Hiring and dismissal procedures .....	21
E. Process for handling employee complaints.....	21
OPERATIONAL AND FINANCIAL PLAN:.....	22
A. Financial duties of principal .....	22
B. Feasibility.....	22
C. Include a proposed budget for the term of the charter.....	22
D. Annual audit of the financial and administrative operations .....	22
E. Purchasing and bidding procedures .....	22
F. Business services.....	22
APPENDICES.....	23
Appendix A – YMLA Preliminary Budget .....	23

## **PURPOSE AND NEED:**

### **A. Purpose**

The purpose of the Young Men’s Leadership Academy (YMLA) is to provide an alternative to young men in the San Antonio Independent School District (SAISD) who may not be benefitting from traditional schooling. Many adolescent boys are doing well. They graduate from high school, make healthy choices, and reach adulthood prepared for the world of work and the responsibilities of family. For some boys, the transition to adulthood is more difficult because they do poorly in school, suffer from behavioral problems, and drop out. The proposed creation of the YMLA is an effort to lessen the difficulties facing boys and close the perceived “gender gap” in school achievement.

The situation in San Antonio mirrors that of the nation as a whole, with girls outperforming boys, as measured by changes in the percentage of students meeting or exceeding standards on state assessments of math and reading. Girls’ performance in reading now exceeds boys’ performance. As is true nationally, boys in SAISD schools now lag behind girls in every significant indicator related to school and life success from performance on state assessments, to disciplinary issues, to college readiness, graduation, and college enrollment rates.

According to the 2014 State of Texas Assessment Academic Readiness (STAAR) data for SAISD, girls outperform boys in every course assessed by the State. Although the gap is minimal in some areas (79% Boys 80% girls, 5th math), as the student’s progress through school, the academic disparity continues to grow. Perhaps most glaring is as the gap closes overall for 4th and 5th grade students, as girls perform better on state assessments, boys performance, though improving, does not progress at the rate of girls. Also of note, by the time students (boys and girls) reach 7th grade, both begin to decline in performance on state assessments, but the boys’ downward trend is even greater than girls as illustrated in the following tables:

## 2014 State of Texas Assessment Academic Readiness (STAAR) Data

Table 1: Student performance on Reading and Math STAAR 6th & 7th Boys/Girls

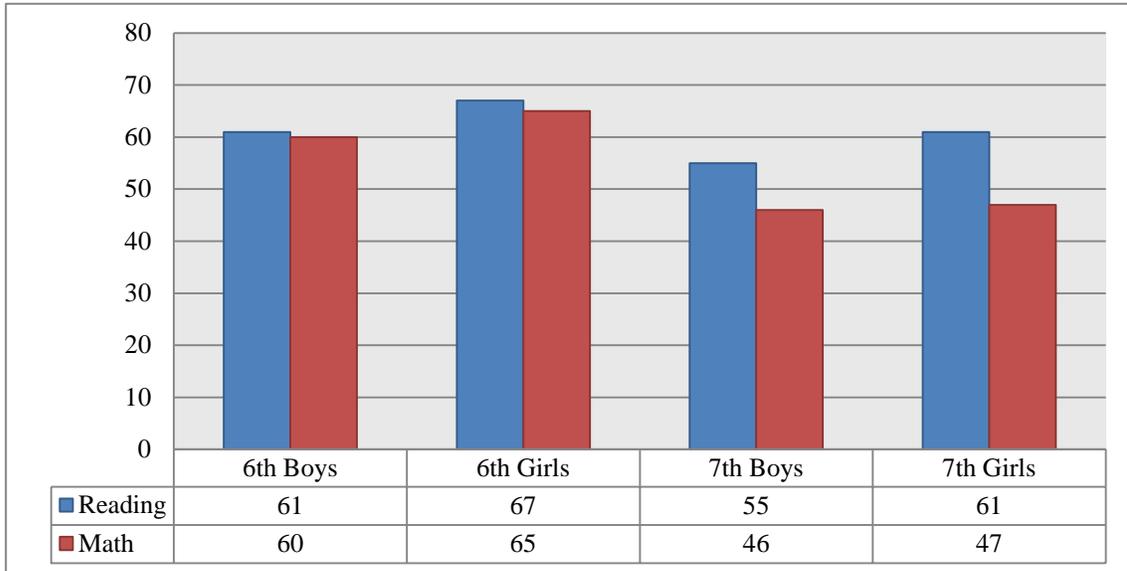
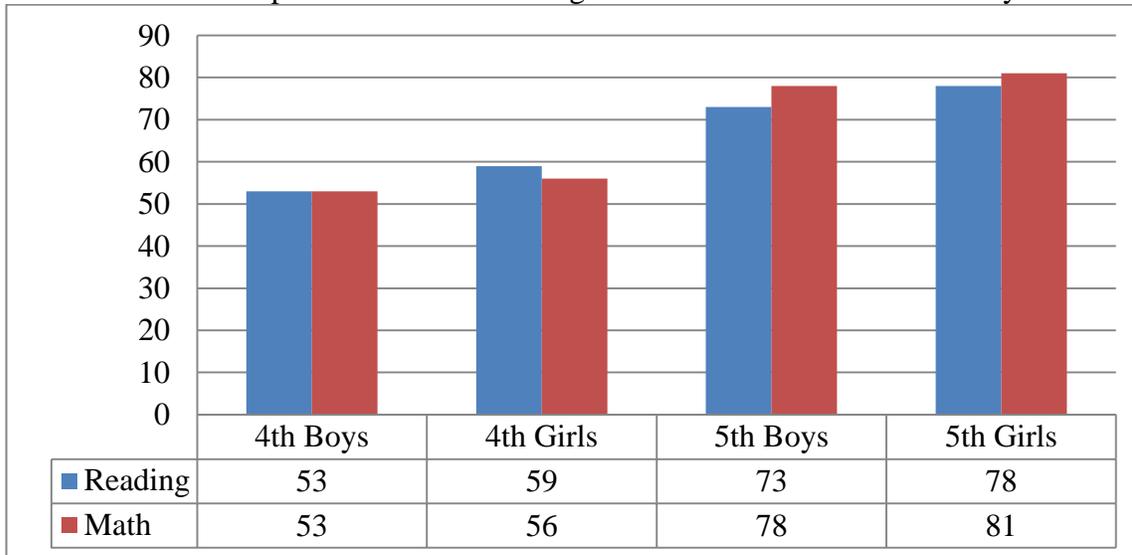


