In-District Charter Proposal
Young Women's Leadership Academy: Primary

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DATA REFLECTION AND OUTCOMES ANALYSIS

A. **Data Submission:** Performance Data Template

In order to determine the challenges that inform the need for new educational options, data from the last three years was collected from the following sample group of schools within a five-mile radius surrounding the proposed Young Women's Leadership Academy: Primary.
- Douglass Elementary
- Green Elementary
- Herff Elementary
- Eloise Japhet Academy
- Riverside Park Elementary

This sample group of schools was selected to represent school performance data, as well as the data for female students, in particular, from the 2017-2018 school year. Student data was averaged to create a quantifiable representation of the YWLAP area. The average of the data collected reflects a significant disparity between the sample group and state averages.

Year	Subject	Students	District Sample Group (Meets/Masters)	State (Meets/Masters)
2017	Reading	All	29%	70%
2017	Math	All	29%	61%
2018	Reading	All	27%	70%
2018	Math	All	32%	76%
2018	Reading	Female	27%	75%
2018	Math	Female	32%	76%

In addition to students achieving below the state average at the Meets and Masters performance levels on standardized assessments, student enrollment has declined 2% among the sample group over a three-year period, signaling challenges in performance and student retention. 49% of the San Antonio ISD sample group student enrollment was female during the 2017-2018 school year. YWLAP has the opportunity to engage students at an early age through effective, engaging instruction implemented by well-trained, highly qualified staff who are equipped with instructional skills in reading and mathematics. In speaking with sample schools' leadership team members, students' Meets and Masters performance on reading and math assessments is a reflection of students entering school with minimal foundational skills or below grade level. Additionally, teachers are provided limited training to combat these academic gaps, leading to an ineffective implementation of Balanced Literacy and other best practices. Perhaps contributing to these gaps is the fact that students often have limited access to books

at home and families have limited resources to support students in reading acquisition and mathematics skills.

B. Challenges for Your School

YWLAP's most significant challenges include improving student literacy, boosting student enrollment, and providing social and emotional supports. YWLAP (Young Women's Leadership Academy: Primary) is specifically designed to address these challenges, as well as to impact the surrounding YWLAP community and San Antonio in general.

a. Literacy Proficiency

Research supports the notion that socioeconomic status influences literacy. *The Atlantic* cites the research of psychologists Hart and Risely, stating, "there is a 32-million-word gap in students who come from homes of poverty." A literacy study by The Children's Literacy Foundation uncovered that "sixty-one percent of low-income families have no age-appropriate books in their home." With an economically-disadvantaged rate between 97% to 99%, the majority of SAISD students face literacy challenges, in part, as a result of poverty. Since launching Balanced Literacy in 2012, effective implementation of the program across SAISD has been a struggle. District data reflects that only 26.9% of students attending an elementary school within a 5-mile radius of YWLAP's location are performing at or above grade level in reading and 25.7% are performing at or above grade level in writing. Educators working in the schools surrounding YWLAP attribute low reading proficiency to the following factors:
- Teachers are provided limited training on specific components of Balanced Literacy and have differing instructional skill levels.
- Teachers have limited time to plan effective reading instruction that meets the needs of all students and embeds reading standards across subject areas.

YWLAP will implement Balanced Literacy with supports such as continuous professional development tailored to teacher needs, student resources, writing-intensive literacy, and parent education classes.

b. Student Enrollment

District data shows a decline in student enrollment in excess of 2,000 students over the last three years. Families in the YWLAP area have chosen to attend public charter schools including IDEA, KIPP, and Southwest Preparatory School, each of which are located within San Antonio Independent School District boundaries. During exit interviews and conferences, SAISD parents were asked about their interest in IDEA and KIPP. Parents consistently identified the following reasons for their decisions:
- Charters' commitment to college pathways
- Smaller class sizes
- Newer facilities
- Fewer discipline concerns

An analysis of SAISD elementary schools' (within a 5-mile radius of YWLAP) PEIMS data reflects an average 2% decrease in student enrollment, and more significantly, a 33% decrease in the African American student population and 1% decrease in the Hispanic student population. Additionally, SAISD

schools prioritize funding for professional development, curriculum resources, and campus supplies, leaving little to no funding for campus marketing campaigns and community engagement to compete with external charter schools. College-preparatory programs and campus successes are not effectively communicated to parents and community members with glossy brochures or costly television spots.

c. Social-Emotional Learning

Simon, Beder, and Manseau of *Psychiatric Times* wrote, "Poverty in childhood is associated with lower school achievement; worse cognitive, behavioral, and attention-related outcomes; higher rates of delinquency, depressive and anxiety disorders; and higher rates of almost every psychiatric disorder in adulthood" (2018). SAISD's rate of economically disadvantaged students has remained consistent at 97% to 99% over three years. Campus counselors in SAISD report that select schools pilot social-emotional programs, yet there is no standard curriculum to support the social-emotional development of students for all schools. Discipline data of the school sample group is representative of a 15% increase in misconduct for female students across the previous three years. A lack of social-emotional training for faculty and staff results in a punitive discipline approach that excludes students from the learning environment. The lack of accessibility to social-emotional instruction limits students' abilities to successfully function in an academic environment. Moreover, the lack of social-emotional professional development available for staff leads to punitive consequences instead of restorative practices.

SCHOOL OVERVIEW

A. Mission and Goals

- Our mission is to enable young girls to find their voices and passions and to achieve extraordinary outcomes by providing them with a powerful single-gender experience.
- CAMPUS Goals**: School Goals Template**

B. Academic Model

While YWLAP will create and implement a unique curriculum aligned with the Texas Essential Knowledge and Skills (TEKS), there will be several instructional emphases that guide the school's academic model. YWLAP will offer a three-pronged emphasis on:
- Proactive college preparation through rigorous instruction with the goal of college for 100% of students;
- Science, technology, engineering, arts, and mathematics (STEAM) integration across all subject areas; and
- Social-emotional learning and wellness, with a special focus on responsible leadership and positive decision-making.

College Preparation

At YWLAP, students will begin a proactive college-preparatory education in kindergarten. In order to ensure that 100% of students are on a college-going trajectory by the time they are in fifth grade, YWLAP educators will commit to a multi-tiered approach to college readiness. Accelerated and intentional instruction, writing-intensive literacy practices, and the implementation of the AVID Elementary program will all lend to YWLAP's mission of preparing all girls for success in secondary and postsecondary education.

a. Accelerated and Intentional Instruction

At YWLAP, teachers will understand that high expectations—when coupled with masterful, differentiated instruction, data analysis, and consistent intervention and enrichment—can lead to unprecedented student success. Teachers at YWLAP will spend considerable time in both horizontal and vertical collaborative teams to plan units that offer engaging learning experiences while also pushing academic rigor. Part of this collaborative planning will include aligning TEKS across grade levels and integrating advanced TEKS in every classroom for accelerated instruction. This accelerated instruction will mean that teachers' lessons will target their own grade-level TEKS, but will also integrate TEKS at the next grade level. For instance, kindergarten teachers will work with first grade teachers to select historically-problematic first-grade TEKS they can begin integrating at the kindergarten level. These TEKS will initially be selected based on historical performance data across SAISD elementary schools and will be refined as the year progresses and additional student growth data is collected on campus. While understanding the accelerated pace of the school, teachers will also be conscientious of opportunities for both intervention and enrichment for all students. Substantial time will be dedicated to small-group instruction during which teachers can offer differentiated projects, one-on-one modeling, and extended learning opportunities. Students who have mastered the targeted TEKS of the day, for instance, may participate in a Makerspace-based project that combines the studied TEKS with problem-solving and engineering. Others might work with their teacher to boost their literacy skills using an engaging community partner initiative, such as the QWILL (Quality Writing Inspires Lifelong Learning) program. Others, still, may be utilizing a previously read text to create an innovative, responsible community project. This differentiation will enable teachers to meet children at their individual starting points, but then progress sustainably to ensure college readiness (Tomlinson, Brighton, Hertberg, Callahan, Moon, Brimijoin, Conover, & Reynolds, 2003). Teachers will track students' formative assessment data on a bi-weekly basis, offering students' parents a comprehensive glimpse into their academic performance. These bi-weekly assessment reviews will include students' mastery of grade-level TEKS, as well as their progress on aligned next-grade-level TEKS that have been integrated throughout previous lessons. This progress monitoring will ensure that teachers and parents can work together as partners in the accelerated curriculum model, understanding students' gaps far in advance to work collaboratively to eliminate them.

b. Writing-Intensive Literacy Practices

Masterful literacy, including writing skill, is essential for college readiness, and at YWLAP, literacy will be approached with both urgency and enthusiasm in every classroom at every grade level. Literacy will be approached holistically, with equal concern for students' reading fluency, reading comprehension,

critical thinking skills, and written expression. Students will write daily, across subject areas, and in a variety of modes to build writing endurance and stamina, cultivate personal voice, and develop their writing craft through the practice of grammatical, spelling, punctuation, and capitalization norms. Writing will be a critical component of the learning process, both for initial understanding and for subsequent reflection. Perhaps most importantly, students at YWLAP will learn that writing is a powerful vessel for self-advocacy and responsible leadership. Though students in the lower grade levels will work predominantly on word and sentence construction, they will still be encouraged to utilize writing as a means of self-expression, however rudimentarily, and will practice their reading fluency with their own writing through Writing Workshops and one-on-one writing conferences with their teachers, both of which are best practices in writing instruction (Graham, MacArthur, & Fitzgerald, 2013). They will also be encouraged to share their original writing with their peers in class and through school-wide events, building not only their reading and writing, but also their leadership capabilities and confidence. Students will write plans for community projects and to express their understanding of texts. Though much writing instruction will be guided by the teacher, students at YWLAP will also have significant time to develop their own voice through daily independent writing using authentic prompts. This will include journal writing, Reader's Response notebooks, and even text annotation at a developmentally-appropriate level. Makerspace projects will also be supplemented by writing practice as students will describe each step in their process and evaluate the strength of their creations. Naturally, this level of reading and writing instruction will require practice and investment from teachers. YWLAP teachers will participate in professional development in this literacy approach, with special focuses on writing across the curriculum and meaningful writing feedback through one-on-one writing conferences.

c. AVID Elementary Implementation (Refer to Appendix C.)

While academic skills are critical for postsecondary success, so are the organizational skills and strategies that students must develop in order to do well once in college. To this end, YWLAP will implement the AVID Elementary program with fidelity, utilizing schoolwide strategies with the objective of preparing students with lifelong habits of success. These strategies will build organization, time management, study skills, healthy communication, and self-advocacy, even for students as young as kindergarten-aged. The AVID program, whose foundation is based upon the elements of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading), will be adopted campus-wide and in every classroom to maintain a focus on the vision of college readiness for every student. In kindergarten, students will begin to develop organizational habits by maintaining organized AVID folders that provide them with a calendar, as well as assigned pockets for homework assignments and communication that must be seen by a guardian. These AVID folders will help students understand the importance of tracking due dates and holding themselves accountable for responsibilities. Students in first grade will begin to utilize AVID binders, which will help them organize their documents and create a year-long portfolio to showcase their progress. As students grow older, AVID implementation will diversify, with students in upper grade levels maintaining their own personal planners in which they track deadlines and due dates, campus events, and long-term projects. Moreover, students will begin to take ownership of more advanced AVID strategies in class, including two- and three-column notes, AVID Learning Logs, and an elementary-level AVID Tutorial process. Integrating the AVID Elementary program will ensure

YWLAP is not only preparing students with the academic skills, but also with the soft skills and organizational systems that many students must learn once thrust into a college atmosphere. Building those skills at the kindergarten level will ensure our students are ready to enter college and graduate with a four-year degree or beyond.