Table 2: Student performance on Reading and Math STAAR 4th & 5th Boys/Girls



**Source:** San Antonio Independent School District, Office of Research and Evaluation, iData Portal ([www.saisd.net](http://www.saisd.net)), San Antonio, TX 2014.

Additionally, YMLA will reinforce a positive school climate through the implementation of the Positive Interventions and Supports Framework (PBIS). YMLA will reduce out-of-school suspension, disciplinary actions, and disruptive behavior in an effort to improve school climate. Studies show that a positive school climate has been associated with less behavioral and emotional problems for students.

Research conducted on students in inner-city environments has recommended that a positive, supportive, and culturally conscious school climate can increasingly shape the degree of academic success experienced by inner-city students.

## **B. Distinction**

The most apparent distinction between YMLA and SAISD's current offerings is the all-male single gender school setting. Currently, there is no public single gender school available for boys in San Antonio; however, the benefits of a single gender school has been evidenced in SAISD's Young Women's Leadership Academy (YWLA) which opened in 2008 as San Antonio's first all-girls public school. YWLA students receive a college-preparatory education and it has consistently been rated as *Exemplary* by the State of Texas since its inception. YMLA proposes to use many aspects of YWLA's model but will purposefully seek to include male students who are facing difficulty in the areas of academics and social challenges. Another aspect of the proposed YMLA currently not being investigated by other successful all-male schools is starting students in the 4th grade. Many all-male schools begin with 6th grade and continue to 12th grade. Although effective, earlier intervention is necessary to close the achievement gap many students face and by 6th grade, traditional schooling may not be effective for them.

The Young Men's Leadership Academy will extend the traditional school to focus on character and leadership building. The proposed "character building time" will provide students with lessons and activities which emphasize academic success, positive social interaction, community stewardship, and conflict resolution. The importance of character building cannot be understated, according to research conducted by the University of Wisconsin, "Influences of character education programs can have profound effects on numerous problems that schools are facing today, including increased drug/alcohol use, aggression, low school attendance, fights and suspensions, school shootings, vandalism, and low academic achievement. Character education may help schools develop a more positive school environment."

As leadership changes have occurred within SAISD, *the goal of creating a single gender school for boys has remained a priority* and YMLA would enable SAISD to provide a substantially equal male-focused academic alternative to the YWLA.

## **C. Geographical area**

The proposed location for the YMLA is the current location of W.W. White Elementary School located at 545 S. W.W. White Road on the district's eastside and YMLA will draw its students primarily from the surrounding neighborhood. The elementary, currently in use for the 2014-2015 school year, is preparing to close with attending students set to move to neighboring campuses. The elementary is located in the federally-designated Promise Zone, one of five neighborhoods around the nation which are part of President Barack Obama's initiative to revitalize distressed communities.

**MISSION AND GOALS:**

**A. Mission Statement**

The Mission of YMLA is to “Develop young men in grades 4-8 into highly effective Scholars, Thinkers and Leaders by providing a high-quality, comprehensive educational and social experience leading to a distinguished high school graduation plan”.

**B. Goals**

YMLA will lay the foundation to ensure students excel in high school and complete the SAISD distinguished graduation plan. Additionally, measurable goals for YMLA include:

- 90% passing rate or higher on portions of state assessments
- Exceed annual SAISD attendance goal
- Increase enrollment in Pre-Advanced Placement and Advanced Placement curriculum
- Enroll 70-75% of students in Algebra I upon exiting 8<sup>th</sup> grade

**C. Population Served**

YMLA will be modeled after similar effective, urban single gender schools for boys by providing a comprehensive curriculum and educational experience. The proposed structure for the YMLA will be innovative in beginning with 4th grade students instead of 6th grade where other successful models have begun. The school will primarily service SAISD students.

YMLA will operate its first year as a 4-6th grade campus with 100 students at each grade level for a total of 300 students. The next two subsequent years will add one grade level until YMLA becomes a 4th-8th grade campus with a total of 500 students. This incremental and deliberate growth pattern will be essential to the school’s success. By serving students in grades four through eight, YMLA will effectively bridge the gap between elementary and high school.

The YMLA initial enrollment is expected to be as follows:

<b>YMLA Enrollment by Year</b>						
	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	<b>Total</b>
<b>SY 2015-2016</b>	100	100	100			<b>300</b>
<b>SY 2016-2017</b>	100	100	100	100		<b>400</b>
<b>SY 2017-2018</b>	100	100	100	100	100	<b>500</b>

## **CURRICULUM AND INSTRUCTIONAL PROGRAM:**

### **A. Curriculum**

The YMLA will implement SAISD's current, Texas Essential Knowledge and Skills (TEKS) aligned curriculum. The curriculum is developed within the District and it will offer coursework that will prepare students for those fields where boys of color are typically underrepresented (Science, Technology, Engineering and Math). YMLA will be guided by the overall mission of SAISD, incorporate extracurricular programs, a positive school culture and a comprehensive approach to education. It will ensure every student matriculates to high school ready to embark and excel on the distinguished high school graduation plan and eventually enter college "college ready" without needing remedial courses of any kind. Teachers will collaborate to supplement the curriculum with their own innovations, research, and expertise. In addition, curriculum content beyond the eighth grade level may be introduced after students have mastered the grade-level material offered through grade 8 at YMLA.

To support opportunities for increases in student achievement or advancement, YMLA will be allowed the flexibility to manipulate its daily instructional schedule to provide adequate time for learning in greater depth or at an accelerated pace as long as the campus meets the minimum time allotted by the state for each subject area. Additionally, such opportunities may only be provided so long as they are within the school day and within the campus' budget. Samples of specific goals, objectives and content in all subject areas are listed below.

#### ***English/Language Arts***

The English-Language Arts program will provide a balanced, comprehensive and research-based instructional model. This model will provide grade level content standards and emphasize the importance of differentiated instruction, high expectations, interactive approaches and flexible grouping to support student performance.

#### **Goal: Students will communicate effectively through listening, speaking, reading, and writing.**

Grade 4 Objective: Students will use the context of the sentence to determine the meaning of an unfamiliar word, complete analogies, summarize a work of fiction, identify the narrator of a story, and plan first drafts.

Grade 5 Objective: Students will use context to clarify the meaning of unfamiliar or multiple meaning words; produce analogies with known antonyms and synonyms; and use a dictionary, a glossary, or a thesaurus to determine the meanings and parts of speech of words. Additionally, students will compare and contrast the themes of several works of fiction and explain the effect of a historical event on the theme of a work of literature.

Grade 6 Objective: Students will explain the meaning of foreign words and phrases commonly used in written English, infer the implicit theme of a work of fiction, distinguish the theme from the topic and summarize the elements of plot development in various works of fiction.

Grade 7 Objective: Students will describe multiple themes in a work of fiction, analyze how place and time influence the theme or message of a literary work, analyze the development of the plot through the internal and external responses of the characters, and explain the function of the graphical components of a text.

Grade 8 Objective: Students will analyze linear plot developments to determine whether and how conflicts are resolved. Additionally they will be able to analyze, summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;

### ***Mathematics***

SAISD utilizes the Houghton Mifflin Harcourt *Go Math! K-8* curriculum to provide students with an engaging and interactive approach which meets state standards. Additionally, Algebra and Algebra readiness curriculum will be introduced to students beginning in 8<sup>th</sup> grade. YMLA will use a variety of teaching techniques and methods that are tailored to student needs.

**Goal: Students will build a foundation of a basic mathematics understanding and solve mathematical equations.**

Grade 4 Objective: Students will use fractions, decimals and be able to describe geometry and measurement.