STEAM Integration

To provide students with a rigorous and equitable education that exposes girls to fields in which they are historically underrepresented, YWLAP will be a proud STEAM campus, which entails the purposeful integration of science, technology, engineering, the arts, and mathematics across content areas. Aside from building girls' skills and confidence in the fields in which they are often perceived not to be predisposed to, the inclusion of the arts also offers a rich, well-rounded educational experience that cultivates artistic creativity that is sometimes hindered in traditional educational settings. The classification of STEAM school does not mean providing offerings in silos, but rather, purposefully planning such that reading lessons involve technology; science lessons integrate the arts; social studies lessons integrate engineering, etc. Three layers will be considered while developing and refining the campus's academic model for STEAM: the design thinking process, interdisciplinary teaching, Makerspace incorporation, and extended learning through community partnerships.

a. **The Design Thinking Process**

Design thinking is a problem-solving process that encourages critical thinking and is used across many STEM fields; however, as a process, design thinking can be applied across all disciplines. Design thinking requires students to collaborate with their peers to identify a problem, propose a solution, develop a plan, test a theory, and reevaluate results for refinement. Design thinking provides students with opportunities to enhance their confidence in taking academic risks, resilience in overcoming failure, and general perseverance (Carroll, Goldman, Britos, Koh, Royalty, & Hornstein, 2010). Teachers will receive thorough professional development in the planning and application of the design thinking process. Though the design thinking process is inextricably aligned to STEAM concepts, design thinking will also be used to improve student mastery of challenging TEKS in subjects that are not often approached through the design lens. For instance, students will utilize design thinking in narrative reading by taking a problem the protagonist faces in the text and designing their own solution to this literary problem. In true design thinking form, students will then be tasked with testing their solution and evaluating the result. This will be done both in writing to promote writing skills, but also through open discussion and peer-to-peer dialogue. Design thinking can also allow students to integrate arts into their daily learning. For instance, students will have the opportunity to learn about a historical event, and then utilize music programming applications to score that particular event with music fitting of the occasion. Students will design their score, reenact the historical event alongside a recording of their score, and then evaluate to ensure the tone of their production is fitting for the historical event. This level of design across all content areas will not only benefit STEAM integration, but also students' abilities to problem solve.

b. **Interdisciplinary Teaching**

The integration of STEAM elements requires a level of collaboration amongst horizontal (grade-level) teams, as well as vertical teams to ensure alignment of teaching and learning from year to year. This collaboration will be harnessed through an interdisciplinary approach across subject areas that continues to build cross-curricular connections and strays away from the traditional model of subject areas taught and explored in isolation. At YWLAP, teachers will work in teams to align TEKS not only vertically for accelerated instruction, but across subject areas to make students' learning relevant, dynamic, and engaging. Traditional core subjects will be related to one another through purposeful planning, and subject areas that are typically perceived to be non-imperative (such as the arts and physical education) will be valued equitably by also being interwoven into core subject areas. Thus, students will receive instruction that is connected in nearly every way: grade-level TEKS are aligned with advanced grade-level TEKS (accelerated instruction), every subject area will be approached with a problem-solution-reflection lens (design thinking process), STEAM elements will be incorporated in every subject area, and of course, the lines of isolated subject areas will be blurred such that they are all intentionally tied together (interdisciplinary teaching). An interdisciplinary approach to subject areas will also help students in their participation in STEAM-centered assignments and projects, as they will begin to develop the skills of automatically building cross-curricular connections.

c. Makerspace Incorporation

Committing to a STEAM model and exposing girls to fields in which they are traditionally steered away from also means committing to access to hands-on exploration and discovery. For this reason, YWLAP will offer two Makerspace labs, one for grades kindergarten through second, and another for third through fifth grade. These Makerspace labs will range in tools and offerings. For instance, the lower-grade Makerspace will mostly include common household items that students will be encouraged to utilize as engineering tools. Toilet paper rolls, paper clips, tape, and cotton balls will sit alongside LEGO® blocks and iPads to ensure students are building their physical design skills alongside their fine motor skills and technology usage skills. As students grow older, the upper-grade Makerspace will include more digitized resources, including a 3D printer, Chromebooks with coding applications, and Ozobots to build students' more advanced technical skills in terms of science, technology, engineering, the arts, and math. Students will be encouraged to use not only their scientific understanding but also their artistic skills to build products that not only accomplish a task or meet criteria, but that are also aesthetically appealing. Providing our students with girls-only Makerspace labs will encourage their own enthusiasm for fields in which girls are often pushed out. Additionally, Makerspace labs will provide the proper space for teachers to take their STEAM integration and interdisciplinary teaching to the next level by offering the location and the tools for organic, design thinking processes, projects that include written reflection, and purposeful collaboration. Teachers at YWLAP will experience extensive professional development in order to learn and practice the purposeful incorporation of Makerspace labs, including the national STEAM Symposium in California and MakerBot online training.

d. Extended Learning through Community Partnerships

YWLAP students will benefit from meaningful partnerships with local community institutions, including institutions of higher learning, local museums, arts entities, and more. YWLAP students will have the
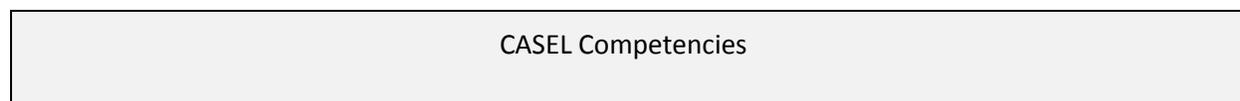
opportunity to share their learning through local museum partnerships, including the Witte Museum, at which students will be able to showcase their artwork while also participating in the exhibit creation process. Students will work with Witte Museum staff members to learn about the steps in creating artistic exhibits, and will engage in the process leading up to a schoolwide event held at the museum for students and families. Similarly, YWLAP will partner with the San Antonio Symphony Orchestra to learn the foundations of music creation, and moreover, the connection between music and literature. Reviewing important TEKS that focus on theme, genre, and author's purpose, students will reflect upon the ways that music can propel a storyline. Upon culmination of students' partnered project with the San Antonio Symphony Orchestra, they will be invited to a performance, exposing them to a cultural experience that many students in their communities do not gain access to. While these community partnerships will be critical in our interdisciplinary, STEAM-centered, and design thinking approaches, they will also be essential in building students' overall college readiness. Perhaps most significant to this end will be our partnership with local universities, including the University of Texas at San Antonio. Students in the UTSA College of Engineering and the College of Education will collaborate with YWLAP teachers to plan annual STEAM-integrated projects that address community needs and build students' leadership. YWLAP students will identify pressing issues in their community, develop deliberate solutions to those issues, and participate in nine-week checkpoints with UTSA students leading up to the implementation of their solutions. Along the process, students will utilize their AVID time management strategies, as well as their written skills, to conduct the project and communicate with college students.

Social-Emotional Learning (SEL)

It is commonly understood in educational discourse today that students' social and emotional health is perhaps even more important than their academic readiness, especially considering that students who are experiencing severe social or emotional distress, or who face consequences as a result of that distress, are less likely to master core content, remain in class daily, or demonstrate academic success (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Given that social-emotional wellbeing can significantly impact students' academic readiness and performance, an approach for social-emotional learning will be a critical cornerstone to the academic model of YWLAP.

   a.   **Building CASEL Competencies (Refer to Appendix B)**

An integral component of the social-emotional learning that occurs on campus at YWLAP will be the teaching, assessment, and reflection of CASEL (Collaborative for Academic, Social, and Emotional Learning) competencies. Each CASEL competency will be addressed by teachers with the same level of urgency with which they address academic TEKS. Students will experience purposefully planned lessons that address each CASEL competency, will have the opportunity to practice each competency with their peers, with their teacher, and independently, and will have be given ample time to reflect upon their learning in writing and discussion.

CASEL Competencies

Self-Awareness	Self-Management	Social Awareness	Relationship Management	Responsible Decision-Making
The ability to recognize one's own feelings, interests, and strengths	The ability to handle daily stresses and control emotions in difficult situations	The ability to take others' perspectives into account and empathize	The ability to develop and maintain health relationships, resist social pressures, resolve conflict, and seek help	The ability to keep in mind multiple factors including ethics, standards, respect, and safety when making decisions

Parents, too, will be involved in students' development of CASEL competencies, and provided tools and strategies to use at home in order to strengthen these competencies. Additionally, academic reports to parents will include progress measures for the CASEL competency of the previous weeks. In order to ensure that all teachers are equipped with the instructional skills to approach this social-emotional learning focus, they will experience professional development through CASEL, which is centered upon cultivating healthy classroom environments and helping students understand and navigate their emotions—and the decisions that arise because of them.

b. Responsive Classrooms

YWLAP will implement responsive classroom practices in every grade level and with every child to ensure a classroom climate of inclusivity, warmth, and understanding. Only under these circumstances can children reach their maximum academic potential and achieve the ambitious goals of YWLAP. Responsive classrooms will be built through the following non-negotiable components:
- Morning meetings
- Closing circles
- Developmental yardsticks

Daily morning meetings will be built into the YWLAP schedule. Students will begin their day in a positive way by being greeted by their teacher, reviewing norms and expectations, and discussing a pre-selected topic to lower students' anxiety prior to beginning their work. Similarly, closing circles, which will function as an end-of-day activity, will allow students to reflect upon their day's learning as well as their own demonstration of a CASEL competency. Teachers will utilize developmental yardsticks to consider what is physically, cognitively, and socially appropriate for students when planning lessons, including lessons on CASEL competencies. Teachers will praise students when they are demonstrating healthy and responsible behaviors, and will provide examples or demonstrations if students need additional behavioral support.

Special Populations

District data shows a 10% increase in the special education population and a 4% decline in English Language Learners. The YWLAP model will use the Multi-Tiered Systems of Support (MTSS [See Appendix page 7]) to integrate non-traditional instruction and assessments to support students in special populations. Positive Behavioral Interventions and Supports defines MTSS as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005). YWLAP will utilize the MTSS framework to tier students in academic and behavioral learning. Students in special populations, including Special Education, English Language Learners, and Gifted and Talented students, will demonstrate mastery through performance tasks such as presentations, collaborative group work, and community partnership projects.

During group work and projects, students are able to hear and use academic language in a low-stress environment. Student projects, peer evaluations, presentations, and journals are a few assessment tools to demonstrate mastery of learning objectives. STEAM-integrated instruction will leverage multiple modalities for students to demonstrate mastery and process skills. Teachers will integrate Makerspace activities and collaboration among peers to enhance autonomy and inquiry, while promoting peer conversations. During the process, students will speak in complete sentences, ask probing questions, research possible outcomes and explore necessary information. Students' cognitive processes will be a part of the student evaluation and data collection. If student data does not reflect growth and mastery, Multi-Tiered Systems of Support (MTSS), Special Education, LPAC, and counseling teams will collaborate to review student individual plans and provide supplemental support to address students' specific needs. Instructional teams will collaborate in horizontal and vertical teams to provide students support in their classrooms and in a small group setting before and after school.

C. Data and Continuous Improvement (Refer to Appendix D)

Data-driven decision making provides concrete information to guide instructional practices and the culture of the school. YWLAP will use a variety of methods to collect data to guide the instructional and decision making process to meet campus goals.
Formative assessments:
- Teachers will implement checks for understanding with strategies such as Plickers, Kahoot, Temperature check, turn and talk, whiteboard reflections, and Quick Writes.
- Teachers will incorporate a closure activity for students to participate in after each lesson. This data will provide teachers data on mastery levels of students on the lesson objective.
- Students will participate in small-group instruction with the teacher to address instructional needs. Students will track their mastery of TEKS and set goals with teachers.
- Notebook checks will support the AVID expectations of each grade level to ensure students learn organizational skills, time management skills, and students achieve their personal goals.
- An emotions chart, feelings faces, morning circles, and a sharing shoebox will support assessment of student understanding and development in the CASEL competencies.
Summative assessments:
- Standardized Testing

- ○ Students will participate in district mandated NWEA Map Testing in Reading and Math.
    - ○ Students will be tested using Literably to assess and progress monitor student literacy.
    - ○ Students will take unit tests created by the campus vertical content teams aligned to the Texas Essential Knowledge and Skills (TEKS).
    - ○ Students will take the state mandated State of Texas Assessments of Academic Readiness (STAAR) test in 3rd-5th grade.
- ● Performance Tasks
    - ○ Students will present STEAM projects in core content areas.
    - ○ Each grade level will complete community linked projects each semester aligned with state standards across all contents.

YWLAP will hold weekly meetings between grade level teachers and administration to review formative, summative, attendance, and discipline data. The team will discuss highest and lowest student mastery of TEKS from the previous week(s) of teaching. We will reflect on lesson plans to incorporate spiraling, reteach low concepts, and extend mastered concepts to deepen student learning and encourage student-driven inquiry. Monthly data digs on campus professional development days will provide instructional staff time to review student assessment data to identify students' mastery level of TEKS taught within four to five weeks of instruction. Data digs will provide the faculty the opportunity to review each student's mastery of TEKS and converse on next steps for each student. After disaggregation and analysis of the data, the faculty will develop a campus and content area plan of action to address the identified needs. The plan of action will be vertically aligned in instruction and strategies.

- ● Grade-level teachers will review their data weekly to determine the standards on which students are performing below 75% and above 90%.
- ● Student data will be grouped by standard per level of mastery and individual plans will be created for each group.
- ● Students will receive support at their instructional level from designated staff.
- ● Teachers will provide tutoring hours for the students with a lesson plan addressing each standard.

Using this data, grade level lead teachers, department chairs, administration, Family Engagement Coordinator, and Instructional and STEAM coaches will meet monthly to look for trends in instructional, attendance and discipline data.

- ● The committee will identify the standards performing below 75% and above 90%.
- ● Identify the discipline code with the most infractions.
- ● Identify the students with frequent entries into Review 360.
- ● Identify attendance data below 98% and above 99%.

The committee will provide input from their grade levels and departments to craft a plan of action to provide vertical support in areas of concern. The plan will include reviewing best practices in areas of success and how to extend those practices campus-wide. The campus committee data analysis and plan of action would support the campus needs through the initiatives below:

- ● Professional development specifically addressing the needs of the campus as determined by the data digs.
- ● The Family Engagement Coordinator will host classes aligned to the standards and invite parents to provide insight on what the standard means and how to support students' mastery at home.

● Weekly attendance committee meetings will inform effectiveness of attendance program. Weekly administration meetings will provide time for the leadership team to review data for areas of strengths and areas of growth in campus instructional programs, parent engagement program, social emotional program, and teacher development program.

D. School Community Communications

YWLAP will hold quarterly meetings between the governing board and leadership team to review the initiatives of the campus and the resources needed to effectively and efficiently meet campus goals. YWLAP and the governing board will determine the essential information to disseminate to the Campus Leadership Team (CLT). During monthly meetings with the CLT, administration will review the talking points determined during the advisory board meeting. The CLT will provide an opportunity for stakeholder input on advisory board information and campus structures and programs aligned with the Campus Improvement Plan.

The YWLAP Family Engagement Coordinator will collaborate with parent organizations such as Parent Teacher Student Association (PTSA) to host community connection events to connect all stakeholders and communicate CLT minutes and decisions. Parent Teacher Student Association will meet monthly to discuss campus initiatives, recruit members, and promote the parent program to boost school and community connections. During monthly community connection events, stakeholders will learn about the overall academic model of the school, as well as its specialized focuses.

Classroom teachers will use technology applications such as Bloom's or Class Dojo, AVID folders, and conferences to connect and communicate with parents throughout the school year. Campus communication efforts will utilize various methods to provide constituents information of current and future campus events such as applications including Remind, digital newsletters, a campus website, the campus's digital marquee, student take home folders such as AVID, and printed monthly newsletters. A campus calendar and monthly faculty meetings will provide systemic communication with faculty and staff regarding campus events, meetings, professional developments, and campus culture sustainability. Teachers will integrate technology such as SeeSaw, Flipgrid, Edmodo, etc., to provide parents a first-hand look into their child's TEKS aligned projects.

Success of the communications approaches will be determined by the following check points:
● attendance rate of constituents at campus events,
● stakeholder surveys,
● meeting campus initiative benchmarks

The campus governing board and Campus Leadership Team (CLT) will review campus data and achievement of campus goals. Campus goals will be communicated with constituent representatives on the CLT.

The campus will host engagement events, such as:
● Walk and talk--an opportunity for our parent family facilitator to walk parents around the school and talk about parent generated topics such as, classes, course work, facilities.

- Open house--parents meet teachers and learn about campus instructional model, grade level goals, and classroom routines and procedures.
- Principal's coffee--an arena to speak directly to the principal and share campus goals, campus initiatives, and overall campus plan to address identified challenges.

The communication program may be adjusted to include more frequent communication utilizing the most effective output method. The campus Family Engagement Coordinator will adjust the parent program to the interest of the parents based on survey and evaluation feedback to increase parent attendance and participation in the parent program. Social Media (Facebook, Instagram, Twitter, etc.) will be used as a method of communication for all stakeholders. The campus will designate quarterly conference days for parents and teachers meet and review student progress and goals.

E. Student Recruitment and Retention

- Phase 1 (September-April):
    - Collaborate with district Communications Department to connect with media outlets.
    - Connect with approved early childhood establishments to distribute information about the campus and information sessions.
    - Plan English and Spanish parent information session dates and locations with dates before and during application window.
    - Connect with community partners to participate in city events such as STEM/STEAM Expositions, Kid's Time events, and Story Time.
- Phase 2 (September-April):
    - Hold parent information sessions on campus and at satellite locations across Bexar County with presentations in English and Spanish.
    - Initial meetings are held in the community, followed by meetings held within San Antonio ISD boundaries, and final meetings held at Bexar County community locations.
    - Dates, times, and locations of parent information session will be posted on social media and the campus website two weeks prior to event.
- Phase 3 (September-April):
    - Collaborate with district to attend all district school enrollment events to include, (Experience SAISD, Kindergarten transition meetings, community meetings, etc.)
    - Incorporate email reminders and callouts for all attendees of information session of application window dates.
    - Staff will conduct block walks to meet and distribute flyers to neighborhood families.
- Phase 4 (April-July):
    - Host a network community connect event with an introduction of partnerships, demonstration of STEAM curriculum, and network affiliation within the application window.
- Prior to launch:
    - Recruitment will consist of the current staff, (Network Principal, Associate Principal, and Senior Coordinator of Operations) coordinating and presenting at all parent information sessions.

- ○ Satellite locations are set up by Office of Access and Enrollment and Communications Department.
        - ○ Communication department coordinates with media outlets to attend announcement and initial information session.
    - ● After launch:
        - ○ Recruitment team members will consist of faculty, staff, students, and parents.
        - ○ Campus events with community connection.
        - ○ Community partnerships will host events at the campus.

Student Retention:

YWLAP climate and culture will serve as the foundation of student retention.
- ● Parent involvement such as parent volunteer program
- ● Campus Leadership Team membership
- ● Parent organizations (PTSA) will promote investment in the campus.
- ● Family Engagement Coordinator will provide education classes to support parents in learning "how to" help their children be successful.
- ● A communication system will keep parents informed on happenings of the campus such as:
    - ○ weekly grade level newsletters
    - ○ monthly campus newsletter with campus calendar of events.

A parent program centered around parent learning will support parents by providing resources that empower them to assist their daughter in finding their voice and passion. The campus will serve as a liaison between families and access to community services that assist with the needs and goals of the family. Parent meetings will keep students and parents informed about campus goals, campus data, and volunteer opportunities. YWLAP will ensure campus information is accessible to all stakeholders by implementing the following:

- ● Staff, parents, and student leaders assist in presentation to prospective families.
- ● Satellite locations for information sessions will be held at partnership locations.
- ● During application window the campus will host a STEAM exposition with partners open to Bexar County families.
- ● During the exposition, families will experience hands on activities reflective of classroom activities to experience the daily routines of the campus.
- ● Through the campus website, social media, flyers, and meet and greets, constituents will obtain information about sessions dates and times.
- ● Campus Recruitment team will collaborate with early childhood centers such as (Pre-K4SA, Daycares, Learning Centers, etc.) to host parent information sessions and STEAM nights. Campus will have mobile application stations for families to apply on-site.

F. SCHOOL CLIMATE AND CULTURE

Analysis of district discipline data of elementary schools within a five mile radius of the YWLAP location was analyzed to determine the most frequent code of conduct violations and most frequently used consequences for female students.