Grade 5 Objective: Students will solve problems involving all four operations with positive rational numbers, formulate formulas to expressions, and extend measurement to area and volume.

Grade 6 Objective: Students will apply ratios to describe direct proportional relationships involving numbers, geometry, measurement, probability, and add and subtract decimals and fractions.

Grade 7 Objective: Students will use direct proportional relationships in number, geometry, measurement, and probability; apply addition, subtraction, multiplication, and division of decimals, fractions, and integers; and use statistical measures to describe data.

Grade 8 Objective: Students will utilize basic principles of algebra to analyze and represent both proportional and non-proportional linear relationships and use probability to describe data and make predictions.

### ***Science***

The TEKS aligned science curriculum created within SAISD will introduce students to investigation and experimentation in the earth, life, and physical sciences in the fourth grade, and then deepen their understanding of each of these fields in subsequent years.

**Goal: Students will understand life, physical and earth sciences and how they interact with and apply to energy, organisms, and matter.**

Grade 4 Objective: Students will understand the concepts of renewable and non-renewable resources, the interaction between living organisms within an ecosystem, and explore the relationship between the Sun, Earth, and Moon.

Grade 5 Objective: Students will know the physical properties of matter, how changes occur on the Earth's surface, and how the structure and function of organisms can improve the survival of species.

Grade 6 Objective: Students will comprehend that matter can be classified as elements, compounds, or mixtures. Students will also study the difference between potential and kinetic energy, Earth as part of our solar system, and the basic taxonomic classification of organisms.

Grade 7 Objective: Students will examine how matter and energy are conserved throughout living systems. They will also observe force, motion, and energy in living systems and the environment. Students will comprehend the relationship between living organisms and their environment. Finally, students will study how all organisms obtain energy and that all living organisms are made up of smaller units called cells.

Grade 8 Objective: Students will recognize that matter is composed of atoms and experiment with the relationship between forces and motion through the study of Newton's three laws. Students will also identify the role of natural events in altering Earth systems and study the interdependence between these systems.

### ***Social Studies***

Throughout their four years at YMLA, students will receive an understanding of geography and major events of the United States, Texas, and world history.

### **Goal: Students will recognize cultural, sociological, and historical implications of different time periods and geographical locations.**

Grade 4 Objective: Students will examine the history of Texas from the early beginnings to the present within the context of influences of North America. Historical content focuses on Texas history, including the Texas Revolution, establishment of the Republic of Texas, and subsequent annexation to the United States. Students will discuss important issues, events, and individuals of the 19th, 20th, and 21st centuries.

Grade 5 Objective: Students will survey the history of the United States from 1565 to the present. Historical content includes the colonial period, the American Revolution, the establishment of the U.S. Constitution and American identity, westward expansion, the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries.

Grade 6 Objective: Students will study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm.

Grade 7 Objective: Students will study the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras.

Grade 8 Objective: Students will study the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction.

### ***Character-Building***

Students will participate in 30 minutes of character building activities daily in grades 4-8. The purpose of these activities is to provide students at all grade levels with knowledge of leadership, character development, teamwork, and discipline. This may be an assembly at the start or end of the day to set expectations, establish a culture of “brotherhood,” and motivate students. It will also provide the opportunity to bring in guest speakers and introduce students to special topics related to character and values.

**Goal: Students will develop the strength of character, the skills, and the knowledge necessary to produce responsible citizens, prepared to live in a diverse and ever-changing world.**

### ***World Languages***

Students participate in a minimum of 45 minutes of instruction every day in grades 6-8 in a language other than English. World languages will also provide students with a cultural introduction to each language respectively.

**Goal: Students will build awareness of their native language and a new language. Understanding will be based on the student’s communication, culture connections, comparisons, and communities.**

### ***Physical Education***

Students will participate in physical education using the district curriculum. However, the YMLA staff will seek additional opportunities to supplement the curriculum with high-interest activities such as yoga, Cross Fit training, martial arts, or boxing.

**Goal: Students will establish life –long physical activity habits.**

### ***Career Exploration***

Students will participate in activities designed to teach them about different career fields and educational opportunities in a technology-rich environment. Many minority groups are underrepresented in STEM

fields so most activities will concentrate on increasing students' understanding of these subjects in addition to opportunities for furthering their education and seeking employment in these fields.