Elementary School Data of Page MS former feeder campuses			
Behavior	2015-2016	2016-2017	2017-2018
41.BG Fighting/Commit/Threat Physical Abuse	9%	6%	3%
21.AL Disrupting Class, Assembly, Bus	22%	24%	25%
21.AM Insubordination	7%	13%	13%
21.BB Verbal/Physical/Sexual Conduct	17%	18%	32%
21.BFE Disrespect/Profanity	12%	3%	4%

Elementary School Data of Page MS former feeder campuses			
Consequences	2015-16	2016-2017	2017-2018
Out of School Suspension		8%	13%
DAEP Placement		.8%	.6%
ISS		4%	6%
Cool Down Area		8%	17%
Conference with Student		38%	24%
Conference with Parent Guardian		8%	11%
Referred to Counselor		6%	4%

District discipline data shows an 15% increase in 21.BB Verbal/Physical/Sexual Conduct over three years. However, there is a 6% decrease in 41.BG Fighting/Commit/Threat Physical Abuse offenses. Out of school suspension has increased 5% over two years. Counselor referrals have decreased by 2% as a response to discipline code violations. Students being provided cool down time and area have increased by 9%. There is an increase in punitive consequences such as out of school and in-school suspension versus restorative practices such as referral to a counselor and conferencing with student. A trend in the data shows a decline in physical altercations; however, an increase in verbal and physical conduct such as arguments, pushing, and hitting. The increase in out of school suspensions as a punishment has

reduced fighting and physical abuse violations. However, disruption, verbal and physical conduct exhibited by female students have increased and counselor interventions have decreased.

Student Discipline:

YWLA Primary's discipline plans are built around our social emotional foundation of Collaborative for Academic and Social Emotional Learning (CASEL) competencies. The objective is to equip with students with the skills necessary to recognize and communicate their emotions and respond in a way that is healthy and non-threatening. YWLAP administration will incorporate Restorative Discipline to provide students with a safe environment to verbalize their feelings and experience meaningful conflict resolution. Restorative discipline, offers a relational approach to addressing student behavior, fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. YWLAP strives to reduce punitive consequences such as out-of-school and in-school suspension and instead, develop a culture that leads to students feeling like a member of a supportive sisterhood. At YWLAP, if a student receives a disciplinary referral, the student will speak with an administrator using an outlined agenda that includes strategies to help the student achieve the healthy, responsible behavior. Both the student and administrator will analyze and identify the cause of the undesired behavior, then mediate a smooth transition back into a whole-group session.

G. PROPOSED AUTONOMIES

To effectively and successfully implement the YWLAP model, talent, academic programming, and operational autonomies aligned to the program will need to be in place. The autonomies will align with the goals and vision of the campus to support overcoming the literacy, social-emotional, and enrollment needs of the area.

YWLAP Autonomies
Autonomy: Talent
Description: Re-allocate FTE
Rationale: ● Repurpose allocations to meet the needs of the academic model STEAM, SEL, and College Preparatory and allows sharing of units between network schools, as needed.
■
Description: Recruitment
Rationale: ● Use SchoolMint application and acceptance numbers timeline to determine staffing needs for upcoming year.

- Begin recruitment, interview, and recommendation process outside of the district timeline to recruit and select the most qualified candidates for the YWLA academic model with an earlier timeline to retain the best qualified teachers.

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Description: Selection protocols for hiring

Rationale:
- YWLAP will create interview questions specific to the program to find best fit.
- Applicants are required to conduct a demonstration lesson as part of the interview process with students as part of the process.

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Description: Contract

Rationale:
- YWLAP teachers will have different report and end times due to the extended instructional day.
- Teachers contract will be extended by 5 days to include summer camps.

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Autonomy: Professional Development

Description: Ability to opt in and opt out of PD to support the YWLAP instructional model.

Rationale:
- YWLAP teachers would be exempt from district professional development to attend PD aligned with the campus model.
- Teachers will attend additional professional development during the summer.
- Teachers will participate in campus PLCs and new teacher cohorts.
- Auxiliary staff will participate in campus professional development aligned with the model.
- Teachers must become Gifted and Talented trained and ESL certified within the first full year of employment at YWLAP.

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Autonomy: Academic Programs

Description: Grade Reporting

Rationale:
- YWLAP will focus on providing families specific data about their child.
- Therefore, the grade reporting format will reflect the level of mastery of the Texas Essential Knowledge and Skills (TEKS).
- Progress reports will be distributed every 3rd week and 6th week of the nine weeks, reflecting student level of mastery of standards taught during each 3-week period

Description: School Schedule and Calendar

Rationale:
- An extended school day of 15 minutes (8:00 to 3:30) will support a social-emotional curriculum presented during Morning Meetings and Closing Circles.
- An extended reading and math block of 20 minutes will provide more individualized intervention.
- The integration of Maker and STEAM allows students to learn by play and design.
- YWLAP's first day of school will be a week before the district start date of classes.

Description: Curriculum and Instruction

Rationale:
- YWLAP will develop its own pacing calendar to best fit with the instructional model.
- Teachers will supplement TEKS through the integration of STEAM across disciplines.

Autonomy: Budget

Description: To the greatest extent possible, leverage the school budget to support the YWLAP academic model.

Rationale:
- YWLAP will manage and allocate 1882 funds to support costs of the programs aligned with the program model.
- The ability to collapse a position and repurpose as funds for the campus.
- Cycle evaluation of formal evaluations of teachers meeting the baseline requirements to alternating annual evaluations. Which would provide more time for administrators to coach struggling teachers. All teachers would participate in walk throughs annually.
- 1882 funds will be used for enrichment costs such as:
- Girls Inc. after school and summer program for YWLAP students.

- Girl Scouts membership fees for YWLAP students.
- Expenses for grade level field experiences aligned with TEKS.
- Expenses for annual grade level community projects.
- Campus specific personnel to support literacy and math blocks by working with students.
- Family Engagement Coordinator position to develop a parent program to support the campus goals.

Academic Program:

Curriculum and Assessment: Teachers will create assessments that cumulatively assess what students were taught each quarter. Teachers may opt to use district created assessments and will ensure that students complete MAP testing throughout the year within a timeline established by YWLAP administration and grade level leads. YWLAP teachers will provide interventions for students who score below an 80% on any assessment.

H.   Capacity of Applicant Leadership Team:

Team Member: Delia McLerran
Current Role: Network Principal
Current Employer: SAISD
Proposed Role at School: YWLA Head of Schools
Notes: Coach the leadership of the campus in: ● Establishment of strong instructional systems ● Campus budget supervision ● Develop systems and structures needed for a successful school.
Team Member: Andrea Pitts
Current Role: Associate Principal
Current Employer: SAISD
Proposed Role at School: Principal
Notes: ● Lead the daily operations of the campus. ● Codify campus instructional systems and procedures.

● Coach and develop campus staff.

Team Member: Cassandra Vara
Current Role: Senior Coordinator of Operations
Current Employer: SAISD
Proposed Role at School: N/A
Notes: ● Coordinate facility needs and upkeep. ● Establish organizational structures for student safety, fixed assets, campus events, etc.

CAPACITY OF APPLICANT LEADERSHIP TEAM:
The combined experience and talents of the leadership team will support the campus in achieving campus goals. The leadership team has experience in reading instruction at elementary and secondary levels. Their combined experience includes disaggregating data, leading professional development, and coaching teachers. The leadership team has engaged in STEAM, AVID, and social-emotional professional development. The synergy that this team possesses encourages each member to freely present a problem of practice, brainstorm, and troubleshoot solutions while seeking input from their respective network of educational colleagues, as well as associates in finance, construction, and technology among other spheres.

Delia McLerran was a 19-year educator in Title I schools prior to joining YWLA in 2010. Her personal experiences allow her to relate to her students and their parents with depth and a solution-oriented mindset. Her current experience at YWLA will serve YWLAP to address challenges with college-preparatory solutions because of her extensive experience aligning curriculum with College Board expectations, implementing structures and systems that support college readiness, and navigating through governing board issues to serve the best interests of young girls. She has successfully led YWLA and has been an integral part of the Young Women's Preparatory Network (YWPN) of Texas. Currently, she is the most veteran principal in YWPN and mentors new YWPN principals. Within SAISD, she is now serving as a network principal fellow as part of the TEA/San Antonio ISD Replicating Great Options (RGO) initiative. In 2016, she completed the Harvard Business School Public Education Leadership Program and was recognized as the H-E-B Excellence in Education Secondary Principal for the state of Texas. Under her leadership, YWLA has been recognized as a 2015 National Blue Ribbon School, as well as one of nation's most academically rigorous schools by The Washington Post and U.S. News and World Report.

Andrea Pitts was an elementary teacher and served as Reading Cadre for the inaugural implementation of Balanced Literacy and Math Trainer of Trainers for her campus. Andrea earned her Master's Degree in School Counseling and served as Counselor for the inaugural class of a single-gender elementary/middle

school in 2015-2016. In 2017-2018, she was a Cohort 5 member of the Bexar County Principal Readiness Education Program. Andrea joined Martin Luther King Academy as Assistant Principal for the 2017-2018 school year. During her time at the campus, student growth increased over 43% in Reading and Math from the previous year. The campus earned two state distinctions in academic growth and closing the gaps.

Cassandra Vara is a former Master Teacher, winner of the 2016 SAISD Teacher of the Year Award, and recipient of the 2016 ExCEL Award. Dr. Vara has demonstrated her commitment to students with an over 94% pass rate on end-of-course exams each year of her teaching. Dr. Vara has published works on educational equity and the academic performance of Mexican-American girls, and has led international professional development. As a Leadership for Educational Equity Fellow, Dr. Vara worked on building clearer pathways for students interested in technical or STEM fields to identify and pursue internship opportunities in San Antonio. Dr. Vara has earned her principal's certification, completed a superintendent internship, and has earned a Doctor of Education in Educational Administration.

I.   **HUMAN CAPITAL:**

Educator Night will launch the recruitment of talent for YWLAP. Educators will learn about the mission and vision of the school and the program model. YWLAP will interview applicants using questions specific to single-gender education, STEAM, and social-emotional knowledge and experience.

YWLAP Personnel
STEAM Coach (K-5)
Rationale: ● The STEAM Coach will coach and co-teach with teachers for effective STEAM integration. ● The STEAM Coach will develop and implement a STEAM program specialized to support literacy, math, and science through hands-on learning and interdisciplinary teaching. ● The STEAM Coach will provide STEAM professional development throughout the year, including STEAM data analysis and lesson development.
Instructional Coach (K-5)
Rationale: ● The IC will work with teachers on core content planning and best instructional practices. ● The IC will provide professional development on Balanced Literacy and Math Workshop components. ● The IC will guide teachers with data disaggregation and analysis. ● The IC will collaborate with teachers to implement data-driven interventions and enrichment for students.

Family Engagement Coordinator (K-5)

Rationale:
- The FEC will support the campus goals by providing thorough, engaging parent education classes aligned with the curriculum, including STEAM integration and literacy strategies.
- The FEC will collaborate with community partners to provide rich field experiences for families that are aligned with curriculum.
- The FEC will assist families with creating home libraries and consistently seek community resources to help families support their students' learning at school and at home.

Music/Orchestra Teacher (K-5)

Rationale:
- The teacher will provide students with rich music instruction aligned with state standards.
- The teacher will teach students how to play string instruments.
- The teacher will teach students how to read music fluently.
- The teacher will sponsor the Blue Jay Orchestra student organization.
- The teacher will co-teach with classroom teachers and the campus P.E. teacher to integrate music into core subject and physical education.