**Goal: Students will increase awareness and interest in a variety of career fields, particularly in the areas of Science, Technology, Engineering, and Math.**

## **B. Methods of Instruction**

### Teaching Strategies

YMLA will deliver instruction in a method that is consistent with high-performing all-boys schools. Studies have shown boys are more tactile and visual learners. According to research, potential strategies include:

1. **Teachers increase the use of graphics, pictures, and storyboards in literacy-related classes and assignments.** According to research, when teachers use pictures and graphics more often (even well into high school), boys write with more detail, retain more information, and get better grades on written work across the curriculum.
2. **Classroom methodology includes project-based education in which the teacher facilitates hands-on, kinesthetic learning.** Research has shown that the more learning is project-driven and kinesthetic, the more boys' bodies will be engaged in learning—causing more information to be retained, remembered, and displayed on tests and assignments.
3. **Teachers provide competitive learning opportunities, even while holding to cooperative learning frameworks.** Competitive learning includes classroom debates, content-related games, and goal-oriented activities.
4. **Classroom curricula include skills training in time, homework, and classroom management.** Research suggests that in order to feel competent, engaged, and motivated, many boys need help learning how to do homework, follow directions, and succeed in school and life; classrooms are the primary place for that training.

### Enrichment Opportunities

YMLA will utilize a variety of methods to enhance or enrich the curriculum previously discussed. One such method will be to offer summer camps providing students with unique field experiences and special projects in topics of high interest with an emphasis on literacy and leadership. YMLA will also utilize an “artist in residence” model to contract with practitioners and professionals in careers and areas of study not represented in traditional academia. An example of this model would be to contract with a yoga instructor to provide instruction to students once a week during physical education class or after school. Another possibility would be to contract an engineer to work with interested students during the summer for a specialized camp or throughout the school year in a science class.

## **C. Educational Services**

SAISD educational services used will include the Curriculum and Instruction Department, the Special Education Department, and the Instructional Technology (IT) Department. Heavy emphasis will be

placed on the IT Department due to YMLA incorporating many instructional technology resources and lessons.

### Professional Development

Teachers will receive professional development via face-to-face, webinars, and trainer-of-trainers model. On-going training will be offered throughout the school year to support the implementation of the charter's mission and goals, particularly as they relate to literacy, single-gender instruction and the development of a campus culture promoting strong character and leadership.

### Staffing Support

Female students typically outperform their male counterparts in reading. To support teachers in providing effective reading instruction and improving literacy, the district will provide YMLA with an additional staff allocation to be used for an Instructional Coach in Reading. YMLA leadership will also have the flexibility to trade existing staff allocations by subject or position, depending on the campus' needs and as long as the changes are within the budget guidelines for staff. For example, the principal may choose to trade a teaching position for another instructional coach in a different subject as long as that change does not require additional funding support. The campus will also have the opportunity to choose an alternate evaluation system for teachers to incorporate the opportunity for additional teacher coaching.

## STUDENT ACHIEVEMENT:

### A. Student performance

Student performance at YMLA will be measured by the following three criteria:

- Student performance will be measured through a combination of campus-based assessments and the percentage of state assessments taken/passed.
- YMLA will have a suspension rate of less than .5%.
- YMLA will have an attendance rate of 97-98%

### B. Implementation plan

YMLA will align the Texas Essential Knowledge and Skills with the core curriculum. Additionally, YMLA will abide by the Texas Academic Performance Reports (TAPR) accountability system which aggregates student performance, campus demographics, and campus personnel.

### C. Evaluation of student performance

YMLA staff will use data from teacher-created assessments and computer-adaptive technology such as iStation and aimsweb to tailor lessons to the students' instructional needs. Assessments will be given weekly and monthly to assess each student's mastery of curriculum. Additionally, YMLA will assess student progress through the administration of the State of Texas Assessments of Academic Readiness (STAAR) exam to each appropriate grade level. YMLA will use the following structure to evaluate on-going academic progress:

- Teacher designed tests will be given weekly to assess student attainment of concepts.
- iStation assessments will be administered monthly or as needed to measure students' incremental improvements and continually move them through the curriculum at the optimal pace.
- Aimsweb will be administered in the fall, winter, and spring of each school year to screen and identify students in need of math intervention.

Performance objectives for YMLA students passing the STAAR exam

STAAR ASSESSMENT	2016	2017	2018	2019	2020
4 <sup>th</sup> – 8 <sup>th</sup> Grade Reading	70%	75%	80%	85%	90%
4 <sup>th</sup> – 7 <sup>th</sup> Grade Writing	70%	75%	80%	85%	90%
5 <sup>th</sup> – 8 <sup>th</sup> Grade Science	70%	75%	80%	85%	90%
8 <sup>th</sup> Grade Social Studies	70%	75%	80%	85%	90%

## **GOVERNANCE AND DECISION-MAKING PLAN:**

### **A. Composition of governing body**

YMLA will utilize the Campus Leadership Team (CLT) model as referenced in SAISD Administrative Procedures B4. The CLT will be comprised of one teacher from each grade level, an administrator, a counselor, a non-teaching professional, a classified representative, a para-professional representative, two parents, and two community members.

### **B. Duties of governing body**

The YMLA CLT will serve as an advisory committee examining and coordinating district initiatives, goals, and practices outlined in the Campus Improvement Plan (CIP). The CLT will evaluate the Campus Improvement Plan and charter initiatives, as well as plan professional development.

Duties of the CLT will be in accordance with the “Purpose and Role of the CLT” section as described in SAISD Administrative Procedures B4. The role of the Campus Leadership Team will be to assist in formulating performance objectives for the campus and in advising in other areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The campus-level committee must approve the portions of the campus plan addressing campus staff development needs.

#### After-School Meetings

The CLT will develop guidelines for the after-school meetings to include frequency, duration, and purpose. Each school year the campus will establish a schedule of meetings and a system for publishing the schedule so that staff has adequate notice of after-school requirements. The guidelines will allow the principal to hold after-school meetings without notice when urgent circumstances arise that demand immediate attention. Additionally, the committee will develop a method and system for evaluation to ensure that meetings are efficient and necessary to the implementation of the charter.

#### Lesson Plans

The intent for requiring lesson plans is to ensure instructional planning includes considerations of differentiation for special populations such as scaffolding and enrichment, single-gender instruction, and STEM concepts and skills. Lesson plans should not be developed solely for compliance, but to assist staff in planning meaningful and relevant activities that achieve the mission and goals of the charter.

The CLT will determine the purpose, format, frequency for submission, and review process for lesson plans. For example, the campus may choose to establish a committee whose responsibility it is to review lesson plans using a rubric to ensure consistency and quality. Grade level teams may review lesson plans to consider opportunities for cross-curricular connections while content teams may review lesson plans for vertical alignment. It will be the CLT’s responsibility to establish guidelines for lesson plans that will ensure successful implementation of the charter.

### **C. Governance and management**

YMLA will follow district board policies for site-based decision-making procedures.

## **D. Board policy waivers**

In order to develop a bold and impactful learning environment for students, YMLA is proposing the following waivers from SAISD board policies:

1. Student School Day – Will seek Board approval to extend the school day to 7.5 hours a day for students in grades 4-8. This extended time will allow teachers to focus on character and leadership-building activities without imposing on the main curriculum being taught. Current policy grants the Superintendent the authority to determine school schedules, so no specific policy waiver is required.
2. Extended Teacher Day – Policy DK(LOCAL) requires teachers to be on duty for a maximum of 7.5 hours per day. Will request Board approval to waive DK(LOCAL) to allow teachers to work beyond the maximum number of hours per day.
3. After-school Meetings – Policy DK(LOCAL) states that principals may not require teachers to meet after work hours for more than 180 minutes per 4 week period and no single meeting longer than 90 minutes. Will request Board approval to waive DK(LOCAL) to remove restrictions on principals' ability to hold meetings after work hours. The intent of this waiver is that the principal have the flexibility to tailor staff/professional development to meet the needs of the campus.
4. Lesson Plans – Under Texas Education Code 11.164 and SAISD Administrative Procedure E3, teachers may only be required to prepare a unit or weekly lesson plan that outlines, in a brief and general manner, the information to be presented during each period or topic. Will request Board approval to exempt school from E3 procedure to allow principals to implement cohesive lesson plan formats that align with campus instructional objectives. No specific policy waiver is required, as the administrative procedure derives from a state law that the charter school will be exempt from.

## **E. Parental and community involvement**

Building strong links with the local community is critical to Young Men's Leadership Academy's success and community organizations will play an integral role in providing students with enrichment opportunities. Some of the groups with whom YMLA will seek to have a relationship include:

- Young Men's Christian Association (YMCA)
- Boy Scouts of America
- 4-H Youth Development Organization
- Boys and Girls Club of America
- United Way
- Big Brothers Big Sisters

Families, community leaders and teachers will be key components in the success of YMLA. Specific strategies to involve families will include hosting parent-teacher meetings, offering a parent room, and including parents in the CLT.

## **F. Community communication**

YMLA will distribute communication regarding campus performance and goals via a newsletter published quarterly which will be made available on the campus' website and mailed to parents. Additionally, YMLA will present campus academic performance, accomplished goals, and future plans to the SAISD Board of Trustees annually.

## **ENROLLMENT AND WITHDRAWAL PROCEDURES:**

### **A. Enrollment procedures**

YMLA will be an in-district charter school serving male children in grades 4-8. As an in-district charter school with no defined attendance boundaries, enrollment will be open to students both within the SAISD geographic area as well as outside the district. Students will be selected for participation in the charter by using a lottery system for selection as outlined in Administrative Procedure F51 “Charter School Enrollment for Non-Neighborhood Students.” Students not selected in the lottery will be placed on a waiting list and will be given the opportunity to enroll should a student withdraw from YMLA.