Art Teacher (K-5)

Rationale:
- The teacher will provide students with art instruction aligned with state standards.
- The teacher will co-teach with classroom teachers to integrate art into all subject areas.
- The teacher will provide professional development on art integration to boost STEAM fidelity and implementation.
- The teacher will sponsor the Art Society student organization.

Professional Development:
YWLAP commits to providing professional development aligned with campus goals and student data.
- Staff will participate in AVID Summer Institute, STEAM, CASEL, and YWLA training in the summer. YWLAP staff will collaborate and plan summer camps and the first three weeks of instruction.
- STEAM professional development will be provided throughout the school year. Teachers will have a monthly planning day specifically set aside for horizontal and vertical planning with STEAM integration.

Recruiting and Hiring Timeline:

Month	Tasks
YWLAP Staffing Timeline	
January	● Meet with Talent Management on professional staffing needs.
February	● Plan and market Educator Night. ● Develop job descriptions for professional staff.
March	● Conduct Educator Night. ● Post job descriptions. ● Conduct round 1 of the interview process.
April	● Conduct round 2 of the interview process: Demonstration Lessons. ● Submit the recommendations of candidates to Talent Management.
May	● Meet with Talent Management about processing of candidates. ● Connect with staff. ● Host a YWLAP staff meeting to welcome to the team and network. ● Provide staff with a calendar of PD and the school calendar.
June	● Onboard new teachers with initial meeting of YWLAP Way and campus tour.
July	● Professional development: Teachers attend AVID Institute and G/T Training.
August	● Teachers begin their school year.

Staff Retention:

YWLAP culture is critical to campus success. Our campus is not only committed to the success of the students, but to all stakeholders. Faculty and staff are one of the most integral factors in campus success. YWLAP will recruit staff whose beliefs and practices align with the mission of enabling young girls to find their voice and passion to achieve extraordinary outcomes. Therefore, it is mandatory for YWLAP teachers to possess the specific core values of a growth mindset, lifelong learning, and being goal-oriented and student-centered.

YWLAP teachers will have the autonomy to structure and pace their instruction as is conducive to the model and campus goals. Therefore, teachers will be provided time to collaborate and plan with vertical teams during monthly campus PD days and plan with horizontal teams in PLCs. YWLAP teachers will have a minimum of one representative per grade level on the Campus Leadership Team to assist in campus decisions. YWLAP will provide professional development experiences for teachers aligned with Balanced Literacy, STEAM, AVID, and social-emotional learning. YWLAP teachers will use a PD menu to provide input on the content of staff development days.

YWLAP teachers will be supported through feedback from administrators using walkthroughs and coaching. A STEAM and Instructional Coach will collaborate with teachers to ensure teacher success in lesson planning, instructional delivery, and goal achievement.

NETWORK DEVELOPMENT PLAN (NETWORK PRINCIPALS ONLY)

A.   Relevant Experience

Delia McLerran has been at the Young Women's Leadership Academy (YWLA) for the past nine years. During this time the YWLA has become a flagship for single-gender education, college preparatory experiences, and community engagement. Along with the

 While at the Young Women's Leadership Academy she:
- Collaborated with the Young Women's Preparatory Network (YWPN) and observe varied examples of advisory boards,
- Worked within a statewide network with shared structures, systems, expectations, and support
- Defined the role, purpose, and functions of non-profit foundation, and
- Observed school cultures across YWPN that are anchored in the three pillars: college preparatory education, leadership development, and healthy habits and decisions.

By ensuring that all decisions support one or more of these three pillars, she focuses on the mission of YWLAP which is to prepare all young women to be leaders and changemakers today and in their future communities . By adhering to and consistently reflecting on the effectiveness of systems and structures, the Young Women's Leadership Academy of San Antonio has demonstrated consistent academic success, e.g., TEA recognition of either Exemplary ratings or having 7 out of 7 distinctions in Reading/ELA, Math, Science, Social Studies, Academic Growth, Closing the Gap, Post Secondary Readiness. Additionally, students have consistently earned SAT and ACT scores that are above the district and state mean.

Delia McLerran's eight years at an all-girls secondary college preparatory academy gives her the necessary insight to assess programs that enrich young girls lives and to identify gaps that students have had prior to entering the YWLA secondary program. With a commitment to serving a majority of economically disadvantaged students and working in Title I schools in Corpus Christi as a teacher and administrator, provides a solid foundation for understanding how to students of poverty learn best and how students of poverty can meet high expectations with the appropriate support systems. Most importantly, Delia McLerran was raised in a low income neighborhood and attended the most at risk public schools in Corpus Christi. She has first hand knowledge on what challenges students who are not English language speakers may face and what a difference strong educators can make for all students. Most recently, she was selected for and completed the Replicating Great Options (RGO) fellowship, in which she completed the planning process for the campus and have been participating in the Network Principal Initiative cohort and that has allowed her to work through governance issues, clearly navigating through roles and responsibilities, work planning, developing campus principals and leadership team

members. She has also coached and led one assigned intern while at YWLA and this year, she has coached two associate principals as part of the RGO and NPI initiatives.

B.   Capacity for Additional School(s) – Systems

The capacity for additional schools exists because we have had high number of applicants for the Young Women's Leadership Academy. Annually, close to 25% of enrolled YWLA students travel from another district into San Antonio ISD. Through consistent review of data, students' needs will be identified and addressed to close the learning gap and to have all students grow at least one year's measured growth. The flexibility and willingness of current YWLA teachers, parents, and students to try something new in an effort to help more girls is a driving force for expansion along with the systems listed below.

Common governing board	Both YWLA and YWLAP will share a common governing board that that will align systems for each schools advisory and foundation boards, i.e., quarterly meetings, fundraising, and social engagements.
	YWLAP will establish the same governing structure as YWLA: each school will establish its own Campus Leadership Team for day to day organizational and academic decisions; its own Advisory Board to support critical needs identified by Associate Principal; and its own Foundation Board to raise funding for enrichment initiatives.
Academic calendar--YWLAP will start one week before district start date	We will stagger the annual calendar strategically to enable network leaders, teachers, students, families and key partners to benefit from being part of a two-school network.
	A staggered calendar will:
	● allow me to be at the opening and closing of each school since they will not occur at the same time.
	● allow high school students from YWLA to serve community service hours at YWLAP when YWLA high school students have First Friday community days.
	● allow grading periods to stagger by week, consequently during the 9th week when most exams are administered to students; teachers from either school may visit the other school to conduct peer observations.
	● allow community partners to serve both schools fully without having to choose which school to serve for summer camps.
	When YWLAP students are on break, we also intend to offer 'enrichment camps' at YWLA for the students most in need of interventions. This will be an option for YWLAP families. By bringing the younger students on campus, relationships will be nurtured between both schools' students and families.
Meeting Calendar for Network	Associate principals will coordinate calendars to ensure "'big' meetings are not happening on the same day.
	Administrative team meetings and faculty meetings will occur on different days

	or same day different week of the month, e.g. 2nd Tuesday and then 3rd Tuesday, etc. The meeting calendar will facilitate coordination of teams sharing best practices across schools, thus building collegiality and strengthening the YWLA Network identity. ● allow teachers from YWLA and YWLAP to collaborate because they will not have faculty meetings at the same time While students at YWLA take exams, substitutes can be retained to allow YWLA and Primary teachers to collaborate--reviewing systems, discussing social-emotional successes and challenges, planning joint summer learning opportunities that may include YWLA students and/or teachers at Primary.
Yearly Professional Development Calendars	Will allow teachers at both schools to learn from each other; to present to each other; to conduct peer observations. Associate principals will plan year at a glance professional development calendars to address campus needs. Overarching needs like Social Emotional Learning can addressed jointly. Teachers from both schools will have the option to cross over into the other school to present and/or to learn. The "Big Picture" view will keep Associate Principals focused on the pillars of each school and of the network.
Transportation	Trying to work out for all girls and all boys schools to travel on bus together to build community of single gender schools. In an effort to build the network culture and community, my expectation is that older YWLA students will guide YWLAP students who may get off on the wrong bus stop. In addition to the "Older Sister" guide, we will establish an ID that our YWLAP students will wear for bus drivers to ensure safe delivery of these students and for older students to assist in ensuring younger YWLAP students are dropped off accordingly. Determine best system for transporting YWLA high school students to YWLAP for academic tutoring and leadership development sessions. YWLA students will travel to YWLAP as part of a club, like National Honor Society, that commits to tutoring others and being of service to others. This example to the younger stills will inspire them to emulate this socially responsible behavior modeled by older YWLA students.
Fundraising	Include YWLAP in annual walk-a-thon --Huisache-a-thon that YWLA sponsors. Allow YWLAP students to raise funds that will go to YWLAP and to spend the day with YWLA. Pool funds to provide innovative opportunities for students and teachers.
Parent Involvement	Establish a parent council training presented by YWLA Parents to YWLAP parents. This will empower parents at YWLAP to organize and build community.

	This training will be coordinated with YWLAP Family Engagement Coordinator. YWLAP Facilitator will coach YWLA Parent Liaison and guide the development of YWLA Parent Liaison.
Peer Observations	YWLAP teachers will observe YWLA teachers in action to calibrate their instructional delivery and rigor with that of the secondary program. By keeping the end goal in mind--college readiness, YWLAP teachers will align curriculum vertically to address any achievement gaps and will observe and replicate a supportive culture that is student centered.
Extra - curricular	Arrange for YWLAP to attend plays, dance recitals, choir performances at YWLA to connect them to school. Include YWLAP in YWLA Carnival. Align Gamma Sigma (older version of Girl Scouts) with Girl Scout troop in YWLAP. These two organizations can earn badges together as older students lead and organize younger students.