### **B. Withdrawal procedures**

Student withdrawal procedures will follow SAISD policies and procedures. Prior to withdrawal, a school liaison appointed by the school principal will meet with the parent/ guardian to discuss options for the student and to address any concerns the parent may have had which led to the student withdrawal.

### **PEIMS REPORTING PLAN:**

YMLA will follow district policies and procedures for the PEIMS (Public Education Information Management System) as outlined by District Administrative Procedures (Business Support Services section) and by PEIMS guidelines.

### **DISCIPLINE PROGRAM AND PROCEDURES:**

The goal of YMLA will be to fully implement the Positive Interventions and Supports Framework as its discipline program. The goal of PBIS is to “apply behavioral principles in the community in order to reduce problem behaviors and build appropriate behaviors that result in durable change and a rich lifestyle”. It is a systemic approach to proactive, school-wide behavior based on a Response to Intervention (RtI) model.

SAISD adopted PBIS in 2007-08, implementing the framework in five elementary schools. Since then 500 administrators, faculty and staff have been trained to implement the framework on 86 campuses throughout SAISD, including all of the district’s 81 traditional elementary, middle and high schools. Five of the district’s PBIS campuses are located in San Antonio’s East Side Promise Zone, educating approximately 1,800 K-12 students each year.

SAISD campuses that have implemented PBIS for one year show a 23% overall decrease in discipline referrals, a 53% decrease after two years of implementation and a 61% decrease after three years of implementation. SAISD’s dropout rate for grades 9-12 has been reduced by more than half since PBIS was first implemented, from 26% for the Class of 2007 to 12.5% for the Class of 2011, and the district’s cumulative pass rate for the Texas Assessment of Knowledge and Skills (TAKS) exam has increased from 73% in the year before initial adoption of PBIS to 88% in 2012.

Additionally, YMLA believes that removing a student from the classroom (out-of-school suspension) for punishment purposes is damaging to the student's education. Accordingly, suspensions will be viewed as the last level of discipline and all discipline arrangements will be focused on positive reinforcement.

### **SAFETY AND SECURITY PLAN:**

YMLA will adhere to the safety and security plan currently in use at W.W. White Elementary. The plan outlines fire extinguisher locations and an evacuation plan.

Evacuation Site #1: Lewis Funeral Home (811 S. WW. White Rd, San Antonio, TX 78220)

Evacuation Site #2: Sterling Bank (403 S. WW. White Rd, San Antonio, TX 78220)

## **FACILITIES AND TRANSPORTATION PLAN:**

### **A. Facilities**

W.W. White Elementary, the proposed site of the YMLA, is a 62,000 sq. ft., 43-classroom campus comprised of four buildings with the main building constructed in 1952 and subsequent buildings constructed in 2001 to accommodate a growing population. The campus is complete with a library, cafeteria, gym, conference rooms, and parking lots for visitors and staff. Scheduled to close after the 2014-2015 school year, the campus currently serves grades K-5, a younger demographic than YMLA's intended demographic.

The proposed site will require accommodating older children. Renovations include upgrading the gym, student furniture, and restroom facilities to age-appropriate requirements. Additional quality of life renovations include the installation of water bottle filling stations to promote a healthy, environmentally sustainable school climate.

### **B. Maintenance plan**

YMLA will use the SAISD maintenance plan which includes scheduled cleaning, landscaping, and repairs.

### **C. Transportation**

Transportation will not be provided to YMLA; parents will be required to commit to providing transportation.

## **EMPLOYMENT PLAN:**

### **A. Qualification and classifications of employees**

Employees will meet the requirements for highly qualified teachers and classifications of employees as required by the district. In addition, each employee will receive copies of the charter application and the specific charter requirements for employment and dismissal.

### **B. Compensation schedule and benefits**

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

### **C. Recruitment and selection procedures**

The YMLA principal will seek a highly dedicated staff with the greatest success rates and strongest commitments to education.

The principal will follow the basic hiring process for hiring in SAISD which includes pre-screening by district personnel with the addition of the following requirements for every applicant to YMLA:

- Interview with a campus screening committee and grade level
- Meet with principal to discuss program expectations, obligations of employment, and waivers of policies and procedures in a charter school
- Upon acceptance, applicants understand that as an employee they are committing to implementing the expectations of working in the charter school. The campus will create a social contract that reviews and sets expectations yearly to ensure commitment from the staff.

### **D. Hiring and dismissal procedures**

YMLA will follow district procedures for transfer of faculty and staff.

YMLA will follow state law and board policy addressing dismissal of contract employees and will follow district policies regarding dismissal of at will employees.