C.   Capacity for Additional School(s) – Mitigating Risks

Risk	Mitigating Strategies
Defining Clear Roles: Navigating new role of Network Principal to ensure high standards are maintained at each school. Balancing my role as a coach of Associate Principals with the responsibility of maintaining the established standards while building capacity within the administrative leaders. The clarity of roles between Network Principal and Associate Principal in the YWLA Network can best be served by changing the title of Network Principal to Head of Schools. This more appropriately defines the role and provides clarity to parents while empowering Associate Principals to be the campus leaders. Associate Principals have been empowered to make hiring recommendations, to lead professional development, prioritize calendar events, and fundraising requests. All of these duties had previously been completed by Network Principal.	With the phase-in model, YWLAP Associate Principal/Principal will have the opportunity to create a school culture in a very deliberate and purposeful manner that includes all stakeholders. The clarity of roles will be strengthened by creating a Network Principal/Head of Schools job description at the district level. Use the title "Head of Schools" in-house to support Associate Principals/Principals as they establish their authority and presence. Associate Principals will meet individually and jointly with Head of Schools to discuss priorities and action plans. Individual meetings will occur weekly with Head of Schools and then bi-weekly as a network team. Associate Principals/Principals will maintain high standards for all students, faculty, and parents to maintain the lure of rigorous academic programs, safe and encouraging

	learning environments, and a campus of support for all students from highly committed professionals.
Budget: Funding for campus facility renovations to create a 21st century learning environment that appeals to families and that supports teachers' instructional delivery aligned to STEAM and SEL expectations. The State of Texas has not addressed the funding crisis of public education and without SB 1882 funds, it will be very difficulty for SAISD to fund a 21st century facility that will appeal to parents enough to drive south of downtown San Antonio for a school.	YWLAP will apply for several grants to ensure funding exists for major funding needs. YWLAP and YWLA will secure the governing role of the Young Women's Preparatory Network to ensure SB 1882 funding exists for additional supports.
Recruitment: Recruitment of young girls from economically disadvantaged neighborhoods using an electronic application system has been a challenge. Families who do not have access to smartphones or other technology to complete an application has significantly affected the number of economically disadvantaged families applying. The target families for YWLAP are families from economically disadvantaged backgrounds. Need to admit 70% economically to yield 60% enrolled.	Recruitment team will continue to go into low income communities by coordinating with Transportation office to use Wi-fi equipped school buses that allow parents to board a school bus and apply. Additionally, communication for recruitment will be delivered in Spanish and English to ensure access reaches more families. Marketing will continue all year to ensure families learn about the YWLA Network and learn about the process for admission at each school. Network systems have been established: phone bank to call all families who have attended a parent information session to ask if they have applied or if they need help applying; setting up computer stations dedicated to parents who need help completing application; training auxiliary staff and administrators on how to assist families in both Spanish and English; coordinating school bus with wi-fi access to block walk into targeted zip codes with higher percentages of economically disadvantaged families who might need a laptop/ipad to apply, among other systems of support.

Project Management: Need to communicate clearly to district departments the role of "Network Principal/Head of Schools" and "Associate Principal/Principal" to ensure departments accept the authority/decision making of Associate Principals/Principals and understand the granted autonomies of network schools.	Transition planning meetings are being coordinated with different departments to apprise them of the timeline, expectations, and needs of YWLAP. In each transition planning meeting, the roles of Network Principal (proposed: Head of Schools) and Associate Principal (Principals) are described to ensure appropriate communication methods. Head of Schools: The Head of Schools will oversee the academic fidelity of both YWLA and YWLA Primary, and will work to cultivate leadership talent in principals at each respective schools. The Head of Schools will navigate the relationship with the governing board, as well as support the campus in community relations and partnerships. The Head of Schools will also maintain oversight of campus performances to ensure the student success of the network. Principal: The Principal will oversee the day-to-day instruction and operations that occur on campus. As an instructional leader, the Principal will lead professional development, coach and evaluate teachers, lead data analysis, and work to uphold the mission of the campus. The Principal, along with other staff members, will lead communication with campus families and personnel.
Academic Success: Ensure the academic success of the new campus, including on summative and standardized assessments across all tested subjects (including reading and math). Measure the effectiveness of the STEAM and social-emotional learning approaches through analysis of student data.	Students at YWLA will receive exceptional instruction from purposefully-hired and well-trained teachers who engage in professional development. Writing-intensive literacy instruction and AVID strategies will help boost students' reading performance, while the STEAM and interdisciplinary integration will help to boost math performance. Data digs will build team capacity to analyze student performance and make necessary instructional changes to boost that performance.

CONSTITUENT MAP AND STAKEHOLDER ENGAGEMENT

A.   Knowing Your Constituents

Key constituents of YWLAP are the neighborhood families, business owners, community leaders, and families of Bexar County. Currently YWLAP is analyzing academic and discipline data of the area to develop a campus model addressing the needs of the area. YWLAP model will provide an option for female students to increase reading efficiency through a reading curriculum that meets students at their academic level, closed gaps while exposing students to vertical standards. Campus model supports students learning through community projects by partnering with community businesses and community leaders to address the needs of the area. While completing the projects, students are receiving high-quality education through exploration, inquiry, and hands-on activities.

YWLAP has a commitment in building the connection to the school and the community. Currently there is minimal community investment because we are not located in the area. The community has limited experience with the YWLA model and our commitment is to create a positive collaborative partnership with the community. YWLA has succeeded at its mission of enrolling 100% of its students in college after graduation and in preparing them for academic success. Parents have consistently asked for a "younger version of YWLA " for their younger daughters to enjoy the same challenging and rich learning experiences that young women have at YWLA.

Constituent Groups	Strengths	Opportunities for Growth
Neighborhood Families	- College Preparatory - Historically successful model - Single Gender	- Decline in student enrollment - Deficit in child literacy proficiency - Lack of family/parental programs and resources in "how" to support the whole child. - Interest from the immediate neighborhood.
Community Leaders	- Partnerships with community businesses for extended learning experiences. - Accessibility to connections various career paths.	Diverse community partners from various personal and professional backgrounds.
Students	- College Preparatory Education - Single Gender Environment	Year round program for students to participate in aligned to the model.

	● Social Emotional Learning ● Field Experiences	

B.   Completed Engagement

Parent Information Sessions are in progress to engage our neighborhood families. Parent sessions have been held at the YWLAP location and other district community sites such as, YMCA, Doseum Museum, and Boys and Girls Club. During information sessions parents receive a full overview of the YWLAP program. At each information sessions parents have attended with some parents completing enrollment applications at the sessions. Parents attending the sessions communicated the need for a rigorous educational opportunity that challenges their daughters and prepares them for a college experience. Families wanted the security in knowing their child's needs would be recognized and addressed in a timely manner. Parents also want a learning environment that is engaging and sets a solid foundation in reading, math, and science.

YWLAP leadership has set appointments with community leaders such as a City Councilmen and an Education City Official to discuss the needs of the area. City leaders provided stated the importance families in the area place on following generational experiences such as attending and graduating from the same schools as their family members. Families are hesitant to venture into new endeavours until they feel knowledgeable and trust they will receive what is presented to them. The meeting focused on how YWLAP can positively impact the area and work with city officials to increase the educational options and opportunities of servicing the families of the community area. YWLAP will provide parents support as an active participant in their child's education creating a relationship of trust and collaboration between school and families.

C.   Planned Engagement

 YWLAP model thrives on continuous engagement from all constituents. Our goal is to provide engagement opportunities year round for families, students, and community members that enhance student outcomes.

Families:
- Monthly Parent Engagement Sessions like Principal's Coffee, PTSA meetings, and Parent Education classes will be the platform to provide information to and get feedback from YWLAP parents. Parents will hear the progress of the network and provide input on initiatives that should be implemented and systems that work well and would be beneficial to Primary.
- Parents may have transportation difficulties to attend meetings, which means we have to provide parents multiple dates, times, and locations to attend our meetings. Single parent households availability may conflict with the time and dates offered by the campus.

- YWLAP will provide access to parent education classes and resources in a variety of ways including but not limited to webinars, vlogs and blogs, digital and paper newsletters, SchoolMint and various digital applications, and the campus website.

Students:
- Student orientation at the beginning of the year will allow students and staff to build relationships and learn the structures and systems of the schools.
- Student will participate in annual summer camps with Girls Inc. aligned to the STEAM and single gender focus.
- Student-Principal groups will provide students the opportunity to give feedback on their experiences as YWLA students.

Community Members:
- Quarterly community engagement events will allow community members and business to speak to our parents and students at parent classes or campus assemblies. Community members may attend Campus Leadership Team (CLT) meetings and participate in the decision making process of the campus.
- Conflicting schedules and limited knowledge about the YWLAP program might affect the participation of community members. Information nights and meet and greet events would welcome community members into the campus to learn about the mission and vision of the campus. Leveraging the networks of our Advisory Board would provide and opportunity to bring more community members in and demonstrate how their involvement in our model would not only benefit the students but the overall community.
- YWLAP will make connections with community members in several ways including but not limited to:
  - Meet and Greet Community Open House
  - Campus Website
  - Advisory Board Networks
  - Quarterly engagement events
  - Parent Program

YWLAP will continue to engage families in educational opportunities not only in their area but at satellite locations across Bexar county. The campus will survey stakeholders to provide a bank of ideas to brainstorm as school-community collaboration opportunities. YWLAP will utilize the STEAM focus to connect stakeholders to mobile technology sites where stakeholders can connect with webinars, and student videos off site at mobile stations. The mission is to partner with civic groups to support the educational goals of the campus with the home and community. YWLAP would like to utilize the expertise of business owners and community members with community projects, real world application through site presentations, student clubs and organizations sponsors, and parent connections. We recognize the importance of building relationships with constituents to meet their needs in the format most accessible to them. The resources needed to sustain a program such as this would require partnerships with district, business, and county entities. YWLAP must find partners committed to the mission, vision, and goals of the campus outreach efforts. Partners must commit to providing resources

necessary for building home libraries for parents and students annually, parent education classes, involvement in community engagement events, etc.

Constituents will serve as an integral part of the leadership team of YWLAP. Parents, community members, staff, and administration will be represented on the Campus Leadership Team (CLT). The campus will have campus organizations such as PTSA and Parent Councils to support initiatives such as fundraisers for student classes, community engagement events, and themed content nights.

Governance

A.   Role of the Campus Governing Board:

Young Women's Preparatory Network will oversee and work collaboratively with YWLAP to meet short and long term goals, maintain the integrity of the program model with professional development and consultation on best instructional and leadership practices, and govern campus needs and resources. The board chairperson will meet quarterly with campus leadership and foundation chairperson to review campus progress toward goals, deficits, needs, resources, and create a strategic plan addressing the needs of the campus. YWPN will work with the district to meet the immediate and long term needs of the campus such as financial resources, single gender education expertise, and professional connections. The Advisory Board will meet at the beginning, middle, and end of the year with committees to review the strategic plan's strengths and weaknesses, to connect school representatives with networks that align with STEAM and fundraising for enrichment initiatives. The YWLA Head of Schools and Principal will meet with the network governance board, campus advisory board chairperson and campus foundation board chairperson to review the effectiveness of goal achievement efforts and to enlist support from community members. YWLAP committee will review campus data, such as student achievement, student retention, financial resources and expenditures, and community and business partnerships; will strategically plan a budget to meet the critical needs of YWLAP; and will connect community influencers to broaden educational learning opportunities --formal and informal--for students and teachers.

	1st Quarter Sept	Oct.	2nd Quarter Nov	Jan	3rd Quarter February	March	4th Quarter April
Chair; YWPN Governance Designee		Establish Agenda Discuss school's critical needs		Establish Agenda Discuss how to generate strategic plan		Establish Agenda	

Advisory Comm.	Discuss Advisory comm. Purpose, roles, vision, commitment; Meet and Greet team		Receive critical needs from school; meet school admin,		Review critical needs and assign roles for strategic plan		Create strategic plan-- SMART goals

B. Membership and 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: education, youth development, law, accounting/finance, STEM, the arts, and community leadership.