### **E. Process for handling employee complaints**

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

## **OPERATIONAL AND FINANCIAL PLAN:**

### **A. Financial duties of principal**

The principal will organize, administer, and evaluate all aspects of YMLA including campus-level budgeting and funds management.

### **B. Feasibility**

YMLA is economically feasible and will rely on local, state, and federal financial allocations without putting a strain on SAISD for new funds. YMLA will enhance the opportunity to apply for outside funds and SAISD Grants & Development Administration will coordinate the application process.

### **C. Include a proposed budget for the term of the charter.**

Appendix A- Young Men's Leadership Academy Budget

### **D. Annual audit of the financial and administrative operations**

YMLA will follow SAISD policies and procedures pertaining to financial and administration operations.

### **E. Purchasing and bidding procedures**

YMLA will follow SAISD policies and procedures pertaining to purchasing and bidding.

### **F. Business services**

YMLA will use the business services provided by SAISD.

## **APPENDICES**

### **Appendix A - YMLA Preliminary Budget**

# SAISD Young Men's Leadership Academy (YMLA)

		2015-16		2016-17		2017-18	
		Student Enrollment		Student Enrollment		Student Enrollment	
	# Classes						
4th Grade	5	100		100		100	
5th Grade	4	100		100		100	
6th Grade	4	100		100		100	
7th Grade	4			100		100	
8th Grade	4					100	
<b>Projected Student Enrollment</b>		<b>300</b>		<b>400</b>		<b>500</b>	
<b>Proj. State ADA Revenue (\$6,400 &amp; 97% Attend.)</b>		<b>1,862,400</b>		<b>2,483,200</b>		<b>3,104,000</b>	
Avg. Salary with Fringes		Projected Expenditures		Projected Expenditures		Projected Expenditures	
Principal	109,305	1	109,305	1	111,491	1	113,677
Asst Principal	77,343	0.5	38,672	0.5	39,445	1	80,437
Nurse	62,648	1	62,648	1	63,901	1	65,154
Librarian	66,357	0.5	33,179	0.5	33,842	1	69,011
Counselor	70,707	1	70,707	1	72,121	1	73,535
Secretary	41,815	1	41,815	1	42,651	1	43,488
Data Clerk	34,178	1	34,178	1	34,862	1	35,545
Core Teachers	62,050	13	806,650	17	1,075,947	21	1,355,172
Stem Lab Teacher	62,050	1	62,050	1	63,291	1	64,532
Choral Teacher	62,050	1	62,050	1	63,291	1	64,532
Spanish Teacher	62,050	-	-	1	63,291	1	64,532
PE Teacher	62,050	1	62,050	1	63,291	2	129,064
PE Instr Asst	22,228	1	22,228	1	22,673	-	-
Lib Asst	27,868	0.5	13,934	0.5	14,213	-	-
Head Custodian	36,154	1	36,154	1	36,877	1	37,600
Custodian	28,290	2	56,580	2	57,712	2	58,843
Facilities Use			120,000		120,000		120,000
Teaching Supplies	50.00	300	15,000	400	20,000	500	25,000
Science Supplies	8.00	300	2,400	400	3,200	500	4,000
Summer Programming					40,000		50,000
Stem Lab Annual Software Fee					5,000		5,000
Office Supplies per Staff Member	100.00	22	2,200	27	2,700	33	3,300
Copier Lease			4,800		4,800		4,800
Travel / Conferences	200.00	22	4,400	27	5,400	33	6,600
Staff Computers	1,200.00			5	6,000	6	7,200
Printing & Recruiting Materials					5,000		5,000
Professional Development	500.00			27	13,500	33	16,500
Alternative Staff Evaluation Tool					37,217		37,217
Annual Audit of Charter School					10,000		10,000
Curriculum & Adm Support (15% of ADA Revenue)			279,360		372,480		465,600
<b>Total Projected Budget</b>			<b>1,940,359</b>		<b>2,504,195</b>		<b>3,015,339</b>

Title I Allocations		Avg. Salary with Fringes					
Parent Family Support	27,257.00	1	27,257	1	27,802	1	28,347
Instructional Coach Reading	69,485.00	1	69,485	1	70,875	1	72,264
<b>Total Projected Budget</b>			<b>96,742</b>		<b>98,677</b>		<b>100,612</b>

Charter School Grant Funded Initiatives			
Staff Computers	1,200.00	22	26,400
Printing & Recruiting Materials			5,000
Professional Development	500.00	22	11,000
Alternative Staff Evaluation Tool			60,392
Annual Audit of Charter School			10,000
Stem Lab Furniture & Technology			300,000
Summer Programming			30,000
Administrative Team Start-up Salaries			55,000
<b>Total Projected Budget</b>			<b>497,792</b>