YWLAP is in the process of assembling the most effective and efficient board members, but hopes for a professionally diverse group of individuals as described below:

Board Member Name	Professional Background	Proposed Role on Board
1. TBD	Accountant	Chair
2. TBD	Lawyer	Treasurer
3. TBD	Chemical Engineer	Member

YWLAP will collaborate with YWPN to recruit a Governance Chairperson familiar with the YWLA model and overall mission. The board will be comprised of a variety of professional of like mind and committed to STEAM education in young female students. YWPN will vet all board members prior to board member appointment.

To ensure the sustainability of the campus governing board over time, YWPN will work with the Network Principal/Executive 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 YWLA. YWPN and the Network Principal/Executive commit to the following member recruitment plan:

- **Identify.** Potential board members will be identified through a variety of channels, including through the social and professional networks of school leadership and current board members. School leadership and current board members will regularly identify individuals in their networks to maintain a healthy pipeline of prospective board members that fulfill our need for specific skills and expertise and who bring diverse perspectives to the board.
- **Connect.** Once identified, potential board members will be connected to the network leader or current board chair for a brief introduction, and to gauge their baseline level of fit and interest in the role.
- **Cultivate.** Over time, school and board leadership will cultivate interested potential board members through one-on-one conversations, school visits, and other informal opportunities.
- **Vet.** Prospective board members who demonstrate a serious interest in serving on the board will be formally vetted to determine their fit and overall suitability for service.
- **Socialize.** Prospective board members who pass the vetting process will be socialized to current board 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.

BUDGET EXERCISE:

YWLAP Year 1 Budget
Expense: Conferences
Rationale: ● STEAM Symposium (California) ● Texas Association for Literacy Conference ● Responsive Classroom
Projected Costs: Registration $1000 x 5 Air $500 x 5 Hotel $200 x 4 days x 3 $60 per diem x 5 days x 5 $35,000
Timeline: Throughout the year

Sustainability Plan: Trainer of Trainers model
Expense: Professional Development & Extended Day
Rationale: ● Summer camps ● Summer professional development ● Tutoring
Projected Costs: $10,000
Timeline: Ongoing (beginning July 2019)
Expense: Certifications
Rationale: GT certifications ESL certifications
Projected Costs: $5,000
Timeline: 2019/2020 school year
Sustainability: Local Funding
Expense: Instructional Resources
Rationale: ● Exploratory Latin to increase vocabulary schema, word works, and comprehension proficiency ● QWILL is engaging guided writing instruction through Shakespeare to improve students' writing proficiency ● SeeSaw a tool for a flipped classroom promoting student independence in learning where students can explain and demonstrate their learning. Also, makes classroom learning accessible to the home environment to engage parents/guardians. ● Skybrary digital library for all age groups with comprehension activities and leveled books embedded. ● Go Noodle active learning through movement ● Balanced Literacy professional development through educational service center ● Literably an electronic literacy student assessment and progress monitoring tool to expedite student reading benchmark testing

● Fountas and Pinnell Balanced Literacy Professional development

Projected Costs: $80,000

Timeline: Ongoing

Sustainability Plan: YWLAP Foundation

Expense: Technology

Rationale:
- iPads for video recording, peer-to-peer collaboration, enrichment activities (K-2nd grade; 1 per child)
- Chromebooks for research and STEAM integration, digital student portfolios (upper grades; 1 per child)
- 3D printers for Makerspace and student engineering
- Cameras for stop animation and photography

Projected Costs: $80,000

Timeline: Ongoing

Expense: Parent Program

Rationale:
- Parent education classes on child nutrition, supporting reading at home
- Webinars access for all families to parent engagement topics and classes
- Take home resources to support STEAM integration at home
- Parent library to provide instructional and educational resources for parent access

Projected Costs: $5,000

Timeline: Ongoing

Sustainability Plan: Local Funding

Expense: School Supplies

Rationale:
- Student planners to support AVID implementation

● Interactive journals for engaging student learning ● AVID Binders ● SEL reflection journals to support CASEL competencies mastery ● Marketing supplies (e.g. brochures, pamphlets, community engagement events, campus merchandise)
Projected Costs: $25,000
Timeline: Ongoing
Sustainability Plan: Local Funding
Expense: Field Experiences
Rationale: ● Real world application of learning; interdisciplinary learning
Projected Costs: $7,000
Timeline: Ongoing
Sustainability Plan: YWLAP Foundation
Expense: Community Projects
Rationale: ● Materials for culminating project aligned with the TEKS and STEAM
Projected Costs: $5,000
Timeline: Ongoing
Contingency: $5,000
Year 1 Total: $257,000

YWLAP Year 2 Budget
Expense: Conferences

Rationale:
- STEAM Symposium in (California)
- Texas Association for Literacy Conference
- Responsive Classroom

Projected Costs:
Registration $1000 x 4
Air $500 x 4
Hotel $200 x 4 days x 3
$60 per diem x 5 days x 4
$25,000

Timeline: Throughout the year

Sustainability Plan: Trainer of Trainers model

Expense: Professional Development & Extended Day

Rationale:
- Summer camps
- Summer professional development
- Tutoring

Projected Costs: $15,000

Timeline: Ongoing (beginning July 2020)

Sustainability Plan:

Expense: Certifications

Rationale:
GT certifications
ESL certifications

Projected Costs: $3000

Timeline: 2020/2021 school year

Sustainability: Local Funding

Expense: Instructional Resources
Rationale: ● Exploratory Latin to increase vocabulary schema, word works, and comprehension proficiency ● QWILL is engaging guided writing instruction through Shakespeare to improve students' writing proficiency ● SeeSaw a tool for a flipped classroom promoting student independence in learning where students can explain and demonstrate their learning. Also, makes classroom learning accessible to the home environment to engage parents/guardians. ● Skybrary digital library for all age groups with comprehension activities and leveled books embedded. ● Go Noodle active learning through movement ● Balanced Literacy professional development through educational service center ● Literably an electronic literacy student assessment and progress monitoring tool to expedite student reading benchmark testing ● Fountas and Pinnell Balanced Literacy Professional development
Projected Costs: $70,000
Timeline: Ongoing
Sustainability Plan: YWLAP Foundation

Expense: Technology
Rationale: ● iPads for video recording, peer to peer collaboration, enrichment activities 2nd grade (1 per child) ● Chromebooks for research and STEAM integration, digital student portfolios (upper grades) (1 per child) ● 3D Printers for Makerspace and student engineering ● Cameras for stop animation and photography
Projected Costs: $70,000
Timeline: Ongoing
Sustainability Plan:

Expense: Parent Program
Rationale: ● Parent education classes on child nutrition, supporting reading at home ● Webinar access for all families to parent engagement topics and classes ● Take-home resources to support STEAM integration at home ● Parent library to provide instructional and educational resources for parent access
Projected Costs: $5,000
Timeline: Ongoing
Sustainability Plan: Local Funding

Expense: School Supplies
Rationale: ● Student planners to support AVID implementation ● Interactive journals for engaging student learning ● AVID Binders ● SEL reflection journals to support CASEL competencies mastery ● Marketing supplies (e.g. brochures, pamphlets, community engagement events, campus merchandise)
Projected Costs: $30,000
Timeline: Ongoing
Sustainability Plan: Local Funding

Expense: Field Experiences
Rationale: ● Real world application of learning
Projected Costs: $10,000
Timeline: Ongoing
Sustainability Plan: YWLAP Foundation

Expense: Community Projects
Rationale: ● Materials for culminating project aligned with the TEKS and STEAM
Projected Costs: $5,000
Timeline: Ongoing
Sustainability Plan:
Expense: Furniture
Rationale: ● Promoting student collaboration/engagement with flexible seating and brainstorming spaces
Projected Costs: $5,000
Timeline: 2020/2021 School Year
Sustainability Plan:
Contingency: $5,000
Year 2 Total: $243,000
Year 1 & 2 Budget Total: $500,000

GOVERNANCE:

    A. 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 Chairpersons will have several other chairpersons to 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:

The Governing Board Leader commits to supporting the Young Women's Preparatory Network mission to provide a college preparatory education to all girls in a single gender learning environment that will propel all girls to success from elementary to secondary to attainment of a college degree. In collaboration with YWLAP Advisory Board and Foundation members, the Governing Board will support the YWLA Head of Schools and YWLAP Principal to achieve annual established goals.

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.

Social ice-breakers: All teachers will be invited to dinner sponsored by advisory board at the beginning of the year (September) and at the end of the year (June). This will be an opportunity for teachers to share their experiences with students and challenges in an informal setting with Advisory board members.

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

Staff interactions: At least twice a year the board will host lunch for the staff and have the opportunity to informally interact with the staff and hear how things are going on campus, as well as answering questions from the staff about the board. In addition to this, as needed, the board may conduct 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 is short focus groups while they are on campus to hear about issues that are top of mind for students.

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

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

D. School Leader Evaluation and Planning:
The Governing Board will evaluate the YWLA Head of Schools on collaboratively established goals between the YWLA Head of Schools and the Governing Board. The Governing Board designee with meet with the Head of Schools at three different established dates with in the first twelve weeks, second twelve weeks, and last twelve weeks of academic school year. The Governing Board will establish measurable goals that will include student academic performance and fiscal responsibility among other identified goals. The YWLA Head of Schools will be invited, but not required, to help select the succeeding Head of Schools along with a Governing Board representative, two YWLAP representatives from faculty, a YWLAP parent representative, a YWLAP student representative, and one Advisory Board representative. The vetting of Head of Schools applicants will include a writing assignment, a presentation to hiring committee on topic related to single gender education.

TRANSITION PLAN:

The YWLAP Principal will provide the leadership team with a draft of the transition timeline to review. A quarterly review of the transition plan during YWLAP weekl leadership team meetings will review the progress of each proposal element of the transition plan. Using Microsoft Office Class Notebook, a divider for each element will house the templates and necessary documentation of completion uploaded by each responsible party. Leadership team members will have access to the notebook for collaborative ease and as a point of reference.

TIMELINE: Year 0				
Proposal element	**Task or Initiative**	**Responsibility**	**Begin date/End date**	**Status**
Curriculum & Instruction	-Develop STEAM integration rubric -Create QWILL integration framework	Leadership Team	2018/2019	In Progress
Assessment Plan	Determine Benchmark and Progress Monitoring Assessments	Leadership Team	2018/2019	In Progress
Professional Development	-Develop professional development calendar -Confirm summer specialized professional development dates, times, and locations.	Leadership Team	2018/2019	In Progress
Staffing	-Develop job descriptions for campus positions -Recruit qualified candidates -Hire all staff by April 2019	Leadership Team	2018/2019	In Progress
Family & Community Engagement	-Develop job description for Family Engagement Coordinator -Recruit qualified Family Engagement Coordinator candidates	Leadership Team	2018/2019	In Progress

	-Hire candidate by April 2019			
Network Development	-Develop network norms -Plan network calendar	Delia McLerran	2018/2019	In Progress
Board Development	-Create advisory board with designated positions. - Establish advisory board purpose and procedures.	Leadership Team	2018/2019	In progress

TIMELINE: Year 1				
Proposal element	**Task or Initiative**	**Responsibility**	**Begin date/End date**	**Status**
Curriculum & Instruction	-Implement STEAM rubric created in year 0 -Implement QWILL framework -Develop and establish AVID Site Team	-Leadership Team -AVID Coordinator	2019/2024	
Assessment Plan	-Evaluate Enrollment Plan -Establish assessment calendar -Monthly Campus wide Data Digs -CASEL Competencies Rubric	Leadership Team	2019/2024	
Professional Development	-Attend STEAM Conference -Attend Reading Conference (See Budget)	Leadership and Instructional Team	2019/2024	
Staffing	-add additional staff for year 2 (2nd grade)	Leadership Team	2019/2024	
Family &	-Create parent program	Leadership Team	2019/2024	

Community Engagement	competencies -Establish parent education classes			
Network Development	-Implement network calendar -Plan collaborative network professional development	Delia McLerran	2019/2024	
Board Development	-Develop advisory board convening calendar. -Establish campus foundation.	Leadership Team	2019/2024	

TIMELINE: Year 2				
Proposal element	**Task or Initiative**	**Responsibility**	**Begin date/ End date**	**Status**
Curriculum & Instruction	-Refining curriculum and instruction -Create implementation plan for 3rd grade	-Leadership Team	2020/2024	
Assessment Plan	-Refine Enrollment Plan -Parent and Student Surveys -CASEL Competencies Rubric -STAAR Approach	Leadership Team	2020/2024	
Professional Development	-Attend STEAM Conference -Attend Reading Conference (Location TBD) -Responsive Classroom Conference	Leadership and Instructional Team	2020/2024	
Staffing	-add instructional paraprofessional staff -add additional staff for year 3 (3nd grade)	Leadership Team	2020/2024	
Family & Community Engagement	-Develop job description for Family Engagement Coordinator -Recruit qualified Family	Leadership Team	2020/2024	

	Engagement Coordinator candidates -Hire candidate by April 2019			
Network Development	-Implement network calendar -Implement collaborative network professional development	Delia McLerran	2020/2024	
Board Development	-Implement advisory board convening calendar. -Establish campus foundation roles. -Create Foundation norms and responsibilities.	Leadership Team	2020/2024	

APPENDIX

APPENDIX

a. Daily Schedule

Day in the Life of Primary		
Time	**Kinder**	**First**
7:45-8:00	School-Wide Morning Assembly	School-Wide Morning Assembly
8:00-8:20	Classroom Morning Meeting	Classroom Morning Meeting
8:20-8:35	Read Aloud	Read Aloud
8:35-8:45	Shared Reading	Shared Reading
8:45-8:55	Guided Reading	Guided Reading (Mini Lesson-Direct Teach)
8:55-9:55	Daily 5/Small Group ● Word Work ● Independent Reading ● Writing Station ● Listening Station ● Teacher Station	Daily 5/Small Group ● Word Work ● Independent Reading ● Writing Station ● Listening Station ● Teacher Station
9:55-10:40	Specials Rotation	
9:55-10:15		Recess
10:15-11:10		Science
10:40-11:10	Lunch	
11:10-11:55	Specials Rotation	
11:10-11:40		Lunch
11:50-12:35	Science	
11:40-1:10		Specials Rotation
12:35-12:50	Number Sense (Mental Math)	
12:50-1:05	Guided Math (Mini Lesson-Direct Teach)	
1:05-2:05	Small Group/Stations	
1:10-1:25		Number Sense (Mental Math)
1:25-1:40		Guided Math (Mini Lesson-Direct Teach)
2:05-2:15	Share Out/Reflection	
1:40-2:40		Small Group/Stations
2:15-2:45	Recess	
2:45-3:30	Social Studies	
2:40-2:50		Reflection/Share Out
2:50-3:00		Recess
3:00-3:30		Social Studies

APPENDIX
b. CASEL Competencies Implementation

	Self Awareness	**Self Management**	**Social Awareness**	**Relationship Management**	**Responsible Decision Making**
		YWLA Primary CASEL Competencies Implementation			
Professional Development	Capturing Kids Hearts Responsive Classroom	Capturing Kids Hearts Responsive Classroom	Capturing Kids Hearts Restorative Discipline	Capturing Kids Hearts Restorative Discipline	Capturing Kids Hearts Responsive Classroom
Building Relationships	Morning Meetings Closing Circles Guidance Lessons SMART Goals	Morning Meetings Closing Circles Guidance Lessons	Morning Meetings Closing Circles Guidance Lessons Restorative Discipline	Morning Meetings Closing Circles Guidance Lessons Restorative Discipline	Morning Meetings Closing Circles Guidance Lessons Restorative Discipline SMART Goals
Measurement of Learning	Student goal achievement Class Dojo Student surveys Daily accountability log	Student Discipline Data Class Dojo Student surveys Daily accountability log	Peer evaluations Class Dojo Student surveys Daily accountability log	Peer evaluations Student surveys Daily accountability log	Student goal achievement Student surveys Daily accountability log

APPENDIX
c. AVID Elementary Grade Level Implementation

YWLA Primary AVID Elementary Implementation						
Grade/ Components	**Writing**	**Inquiry**	**Collaboration**	**Organizatio n**	**Reading**	**System**
Kindergarten	✔			✔	✔	AVID Folders, Interactive Journals
1st grade	✔			✔	✔	AVID Binder, Interactive Journals and two column notes
2nd grade	✔		✔	✔	✔	Planner, Binder, Interactive Journals and two column notes
3rd grade	✔	✔	✔	✔	✔	Planner, Binder, Interactive Journals and 3-column notes
4th grade	✔	✔	✔	✔	✔	Planner, Binder, Interactive Journals and Student Success Template
5th grade	✔	✔	✔	✔	✔	Planner, Binder, Interactive Journals and Student Success Template

APPENDIX
d. Assessments

YWLA Primary Assessments		
Assessments	**Formative/Summative**	**Frequency**
Maker Assignments	Formative	Weekly
Quick Writes	Formative	Daily
Interactive Journals	Formative	Daily
Student Reflections	Formative	Weekly
Exit Tickets	Formative	Weekly
Agree/Disagree	Formative	Bi-Weekly
Four Corners	Formative	Bi-Weekly
Graphic Organizers	Formative	Bi-Weekly
Progress Monitoring	Formative	Bi-weekly
Unit Tests	Summative	Quarterly
Projects with Rubric	Summative	Quarterly
Fountas and Pinnell	Summative	BOY, MOY, EOY
Map Testing	Summative	BOY, MOY, EOY
Literably	Summative	BOY, MOY, EOY

PERFORMANCE DATA TEMPLATE

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

	Year 1	Year 2	Year 3	2017-18 (girls only)	Change Y1 to Y3	% Change Y1 to Y3
SCHOOL NAME: Young Women's Leadership Academy Primary						
Please type the school year (e.g., 2016-2017) for each year -->	2015-2016 (local area)	2016-2017 (local area)	2017-2018 (local area)			
PART 1: ENROLLMENT AND STUDENT PERSISTENCE						
A. General Information						
1 Grade Levels Served (e.g., K-8; 9-12, etc.)					N/A	N/A
2 Total Enrollment Count	2265	2274	2221	1089	-44	-2%
B. Student Population						
3 % African-American	3%	3%	2%	2%	-1%	-33%
4 % Asian	0%	0%	0%	0%	0%	N/A
5 % Hispanic	96%	95%	96%	96%	-1%	-1%
6 % White	1%	2%	1%	1%	0%	6%
7 % Other Race/Ethnicity	0%	0%	0%	0%	0%	-43%
8 % Economically Disadvantaged	95%	94%	93%	93%	-2%	-2%
9 % English Language Learner	24%	22%	23%	23%	-1%	-4%
10 % Special Education	10%	11%	11%	6%	1%	10%
C. Student Persistence						
11 % of Students who Remain at School from Previous Year (Total Student Population)	59%	68%	75%	78%	16%	27%
12 % of Students who Remain at School from Previous Year (Special Education Population)	67%	71%	77%	86%	10%	15%
PART 2: ACADEMIC OUTCOMES						
A. STAAR Grades 3-8 Outcomes (if applicable)						
13 % of Students who Meet or Master Standards (Reading)		29%	27%	27%	27%	N/A
14 % of Students who Meet or Master Standards (Math)		29%	32%	30%	32%	N/A
15 % of Students who Meet or Master Standards (Writing)		27%	26%	23%	26%	N/A
16 % of Students who Meet or Master Standards (Science)		34%	31%	31%	31%	N/A
17 % of Students who Meet or Master Standards (Social Studies)					0%	N/A
B. STAAR EOC Outcomes (if applicable)						
18 % of Students who Meet or Master Standards (English I)					0%	N/A
19 % of Students who Meet or Master Standards (English II)					0%	N/A
20 % of Students who Meet or Master Standards (Algebra I)					0%	N/A
21 % of Students who Meet or Master Standards (Biology)					0%	N/A
22 % of Students who Meet or Master Standards (U.S. History)					0%	N/A
C. Self-Selected Academic Outcomes *(Select up to 3 data points to share)*						
23					0	N/A
24					0	N/A
25						
26					0	N/A
Part 3: STAFF EXPERIENCE AND PERSISTENCE						
26 Average Years of Teacher Experience	11	11	10		N/A	N/A
27 % of Teachers who Remain at School from Preceding Year	71%	81%	77%		5%	8%
28 Number of Master Teachers			15		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

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	95% of students will show a year or more growth in reading proficency.	Standard assessment to measure growth will be MAP testing. A Beginning of Year and End of Year will meaure growth for kindergarten and first grade. Middle of Year MAP test will be administered in an effort to establish interventions and supports for students according to data from MAP. Formative and
Goal #2	5 Years	95% of students will meet or master CASEL competencies at their grade level.	We will quantify by using the first year to set a baseline of student mastery of CASEL competencies using and campus created rubric. Every year students will meet and master new developmentally appropriate CASEL competencies.
Goal #3	3 Years	Campus enrollment will meet 95% or more of projected enrollment across grade levels.	The campus Enrollment Plan and PEIMS Snapshot will serve as instruments to measure student enrollment and rentention. SchoolMint will be used to track the number of applications and student accepted offers.
Goal #4	3 Years	A component of STEAM will be evident in classroom instruction and student work samples 80% of the days of the instructional week.	Teacher lesson plans will reflect STEAM components 4 out of 5 days per week. The implementation of these components will be observed through adminstrative walk throughs and peer observations (Teacher to Teacher).

set baseline

d

| Goal #5 | 3 Years | Student STAAR data in Reading and Math will refelct: 90% of students at meets, 35% of students at Masters. | The standard will be measured using STAAR data, beginning with the initial cohort of students. |

Which goal will be the hardest to achieve? Why?
Type response here --> Goal 1 will be the most challenging goal to achieve, due to the level of mastery of foundational skills of the students when they enroll. Students will enroll at various levels and we will need to fill in gaps for students reading below grade level and continue to develop the reading skills of students on or above grade level. Staff will need to be intentional about the instruction to differentiate for the levels of all students.

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.